

**Module:** Cultural Studies  
**Number of credits:** 12 credits  
**Subjects:**  
 1) Civilization and Culture  
 2) English Children’s Literature

<b>Name of subject:</b> English Children’s Literature	<b>Credits:</b> 6
<b>Subject Classification:</b> elective professional course	
<b>Division of course content in theory and practice:</b> 60% practice and 40% theory	
<b>Types and number of lessons:</b> 20 seminars per semester <b>Language:</b> English <b>Other methods used during the course:</b> <ul style="list-style-type: none"> <li>• digital course material provided through electronic learning system</li> <li>• the use of international literature</li> <li>• course outline available electronically</li> <li>• sharing the good practices of international partner institutions through online interface</li> <li>• use of online internet resources</li> </ul>	
<b>Method of assessment:</b> term mark <b>Other means of learning evaluation:</b> <ul style="list-style-type: none"> <li>• continuous, active participation during lessons</li> <li>• preparation of ppt presentations for use in classroom</li> <li>• completion of preschool activity plans containing practical ideas how to apply children’s literature in the activity room</li> <li>• preparing written assignments</li> <li>• sharing research findings on project websites</li> <li>• participation in international projects</li> </ul>	
<b>Place of subject in the curriculum:</b> 5 <sup>th</sup> semester	
<b>Prerequisites:</b> none	

**Course description:**

During the course students will become acquainted with the outstanding representatives of English children’s literature, and they will acquire different methods and techniques of early foreign language development applying literary pieces. The course outlines the role of nursery rhymes, poems, folk and fairy tales in children’s holistic development, the advantages of using these genres in teaching English as a foreign language to young learners, the significance of rhythm, rhyme, repetition, playing with words in children’s literacy development. Students will be familiarized with the British folk tale tradition, the different tale types, the difference between folk tales and literary tales, and their distinctive generic features. They will learn about the difference between picture books and all-print books, the advantages and disadvantages of using authentic texts, graded readers and media adaptations of literary pieces in the preschool activity room. The course will provide students with creative ways, and techniques concerning the effective use of children’s literature in teaching English to young learners: storytelling techniques and storymaking ideas, dramatizing nursery tales, preparing picture books,

Media awareness. During the course we touch upon the questions of media interpretation, the critical and selective consumption of the media. By highlighting the creative yet responsible use we aim to help students develop the ability to distinguish between real facts and fiction and recognize the different levels of the representation of reality.

#### **Required and recommended literature:**

- Gamble Nikki. *Exploring Children's Literature*, London: SAGE Publications, 2013. ISBN: 978-1-4462—6860-5
- Hunt, Peter. *An Introduction to Children's Literature*, Oxford: OUP, 1994. ISBN: 0-19-219261-2
- Montgomery, Heather-Watson, Nicola J. *Children's Literature, Classic Texts and Contemporary Trends*, New York: Palgrave Macmillan, 2009. ISBN-13: 978.0.230-22714-9
- Corbett, Pie. *Jumpstart, Storymaking, Games and Activities for Ages 7-12*. London and New York: Routledge, 2009. ISBN 13: 978-0-415-46686-8
- Corbett, Pie. *The Bumper Book of Story Telling into Writing at Key Stage 1*. Melksham: Clown Publishing, 2006. ISBN-13 978-09553008-0-6
- Kovács, Judit – Trentinné Benkő, Éva. *A Task-based Reader on Methodology and Children's Literature for Student of Primary Teacher Training*. Budapest: ELTE TÓK, 2003
- Mullaney, David Vale-Stephen and Murphy, Pat. *Storyworld 3-4. A story-based English course for young children*. Oxford: Heinemann, 1995. ISBN: 0 435 291556
- Phillips Sarah, *Drama With Children* Oxford: Oxford University Press, 2010. ISBN: 978-0-19-4372-20-6
- Bethlenfalvyné Streitmann Ágnes. *Values and Education – Role of Folktales in Value Transmission* in *Katolikus Pedagógia, Nemzetközi Neveléstudományi Szakfolyóirat*, 2016./3-4. 34-42. ISSN 2080-6191
- Bethlenfalvyné Streitmann Ágnes. *Az angolszász fantasy műfaj térhódítása gyermekeink körében: értékek és veszélyek* In: *Katolikus Pedagógia: Nemzetközi neveléstudományi szakfolyóirat*. III:(3-4) pp. 92-103. (2014). ISSN 2080-6191

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

##### **) 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

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

**d) Autonomy and Responsibility**

- Takes responsibility 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 conscious leader of his own professional development.
- Has a conscious, critical, self-reflective, and innovative attitude towards the development of digital culture.

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

**Other teacher involved in course:** Palkóné dr. Tabi Katalin, assistant college professor, PhD