Module: English in Early Childhood
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: Theory and Practice of Bilingual Education	**Credits**: 3

Subject Classification: Compulsory

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

Types and number of lessons: 15 lectures per semester
Language: English
Other methods used during the course
- digital course material provided through electronic learning system
- authentic English audio and the use of international literature
- course outline available electronically
- sharing the good practices of international partner institutions through online interface
- use of online internet resources

Method of assessment: Exam
Other means of learning evaluation:
- continuous, active participation during lessons
- oral assessment of the acquired linguistic material
- preparation of ppt presentations for use in classroom
- completion of preschool activity plans

 Place of subject in the curriculum: first semester

Prerequisites: none

Course description:

During the course students will acquire the essential theoretical and practical fundamentals needed in bilingual preschool education. They will learn how to apply the theoretical knowledge on bilingualism in the preschool language acquisition process. Students will get familiar with the different types of bilingualism and the physiological and psychological factors enabling early bilingualism. Participants in this course will get acquainted with different bilingual kindergarten educational programs and fundamental organizational issues, and will be able to plan and comment on bilingualism part of the educational program.
•Effective use of digital technology: 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.

Required and reccomended litureature:

●   Kovács, J. &Trentinné Benkő, É. (2014). The World at Their Feet: Children's Early Competence in Two Languages through Education. Eötvös József Könyvkiadó, Budapest. ISBN: 978 963 9955 55 4

●   Bialystok, Ellen. (2001). Bilingualism in Development . Cambridge University Press, Cambridge, UK . eBook. (EBSCO) ISBN: 9780521632317. 9780511012372.

●   Nikolov, Marianne. (2009). The Age Factor and Early Language Learning. Series: Studies on Language Acquisition, Vol. 40. De Gruyter Mouton. Berlin. eBook. (EBSCO) ISBN: 9783110218275. 9783110218282.

●   Klein Ágnes. (2013). Utak a kétnyelvűséghez: Nyelvek elsajátítása iskoláskor előtt. Tinta Könyvkiadó. Budapest

●   Kovács, J. & Trentinné Benkő, É. (2011). A Task-based Reader on Methodology and Children's Literature (5th edition). ELTE Eötvös Kiadó, Budapest.

●   Cameron, Lynne, (2001). Teaching Langugages to Young Learners. Cambridge University Press, Cambridge. ISBN: 978-0521774345

●   Trentinné Benkő, É. (2014). A kétnyelvű fejlesztés és a pedagógusképzés. IN: Neveléstudomány. 2014. évf. 3. sz. 89-108.

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

a) Knowledge

●   Possesses the expert knowledge and teaching methodology which help to develop the personality of children aged 3-7 in a harmonious complex way.

●   Plans and organizes educational activities in English and applies appropriate psychological and pedagogical methods of child development.

●   Is familiar with and able to apply the rules of digital communication and information management competently.

b)   Capabilities

●   Adapts his pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to the English language preschool education with consideration to the characteristics of the child and the child's age group.

●   Understanding the characteristics of the age group, the student should be able to identify and select the appropriate educational goals, tasks and content. The student should furthermore be able to manage, analyse, evaluate the differentiated pedagogical process.

●   Builds and develops a bias-free respectful and trustworthy relationship with children institution (such as families, nurseries, childcare services, and other public educational institutions). Communicates professionally and clearly in professional situations and asssists and offers help relating to the problems of children.

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

c)   Attitude

●   Committed to developing strategies, methods and activities promoting the organization and expansion of the the 3-7 year-old age group's experience and knowledge, 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.

●   The student's personality is free from prejudice, and is characterised by tolerance, social sesitivity and helping attitude. The student has an inclusive and multicultural approach, seeks to preserve the cultural identity and supports the child's integration into his community.

●   Accepts the child-centered inclusive preschool education and the view that pedagogical strategies used in preschool education should be tailored to the child's personality.

● Has an open-minded, innovative, and authentic attitude to welcome and transmit digital and technological development and innovation in their special field.

d) Autonomy and Responsibility
● Takes responibility for children aged 3-7, for the whole group of children, for his 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 he is a concious leader of his own professional development.
● Can plan and develop their digital literacy independently

Responsible for course: Bethlenfalvyné dr. Streitmann Ágnes college professor, PhD

Other teacher involved in course: Bill McBrayer English language teacher