Module: English for Academic Purposes
Number of credits: 12
Subjects:
1) **English for Academic Purposes 1**
2) **English for Academic Purposes 2**

Name of subject: English for Academic Purposes 2 **Course code:** LKOZOS1009ANG	**Credits**: 6

Subject Classification: elective professional course

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

Types and number of lessons: 20 seminars
Language: English
Other methods used during the course:
- syllabus provided through electronic learning system
- use of international literature
- use of authentic reading and writing material
- use of online Internet resources
- individual, pair- and group work

Method of assessment: term mark
Other means of learning evaluation:
- continuous and active participation
- regular oral and written assessment
- individual presentation on a topic related to preschool setting
- peer-review
- self-assessment

Place of subject in the curriculum: 5th semester

Prerequisites: English for Academic Purposes 1

Course description:

The aim of this seminar course is to consolidate and further develop language skills necessary for successful oral written communication and performing academic tasks in English. The course focuses primarily on how to format a BA dissertation, but we will also touch upon further academic vocabulary, problem areas of grammar related to academic writing, and there will also be a section on oral presentation with view to the BA dissertation defence.

By the end of the course, students will
○ know what APA style means and how it is used
○ apply APA style guidelines successfully in an academic context
○ use academic vocabulary and grammar more accurately
○ be able to format a research paper and organize their thoughts appropriately
○ be able to present their research findings confidently in front of an audience.

Required and recommended literature:

1. Zemach, Dorothy E. & Carlos Islam (2005). Paragraph Writing: From Sentence to Paragraph. Macmillan. ISBN 978 1 4050 5845 2.
2. Chivers, B. & Shoolbred, M. (2007). *A student's guide to presentations: Making your presentation count*. SAGE Publications.
3. Hacker, D. & Sommers, N. (2020). *A pocket style manual: APA version* (8th ed.). Bedford/St. Martin's.
4. McCarthy, M. & O'Dell, F. (2008). *Academic vocabulary in use*. Cambridge University Press.
5. Anker, Susan: Real Writing with Readings. Bedford/St. Martin's, 2010. ISBN 978-0-312-53904-7
6. Mills, G. E. & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications* (12th ed.). Pearson.
7. Powell, M. (1996). *Presenting in English: How to give successful presentations*. Thomson-Heinle.

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.

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.

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.

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

Other teacher involved in course: Pivók Attila, college assistant lecturer