

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: Early English in Childhood Education 2. Course Code: OVOALB1044ANG	Credits: 3
Subject Classification: Compulsory	
Division of course content in theory and practice: 40% theory and 60% practice	
Types and number of lessons: 20 seminars per semester Language: English Other methods used during the course <ul style="list-style-type: none">• course outline available electronically• digital course material, internet resources, videos provided through Google Classroom• presentations in person/online (Google Meet)• use of international literature	
Method of assessment: term mark Other means of learning evaluation: <ul style="list-style-type: none">• continuous, active participation during lessons• assessment by the teacher of the linguistic material acquired by students• presentations for use in classroom• preparing activity/circle time/project plans and mindmaps• preparing a portfolio containing activity plans• micro-teaching	
Place of subject in the curriculum: 2nd semester	
Prerequisites: Early English in Childhood Education 1	

Course description:

The aim of the course is to provide students with the essential theoretical and practical language skills and competencies needed for them to teach the various English language preschool activities. Students will acquire the language teaching approach which is based on the distinction between language acquisition and language learning, and learn language teaching methodology, transfer and development in preschool education.

- During the course students will acquire the specific, technical language associated with different areas of early foreign language acquisition such as for example, English songs, rhymes, nursery tales, games, art and craft activities.
- They will learn the technical vocabulary associated with circle time activities, free play and

care activities (meals, getting dressed, washing hands etc.)

- Students will learn about language teaching methods applied in the early foreign language development.
- Participants in this course become familiar with different English-Hungarian bilingual kindergarten educational programmes and they will be prepared for observation and practice in bilingual kindergarten groups.

Required and recommended literature:

- 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.
- Janice Bland. (2016). Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds. Bloomsbury Academic. London. ISBN: 9781472588586
- Nikolov, Marianne. (2009.) Early Learning of Modern Foreign Languages : Processes and Outcomes. Series: Second Language Acquisition. Multilingual Matters. Bristol, UK . eBook. (EBSCO) 9781847691460. 9781847691453. 9781847691477. 9781847699879.
- Lütge, Christiane – Bland, Janice. (2013). Children's Literature in Second Language Education. Bloomsbury Academic. London . eBook. (EBSCO) ISBN: 9781441183521. 9781472576279. 9781441129789. 9781441182760.
- Ghosn, Irma-Kaarina – Charlotte, NC . (2013). Storybridge to Second Language Literacy : The Theory, Research, and Practice of Teaching English with Children's Literature. Information Age Publishing. eBook. (EBSCO). Kapsolódó ISBN: 9781623962777. 9781623962791.
- Reilly Vanessa and Ward Sheila M., Very Young Learners, Oxford University Press, OUP, 1997, ISBN: 978-019-437209-1
- Beall, P.- Nipp, H S.: The Best of Wee Sing. Penguin Young Readers, New York, 2007. ISBN-13: 978-0-8431-2184-1

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.

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

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.
- Their personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community.
- 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.

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.

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

Other teacher involved in course: Bill McBrayer English language teacher