



## ENGLISH LANGUAGE CHILDREN'S LITERATURE I

Course code	ECTS	Lecturer	Department	Language of Instruction
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### COURSE DESCRIPTION

Students acquire a wide range of knowledge about the children's literature in English-speaking countries (folk poetry, children's poetry, chants, songs, games etc.) and their creative and experiential use in pre-school sessions. The course supports the goal to train teachers who

- have acquired subject-matter knowledge in English children's literature, theoretical and practical skills that can promote them in their work as pre-school teachers;
- have built solid foundations in language pedagogy and children's literature and can continuously further develop their knowledge through the professional literature;
- are able to express their taste in literature and arts, pedagogical and critical attitude; are able to further develop their attitude, creativity and way of expression;
- are able to explore target language cultures through the children's literature of English-speaking countries and present them in a child-centred way;
- are able to acquire age-appropriate activity types, methods and techniques for young children, which promote empathy, playfulness and interdisciplinary aspects;
- are able to develop children's sense of movement and rhythm, musical taste, abilities for verbal and non-verbal expression and pronunciation; to enrich children's social and emotional worlds.

### COURSE CONTENT

In order to develop the students' own personality, linguistic skills and the creative use of language and their ability to promote children's holistic development the student acquires the following content matter:

- definitions in children's literature, frameworks for interpreting ideas;
- overview of genres and themes in children's literature;
- the place and role of short genres (chants, rhymes, songs, games, counting out rhymes, tongue twisters) in the holistic development of children;
- types and main features of various genres;

- traditional and contemporary children's literature;
- the role of songs, music, rhyme, rhythm, movement, dance, humour and game in the holistic development of young children;
- the role of drama activities in the development of group dynamics and self-expression;
- professional literature related to children's literature, both in print and digital forms.

## **BIBLIOGRAPHY**

1. Hahn, D. (2015): *The Oxford Companion to Children's Literature*. Oxford University Press, Oxford.
2. Hooper, C. (2004): *The Usborne Nursery Rhyme Songbook with CD*. Usborne Publishing, London.
3. Mickenberg, J. & Vallone, J. (2012): *The Oxford Handbook of Children's Literature*. Oxford University Press, Oxford.
4. Kovács, J. & Trentinné Benkő, É. (2011): *A Task-based Reader on Methodology and Children's Literature for Students of Primary Teacher Training*. ELTE Eötvös Kiadó, Budapest.
5. Thomas, T. (2010): *Poems for Young Children*. Miles Kelly Publishing Ltd., Essex.
6. Graham, C. (2006): *Creating Chants and Songs*. Oxford University Press, Oxford.