

## **CLIL methodology usage:Early childhood education**

- Course name: CLIL methodology usage: Early childhood education
- Course organizer: Arbor Talent Ltd.
- Venue: Budapest, Hungary
- Language: English

### **1. Why is this important?**

- Teaching children a foreign language might be challenging when that language is not spoken regularly beyond the walls of the educational setting. Children's language knowledge is one of the primary concerns of parents in our globalized world.
- The early start of foreign language learning is getting more and more popular in many European countries; therefore, many kindergartens are interested in offering some kind of foreign language teaching activity.
- At a younger age, the language learning process of the children has unique features that require age-appropriate pedagogical tools and teaching methodology.

### **2. Who would benefit from this course?**

- This training provides theoretical and practical knowledge for professionals working with young children (kindergarten, pre-school, and lower primary school teachers, teaching assistants, carers, etc.).
- The training also provides relevant information for language teachers, social workers, and other professionals whose work includes supporting young children's second language learning.

### **3. Group number:**

- minimum: 7 person
- maximum: 20 person

### **4. Planned courses and registration deadline:**

- 2025 May - June
- Deadline: 2025 April

## **5. What will we talk about?**

- The course provides an overview of the characteristics of language acquisition and language learning in early childhood with a special focus on the context of formal institutional education.
- Examples of the topics that will be covered: What can we learn from the most significant research in second language acquisition in early childhood?
- What are the stages and characteristics of language acquisition, and what do they mean for our practice?
- What are the different models of bilingual education in Hungary, in Europe and beyond, that seem to be the most effective?
- What is the age-appropriate methodology of foreign language teaching in the early years?

## **6. Learning outcomes:**

By the end of the training, participants will acquire new knowledge and develop skills, e.g.:

- overview of the latest research on bilingualism and bilingual education;
- experiences of various forms of formal bilingual education in Hungary and beyond;
- learn to plan, lead and evaluate project-based learning activities;
- being familiar with age-appropriate pedagogical methods of language teaching for young children;
- first-hand experience on best practices in foreign language teaching in the early years;
- develop personal, social and learning to learn competence;
- develop cultural awareness and expression competence.

At the end of the course, each participant will be awarded a certificate of attendance.

## **7. Why choose this course?**

- In Hungary, the great tradition and knowledge of early childhood education have been enriched by various innovative language teaching methods with remarkable results.
- This training material combines the latest theoretical and practical knowledge of the field that is introduced by qualified experts with vast experience.

#### **8. First-hand experiences:**

- During the training, the participants will have the chance to visit two educational settings that use different language teaching methods.
- They will have the opportunity to spend time in the classrooms observing how the pedagogical methods are used in real life.
- They will also have an opportunity afterwards to discuss the experiences of the session with the teachers getting answers to their questions to gain a deeper understanding of the topic.

#### **9. Schedule:**

##### **Day 1:**

- What is bilingualism?
- Is bilingualism harmful or a benefit for the child?
- How early can we start to teach a foreign language?
- How do young children learn a foreign language? – Unfolding the characteristics of language acquisition.
- How can we assess young children's language knowledge?
- Different formal foreign language teaching methods, their successes and their challenges. Experiences from Hungary, Europe, and beyond.

##### **Day 2:**

- Intercultural education in the kindergarten. How can we teach a heterogeneous group (of children from various countries of origin)?
- What kind of organizational culture supports foreign language teaching the best?

- What is project-based learning and how to use it in early childhood?
- How to teach a foreign language effectively through project-based learning?
- What are the appropriate pedagogical methods of effective foreign language teaching in the first school years?
- How can ICT support language teaching in the early years?

### **Day 3:**

- Practical tools: Teaching a foreign language in kindergarten through the daily routine.
- Practical tools: Teaching a foreign language in kindergarten through music and group games.
- Practical tools: Teaching a foreign language in the kindergarten through complex storytelling projects (incorporating P.E., Music, Art, Math and Science activities).
- Practical tools: Teaching a foreign language with age-appropriate pedagogical methods in the first school years.

### **Day 4:**

- Visiting a bilingual kindergarten. Roundtable with the kindergarten teachers.
- Analysis of the pedagogical methods. Discussing and summarizing experiences.

### **Day 5:**

- Visiting a bilingual elementary school. Roundtable with the teachers.
- Analysis of the pedagogical methods. Discussing and summarizing experiences.

### **Day 6:**

- Departure