Külföldi intézmény neve:				Universidad del Atlántico Medio					
Erasmus kód:				E LAS-PAL48					
Kurzusok:				Az alábbi lista csak az angolul felvehető kurzusokat tartalmazza. A spanyol kurzsokat a partneradatlapban találhatják.					

Kód	Külföldi tanegység	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
				Bachelor's Degree in Infant and Primary Education					
	English I (A2)	ősz	tanító, óvó	Understanding and oral and written expression in English (level B1), skills development to promote a first approach to English as a foreign language and work in multicultural and multilingual contexts. A) GRAMMAR: Patterns and uses of verb tenses, conditionals: basic forms. special ways of making a conditional sentence, focus on modal verbs, passive, shifting the emphasis within the sentence, gerunds and infinitives, prepositional verbs and phrasal verbs. B) VOCABULARY: focus on describing people, describing places, daily routines, free time, travelling	Komplex nyelvi fejlesztés I.: nyelvi készségek és nyelvtan	TT22NA01MT03	tanító	igen	3
					Idegen nyelv pedagógus-jelölteknek I. (angol)	KBN01KV01	bármelyik	nem	kötvál
	English II (B1)	ősz	tanító, óvó	Understanding and oral and written expression in English (level B2), skills development to promote a first approach to English as a foreign language and work in multicultural and multilingual contexts. A) GRAMMAR. revision of verbal tenses, relative clauses: defining and non-defining. participles and infinitives, verb patterns ii. reduced infinitives, modal auxiliaries ii: probability and other uses, expressing habits: present habits, past habit. To be/to get used to, phrasal verbs.	Komplex nyelvi fejlesztés II.: nyelvtan	TT22NA01MT04	tanító	igen	4
					Idegen nyelv pedagógus-jelölteknek II. (angol)	KBN01KV02	bármelyik	nem	kötvál
	Morphosyntax and Semantics in the English Language	tavasz	tanító, óvó	Main concepts and fundamentals. Morphology. Word formation and current English grammar, learning how to read, learning how to write, Semantic fields and its relations.					
	School Placement I and II	tavasz	tanító, óvó	Educational centre observation and putting into practice the contents of the different subjects, lesson plans proposals and delivering lessons.	**Egyéni egyeztetés!**				
	English Phonics	ősz	tanító, óvó	The English sound system and the International Phonetic Alphabet, Synthetic Phonics: Theoretical principles and from theory to practice. Didactic resources for the work in the classroom. Basic theoretical background, Articulatory phonetics, English sounds, Synthetic phonics, Teaching synthetic phonics	Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	4
	Literature & Culture of English-Speaking Countries	ősz	tanító, óvó	The study of the foreign language socio-cultural aspects and intercultural communication issues, the study of Anglo Saxon literature. British Literature and Culture I: from Prehistory to the Middle Ages. Anglo-Saxon Literature II: Renaissance, Baroque, Reformation and Augustan Age (1485-1750). Anglo-Saxon literature III: pseudoclassicism, romanticism and Victorian era (1751 –1901), Modernism (1901 - 1945), late modernism (1946 - 1999) and 21st century, other literature written in English: Ireland, the United States and Australia.	Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	5
					Angol nyelvű ifjúsági irodalom	TT22NA01MT09	tanító	igen	6
	Rhythm and Games	ősz	tanító, óvó	Pedagogical principles on body, musical, artistic, and creative expressions. Children's games and songs as teaching resources with ludic components to promote auditory, rhythmic, and vocal education. Body language theory and its uses in second language learning for infant and primary education. Musical education theory and it uses in second language learning. Game theories and their ludic approaches for Teaching and Learning. Games and songs as methodological resources for English as a foreign language subject in infant and primary education.	A kétnyelvi óvodai foglalkozások módszertana: vizuális nevelés	ÓP17NA01AM05	óvó	igen	3
					A kétnyelvi óvodai foglalkozások módszertana: testnevelés	ÓP17NA01AM04	óvó	igen	4
					A kétnyelvi óvodai foglalkozások módszertana: ének zene	ÓP17NA01AM07	óvó	igen	5
					Angol gyermekjátékok	SZABV57	bármelyik	nem	szabvál
	Second Language Learning	ősz	tanító, óvó	Bilingual Education: basic concepts, second language acquisition at an early age, influencing factors in the learning of English and ICTs in foreign language teaching and learning process. Second language acquisition. Introducing a new	Angol mint idegennyelv és a kétnyelvű tanítás tantárgypedagógiája	TT22NA01MT15	tanító	igen	7

Second Language Learning	ősz	tanító; Bő learning process Second language acquisition. Introducing a new language. The experience of teaching a new language. Approaches: CLIL and the use of ICTs, bilingualism and its basic concepts.		Hatékony nyelvtanulás módszertana	SZABV19-01-05	bármelyik	nem	szabvál
Master´s Degree in Bilingual Education								
Bilingual schools. Politics, organization and features	ősz		Historical review of political and social responses to multilingualism. Different types of bilingual education in the world. European policies in teaching, language development and multilingualism. Spanish national and regional policies for the development of multilingualism. Management and organization of bilingual centres in Spain. Integrated Curriculum features. Effectiveness of bilingual programs. Organization and management of bilingual schools. Language assistants: functions, timetables and linguistic contributions. Bilingual education community. Specific learning needs in bilingual centres					
Data analysis and research on bilingual education	ősz		The concept of educational research. Research in education. Research Designs and Instruments. An approach to data analysis in Educational Research. Writing up the investigation report. Case analysis: Research in bilingual education	Kutatásmódszertan	TT22NA06A03	tanító	nem	4
				Angol nyelvű kutatások	SZABV19-01-04	bármelyik	nem	szabvál
Innovation in CLIL	ősz		From research to educational innovation. Innovation project: Stages and elements. European programmes for innovation in bilingual centres and mobility between countries. Classroom, centre, and community innovation. Best practices in CLIL centres. Innovation through ICTs in bilingual schools: school networks. International online projects; learning beyond school contexts.	A kétnyelvűség elmélete és gyakorlata	TN01KS03	bármelyik	nem	kötvál
				A kétnyelvűség elmélete és gyakorlata	TT22NA01MT11	tanító	igen	3
Language acquisition and second language learning	ősz		The acquisition of the mother tongue(s) Behaviourism; Chomsky's nativism; Piaget's stages; Generativist semantics; structuralism, Interactionist theories, Main contributions of the cognitive neuroscience of language. The acquisition and learning of foreign languages (Stephen Krashen´s monitor hypothesis), Swain´s production and Long´s interaction; main language cognitive neuroscience contributions. Variables in second language learning and types of bilingualism: Context, age and psychosocial factors. Language acquisition biological bases. Windows of opportunity and second language acquisition.	Hatékony nyelvtanulás módszertana	SZABV19-01-05	bármelyik	nem	szabvál
Theoretical bases of CLIL	ősz			A kétnyelvűség elmélete és gyakorlata	TN01KS03	bármelyik	nem	kötvál
				A kétnyelvűség elmélete és gyakorlata	TT22NA01MT11	tanító	igen	3
Assessment and evaluation in CLIL	tavasz		to analyse the concept of evaluation and its different typologies as well as its relationship with skills, objectives, content and learning outcomes. To know the criteria for prioritising one, or more than one, by taking into account CLIL key concepts regarding assessment: when to prioritise content, cognitive or communicative aspects. To apply the appropriate techniques for each type of evaluation. To design rubrics and provide feedback to students. To know different tools to evaluate the teacher´s performance and the successful outcomes in CLIL lessons.	A kétnyelvűség elmélete és gyakorlata	TN01KS03	bármelyik	nem	kötvál
Curriculum and teaching planning	tavasz		The study of the foreign language socio-cultural aspects and intercultural communication issues, the study of Anglo Saxon literature. British Literature and Culture I: from Prehistory to the Middle Ages. Anglo-Saxon Literature II: Renaissance, Baroque, Reformation and Augustan Age (1485-1750). Anglo-Saxon literature III: pseudoclassicism, romanticism and Victorian era (1751 –1901). Modernism (1901 - 1945). Late modernism (1946 - 1999) and 21st century. Other literature written in English: Ireland, the United States and Australia	Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	5
				Angol nyelvű ifjúsági irodalom	TT22NA01MT09	tanító	igen	6

	Materials and resources: analysis, production and adaptation	tavasz		General resources for the teacher and students in the CLIL lessons. General study and classification of materials according to different criteria in the CLIL lessons. Production of CLIL personalised material depending on students' characteristics and groups' features. Adaptation of CLIL materials depending on students' linguistic competence and quality assessment of materials. Development of CLIL didactic units and CLIL project-based learning.				
	Teaching work placement	tavasz		to show the ability of putting the acquired knowledge into practice. To be able to relate the latest theories on education with aspects to improve the daily teaching practice in the classroom and the centre. To show skills linked to the development of proposals for improvement, in collaboration with other professionals. To be able to handle human relations in their professional and social contexts to improve the teaching-learning processes. To teach by taking account the CLIL approach at any educational stage. To adapt their teaching work both to the available materials and to the diversity of students that can be found at each educational stage	**Egyéni egyeztetés!**			