

Külföldi intézmény neve:	Universidad de Extremadura
Erasmus kód:	E BADAJOZ01
Kiegészítő információk	A kurzusok főként angol művereseknek ajánlottak. További kurzusok csak spanyolul érhetőek el, melyet a nyelvet beszélők nyugodtan felvehetnek. https://www.unex.es/organizacion/servicios-universitarios/secretariados/sr/incoming-erasmus-students-on-line-registration/european-erasmus-students/FacultaddeEducacion.Si.pdf

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
BA degree in Pre-Primary Education									
English Didactics in Early Childhood Education (6 ECTS)		ősz	óvó	<p>Module 1. Learning a foreign language at an early age. The context of early childhood education and foreign languages. Different learning methods and application to the pre-school classroom. How do children learn a foreign language? Methodological foundations and teaching resources. Practical activities: Discussion and comments on personal teaching-learning experiences, assessing personal perceptions and beliefs about how a foreign language should be better learned and taught to children. Module 2. Activities, materials and resources for the English classroom in pre-school education What is a resource bank? Creation and maintenance. Practical activities: Discussion and analysis of the effectiveness of a wide variety of teaching-learning techniques and activities aimed at the development of basic communication skills (Listening, Speaking, Reading and Writing) of pre-school students. Module 3. The didactic value of games in the English classroom in pre-school education Games as a teaching resource. Characteristics and typology. Practical activities: Discussion and analysis of the effectiveness of games for the development of basic communication skills (Listening, Speaking, Reading and Writing) of pre-school students; Proposal of classroom situations and experiences in the process of teaching a foreign language using games as a resource. Module 4. The didactic value of songs and rhymes in the English classroom in pre-school education Songs as a teaching resource. Characteristics and typology. Practical activities: Discussion and analysis of the effectiveness of songs and rhymes for the development of basic communication skills (Listening, Speaking, Reading and Writing) of pre-school students; Proposal of classroom situations and experiences in the process of teaching a foreign language using songs and rhymes as a resource. Module 5. The didactic value of stories in the English classroom in pre-school education Stories as a didactic resource. Characteristics and typology. Practical activities: Discussion and analysis of the effectiveness of stories for the development of basic communication skills (Listening, Speaking, Reading and Writing) of pre-school students; Proposal of classroom situations and experiences in the process of teaching a foreign language using stories as a resource. Module 6. How to motivate pre-school students. Motivational techniques. Practical activities: Proposal of classroom situations and experiences to learn how to teach a foreign language to pre-school students keeping in mind motivation.</p>	Angol nyelvű gyermekirodalom I.	ÓP17NA01AM11	óvó	igen	IV
					Angol nyelvű gyermekirodalom II.	ÓP18NA01AM12	óvó	igen	V
Metalinguistic awareness for the teaching of English (6 ECTS)		ősz	óvó	Use of standard English, both receptively and productively, with fluency in everyday and educational situations, making use of a wide lexical and grammatical repertoire. Principles of English acquisition in the early years and their application to the infant classroom with attention to ICT and socio-cultural aspects. Describe the basic structures of the English language and adapt them to this educational stage.					
English for Pre-Primary Education II (6 ECTS)		ősz	óvó	Use of standard English, receptively and productively with special emphasis on the oral aspect in situations of personal interaction and those related to the infant classroom. Use of English and development of 2 basic skills in relation to the design of activities aimed at language learning in the early stages of education. Tema 1: Introduction to the English speaking world. Tema 2: Self-learning: dictionaries, grammars, and on-line resources. The language of ICT and languages skills diagnostic. Tema 3: English for very young learners. Tema 4: Introduction to English sounds.	Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	III
English for Pre-Primary Education I (6 ECTS)		tavasz	óvó						
MA degree in Bilingual Education and Bilingualism									
Content and Language Integrated Learning (6 ECTS)		ősz	tanító	Bilingualism: definition and types. Bilingualism in educational contexts. Bilingualism and cognition. The European language policy. CLIL. Main features and models in CLIL. Research into the main educational and linguistic outcomes of CLIL. The CLIL school: main features. CLIL teachers: competencies. CLIL in Extremadura. Literacy in two languages. UNIT 1: Bilingualism and multilingualism in educational contexts. UNIT 2: Implementing CLIL. UNIT 3: Agents in CLIL. UNIT 4: CLIL as a methodological approach	A kétnyelvűség elmélete és gyakorlata	TN01KS03	tanító	kötelezően választható	
Communicative Skills in English (6 ECTS)		ősz	tanító	To be able to communicate effectively in English. Lesson 1: Introduction to academic English. Lesson 2: Academic presentations. Lesson 3: Linguistic features of Academic English. Lesson 4: Storytelling. Lesson 5: Digital resources	Integrált nyelvi fejlesztés III.	TT17NA01MT08	tanító	igen	III
Introduction to Second Language Acquisition		ősz	tanító	Basic concepts in language acquisition. Linguistic competence. L2 acquisition: main theories. Factors determining acquisition. Features of a good L2 learner: aptitude, motivation, age, personality, cognitive style, learning strategies. Lesson 1: Basic concepts of second language acquisition (SLA). Lesson 2: Bilingualism. Lesson 3: Learner language. Lesson 4: Individual differences in SLA.	Bevezetés az angol mint idegen nyelv tantárgy-pedagógiájába	TT17NA01MT12	tanító	igen	IV

Language and interaction in the CLIL classroom (6 ECTS)		ősz	tanító	Every teacher is a teacher of language: Language, texts and interaction in the CLIL classroom. (Understanding how and why we use language in the classroom: the instructional register; the social register; the organizational-procedural register.). Orders of complexity (Language in spoken and written modes. Differences and similarities. Implications for teaching through English. Planned and unplanned discourse.). Characteristics of the oral mode (a. Linearity b. *The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program. 2 repetition and redundancy c. stress and intonation d. the support of gestures and visuals). Characteristics of the written mode. (a. The syntactic mode b. Lexical complexity c. Referring devices c. spelling and punctuation). Choosing and adapting texts in oral and written modes. (a. Memorable texts b. Simplifying texts c. texts with visual or other non-verbal supports. Making connections (Language use across subject areas. The core vocabulary of English. How the senses of core vocabulary items extend to new topics. Implications.). Putting it all together. (Micro-teaching practice: oral and written modes).	Angol nyelvi előkészítés az angol-magyar két tanítási nyelvű oktatásra/nevelésre I.	TN01KS01	tanító	kötelezően választható	
Disciplinary English for content subjects (6 ECTS)		tavaszi	tanító	Introduction to academic English. BICS and CALP. CLIL is CALP. English for the Natural Sciences. English for the Social Sciences. English for Music. English for Physical Education. English for Arts. English for Mathematics. English for ICTs. UNIT 1: Introduction to English for Specific purposes. UNIT 2: Specific language use in CLIL. UNIT 3: The language of schooling and genres. UNIT 4: Oral and written texts in the CLIL classroom	Angol nyelvi előkészítés az angol-magyar két tanítási nyelvű oktatásra/nevelésre II.	TN01KS02	tanító	kötelezően választható	
Methodology, resources and assessment for bilingual education (6 ECTS)		tavaszi	tanító	Methodological aspects and pedagogical practices in the bilingual class. Materials and resources for bilingual education: selection and adaptation. New Technologies and Webquests. The European Portfolio of Languages. Assessment in the teaching of a content subject through an L2. Evaluation of bilingual programmes. LESSON 1. European perspective in CLIL teacher education. Professional profile of CLIL teachers. LESSON 2. Understanding and applying CLIL pedagogy in Primary and Secondary Education: Advantages and drawbacks. LESSON 3. Selection and adaptation of materials and resources for CLIL classrooms. LESSON 4. CLIL evaluation and assessment	A két-tannyelvű oktatás módszertana. Ének-zene és vizuális nevelés	TN01KS05	tanító	kötelezően választható	
					A két-tannyelvű oktatás módszertana. Környezetismeret,	TN01KS06	tanító	kötelezően választható	
					A két-tannyelvű oktatás módszertana. Testnevelés	TN01KS04	tanító	kötelezően választható	
Placement Period (6 ECTS)		tavaszi	tanító	It lasts 5 weeks and takes place in bilingual schools. Some classes are in English (mainly Natural Sciences, or Arts) and some in Spanish. However, in Spain, CLIL programmes begin in 1st grade of Primary education (6- to-7 year-old students), so placement are usually offered for Primary Education.			tanító		