

Foreign Language Learning in Childhood 4 ECTS

Purpose of course

The course provides an overview of the characteristics pertinent to childhood language acquisition and language learning, with a focus on the formal learning environment of foreign language education. The course provides an overview of the most significant research in foreign language acquisition during early childhood stages, and gives an overview of various models in foreign language education and bilingual education in Europe and beyond, while also examining the relationship between institutional, legal, regulatory requirements, and the level of efficiency in teaching foreign languages.

Required reading

- Coyle, D. Hood, P. & Marsh, D. (2010): CLIL. Content and Language Integrated Learning. Cambridge University Press, Cambridge. ^[L]_[SEP]
- Kovács, J. – Trentinné Benkő, É. (2016): The World at Their Feet: Children's Early Competence in Two Languages through Education. (2nd rev. ed.) Eötvös József Könyvkiadó, Budapest
- Mehisto, P., D. Marsh – M. J. Frigols (2008): Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. Macmillan, Oxford. ^[L]_[SEP]
- Mourao, S. – M. Lourenco (eds) (2015): Early Years Second Language Education: International perspectives on theory and practice. (Routledge Research in Early Childhood Education) Routledge. New York.
- Murphy, V. (2015) Second Language Learning in Early School Years: Trends and Contexts. Oxford University Press. Oxford
- Richards, J. C. – T. S. Rodgers (2014): Approaches and Methods in Language Teaching. (3rd ed.) Cambridge University Press. Cambridge.

Knowledge

- Has knowledge of the latest research results in education science and its related fields as well as relevant pedagogical innovations, can analyse and interpret this information critically.
- Understands developmental trends in professional policies and is familiar with international trends in innovative techniques as well as the characteristics of developing educational systems.
- Understands the connections and the means of directing the operation of service systems in his/her professional field and related sectors.

Attitude:

- Has professionally established critical approach, and is committed to professional analysis based on values and knowledge.
- Draws connections between theory and practice with a sense of evaluative and interpretative reflectivity, formulates relevant professional criticism, expresses his/her opinion convincingly and clearly, is able to argue in professional debates.

- Is committed to lifelong learning, aims to follow issues related to his/her profession continuously, and is therefore particularly open to familiarizing himself/herself with recent professional development as well as applying this in his/her work, and evaluating its effectiveness.
- In professional relationships, represents his/her professional values and beliefs, and takes part in debates in order to defend them.

Skills:

- Applies interdisciplinary models and is able to analyse specific problems from different perspectives, thereby aiding the realistic interpretation of the situation while reaching effective alternative solutions.
- Applies multicultural and intercultural viewpoints in analysis, and utilizes them proactively in his or her work.
- Is able to compare research results with pedagogical practice.

Autonomy-responsibility:

- Strengthens his/her professional confidence, and realistically assesses his/her own professional potential and deficits.
- Due to conscious self-development, is able to work independently and with responsibility, and can balance personal and professional goals in his/her work.
- Takes the proactive role in making phenomena understood and encouraging responsible thinking, applies a scientific-professional viewpoint to his/her decisions and actions.
- Takes responsibility for his/her communication and for improving this area continuously.
- Initiates and leads innovative processes with responsibility.