

**Module:** Early English in Childhood Education

**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

<b>Name of subject:</b> Theory and Practice of Bilingual Education	<b>Credits:</b> 3
<b>Course code:</b> OVOALB1017ANG	
<b>Subject Classification:</b> Compulsory	
<b>Division of course content in theory and practice:</b> 60% theory and 40% practice	
<b>Types and number of lessons:</b> 15 lectures per semester <b>Language:</b> English <b>Other methods used during the course</b> <ul style="list-style-type: none"><li>• course outline available electronically</li><li>• digital course material, internet resources, videos provided through Google Classroom</li><li>• presentations in person/online (Google Meet)</li><li>• use of international literature</li></ul>	
<b>Method of assessment:</b> Exam <b>Other means of learning evaluation:</b> <ul style="list-style-type: none"><li>• continuous, active participation during lessons</li><li>• oral assessment of the acquired linguistic material</li><li>• students' presentations</li><li>• students' research work</li></ul>	
<b>Place of subject in the curriculum:</b> first semester	
<b>Prerequisites:</b> 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.

**Required and recommended literature:**

- 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 Languages 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.

**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.

**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.

**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.

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

**Other teacher involved in course:**