

Communication

Course location: Z 215/online Instructors: **Reményi Andrea** remenyi.andrea@btk.ppke.hu (office hour: 9-10 Thursday, online)
Time: 10:15 – 11:45 Thursday **Reuss Gabriella** reuss.gabriella@btk.ppke.hu (office hour: 9-10 Thursday, MSTeams)

Course objectives and requirements

This seminar course aims to introduce ELT majors to the structure and traditions of the educational systems of the United Kingdom and the United States. An overview of the American and the British systems and some alternative philosophies, followed by the examination of some of their language policy and language teaching policy issues, will include close-ups to some problematic issues, reforms and controversies, with two objectives in mind: (1) to make our future teachers knowledgeable on the topic, (2) to open up their mind to different educational philosophies and processes, practical solutions and their consequences.

Students will be required to attend classes and be active, do home assignments (readings/viewings, written/oral reflection, written/audiovisual assignments) and write the end-of-term test. Assessment will be based on class attendance and activity, your assignments and the end-of-term test.

Only three absences (for whatever reason) are tolerated. Presence at the end-of-term test is required.

Academic research and its presentation are embedded in a large dialogue. In the process of thinking and arguing we are necessarily influenced by others: we borrow ideas from other writings and integrate them into our own. You can use others' ideas or words in the form of literal quotes or paraphrases, but you must indicate the source of quotes, paraphrased passages, and all sorts of factual information in all cases. The failure of keeping a correct record of borrowed material, either due to ignorance or to deliberate theft of ideas, is plagiarism. Assignments showing evident signs of plagiarism will fail (see our [Guidelines](#)).

Compulsory readings will be made downloadable:

<http://remenyi.andrea.btk.ppke.hu/Education/>, the group's MS Teams platform

- Baxter, Judith (2000) Going public: Teaching students to speak out in public contexts, *English in Education*, vol. 34/2, pp. 26-34. 09
- Dalton-Puffer, Christiane (2008): Outcomes and processes in Content and Language Integrated Learning. In: Werner Delanoy and Laurenz Volkman, (eds.) *Future Perspectives for English Language Teaching*. Heidelberg: Carl Winter, 139-157. 19
- Illés, Éva (2013): Az angol mint lingua franca – új nyelvpedagógiai kihívás. *Modern Nyelvoktatás*, vol. 19/1-2, pp. 5-16. 12
- Lesznyák Márta (1996): Kétnyelvűség és kétnyelvű oktatás. *Magyar Pedagógia*, vol. 96/3, pp. 217-230. 14
- Skutnabb-Kangas, Tove (1990): *Language, literacy and minorities*. London: Minority Rights Group. (available in Hungarian) – excerpts 06
- Corsi-Bunker, Antonella, *Guide to the education system in the US* (n.d.), chapters 1,2,11, 12, 13 <https://iss.umn.edu/publications/USEducation/> or by chapters: <https://iss.umn.edu/publications/USEducation/1.pdf>, <https://iss.umn.edu/publications/USEducation/2.pdf>, <https://iss.umn.edu/publications/USEducation/11.pdf>, <https://iss.umn.edu/publications/USEducation/12.pdf>, <https://iss.umn.edu/publications/USEducation/13.pdf>
- Oakland, John (2015): Ch. 10: Education. In: *British Civilization*. Routledge, 8th ed. (*2006 edition: pp. 209-230.; 2002 edition: pp. 189-213)
- Rothstein, Richard and Rebecca Jacobsen (2006): "The Goals of Education," *The Phi Delta Kappa* 88 (264-272).

Suggested readings

*available in the PPKE Faculty library

- *Abercrombie, Nicholas – Alan Warde (eds.) (2001): *The contemporary British society reader*. Cambridge: Polity.
- *Cummins, Jim – Merrill Swain (1992): *Bilingualism in education: Aspects of theory, research and practice*. Harlow: Longman.
- Eurydice (2006): *Tartalomalapú nyelvoktatás (CLIL, EMILE) az európai iskolákban*. Brüsszel: Európai Bizottság.
- Gillard, Derek (2016): *Education in England. The History of our Schools*. <http://www.educationengland.org.uk/history/index.html>
- *Johnson, R. K. – Merrill Swain (1997): *Immersion education: International perspectives*. Cambridge: CUP.
- Magnucz né Godó Ágnes (2014): Lehet-e az angol mint lingua franca pedagógiai alternatíva? *Modern Nyelvoktatás*, vol. 20/4, pp. 3-18.
- *Mauk, David – John Oakland (2005): *American civilization: An introduction*. London: Routledge. 4th edition.
- *Oakland, John (2001): *Contemporary Britain: A survey with texts*. London: Routledge.
- Csapó Benő (2008): A közoktatás második szakasza és az érettségi vizsga. In: Fazekas Károly - Köllő János – Varga Júlia (szerk.): *Zöld könyv 2008, a magyar közoktatás megújításáért*. Ecostat. pp. 71-93. (available in English)
- Havas Gábor (2008): Esélyegyenlőség, deszegregáció. In: Fazekas Károly - Köllő János – Varga Júlia (szerk.): *Zöld könyv 2008. A Magyar közoktatás megújításáért*. Ecostat. pp. 121-137. (available in English)
- Nádori Gergely (2016): Kővér Berta és az óraszámok <http://tanarblog.hu/cikk/kover-bera-es-az-oraszamok>
- Prievara Tibor: *A 21 századi tanár*, Budapest: Neteducatio, 2015.

Schedule

			Read/Due by the date in the same row
1	Feb 11	Introduction (RA+RG), followed by RG – intro to Project Based Learning (PBL)	
2	Feb 18	RG Overview of the education system in the UK	Oakland (2015)
3	Feb 25	RG Overview of the education system in the US	Corsi-Bunker; Rothstein and Jacobsen (2006)
4	March 04	RG Educational Philosophies: AS Neil's Summerhill, Melbourne Montessori School	
5	March 11	RG Educational Philosophies in State Education: The Finland phenomenon	
6	March 18	Test (the RG part of the course)	
7	March 25	RA Types of bilingual education	Lesznyák (1996), Skutnabb-Kangas (1990)
8	April 1	Easter break	
9	April 8		
10	April 15	RA Content & Language Integrated Learning, English as a LF	Dalton-Puffer (2008), Illés (2011)
11	April 22	RA The achievement gap debate in the US	Task (to be announced)
12	April 29	RA The oracy reform in the UK	Baxter (2000)
13	May 06	Test (the RA part of the course)	
14	May 13	RA + RG conclusions, evaluation	