

## Course Description

### EDUM-CS-108 Foreign Language Learning in Childhood

Leading Lecturer: Kovács Ivett Judit

#### Aim of the 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.

#### Learning outcome, competences

##### 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.

##### 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.

##### 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.

##### Autonomy and 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.

#### Content of the course

## Topics of the course

- Language acquisition and language learning
- The latest research on second language acquisition in early childhood.
- The stages and characteristics of language acquisition.
- The different models of bilingual education in Hungary, in Europe and beyond – benefits and challenges.
- The age-appropriate methodology of foreign language teaching in the early years.
- Teaching a foreign language effectively through project-based learning.
- CLIL – content and language integrated learning.
- Assessing language knowledge in early childhood.
- Visiting and discussing best practices in foreign language teaching in kindergartens.
- Intercultural education in the kindergarten – teaching a heterogeneous group (of children from various countries of origin).
- The type of organizational culture that supports foreign language teaching the best.
- Parents' beliefs and motivation for choosing bilingual education for their children.
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## Evaluation of outcomes

- Active participation in group discussions: analyse, share thoughts and have a critical dialogue about the topics being discussed during the class.
- Attending group visits (2) to the chosen educational institutions. Making observations during the visits and writing reflections of the experiences.
- Writing an essay on a chosen topic (based on agreement with the lecturer).
- Presentation.

## Mode of evaluation:

practice mark: 1-5 grades

## Aspects of evaluation:

- The precision, elaboration of the essay and the presentation.
- The quality of reflections.
- Active, supporting, constructive participation in discussions during contact lesson

## Reading list

### Compulsory reading list

- Baker, C. (2001): *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters Ltd.
- Banks, J. A (1993): Multicultural Education: Historical Development, Dimensions, and Practice. *Review of Research in Education*, 19(3) 3-49.
- Dolean, D.D. (2015): How early can we efficiently start teaching a foreign language? *European Early Childhood Education Research Journal*, 23(5) 706-719.
- Korthagen, F.A.J. (2004): In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77–97.
- 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
- Skutnabb-Kangas T., McCarty, T.L. (2008): Key Concepts In Bilingual Education: Ideological, Historical, Epistemological, And Empirical Foundations. In: Jim Cummins & Nancy Hornberger (szerk): *Encyclopedia of Language and Education*, 2nd edition. Volume 5, Bilingual Education, New York: Springer, 3-17.

### Recommended literature:

- Coyle, D. Hood, P. & Marsh, D. (2010): CLIL. Content and Language Integrated Learning. Cambridge University Press, Cambridge.
- Eurydice/EACEA (2014): *Eurydice Policy Brief: Early Childhood Education and Care*. European Commission, Education, Audiovisual and Culture Executive Agency.  
[http://publications.europa.eu/resource/cellar/25c63f11-c2cb-4c4c-a3cb-85d9b1eab93b.0006.03/DOC\\_2](http://publications.europa.eu/resource/cellar/25c63f11-c2cb-4c4c-a3cb-85d9b1eab93b.0006.03/DOC_2)
- Fishman, J.A., Lovas, J. (1970): Bilingual Education in Sociolinguistic Perspective. *TESOL Quarterly* 4(3) 215-222.
- Mart, C.T. (2012): Encouraging Young Learners to Learn English through Stories. *English Language Teaching* 5(5) May. 101-106.
- Mehisto, P., D. Marsh – M. J. Frigols (2008): Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. Macmillan, Oxford.
- 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
- Nikolov, M., Djigunovic, J.M. (2011): All Shades of Every Color: An Overview of Early Teaching and Learning of Foreign Languages. *Annual Review of Applied Linguistics*. 31. March. 95-119.
- Richards, J. C. – T. S. Rodgers (2014): *Approaches and Methods in Language Teaching*. (3rd ed.) Cambridge University Press. Cambridge.
- Woumans, E., Surmont, J., Struys, E., Duyck, W. (2016): The Longitudinal Effect of Bilingual Immersion Schooling on Cognitive Control and Intelligence. *Language Learning* 66(2) 76–91.