

Course Unit Descriptor

Study Programme: Elementary Teacher
Course Unit Title: From Unfavourable position of Language till Illiteracy
Course Unit Code: U-1-2-6-3
Name of Lecturer(s): Éva Vukov Raffai, Izabella Takács
Type and Level of Studies: Undergraduate Studies (BA)
Course Status (compulsory/elective): Elective
Semester (winter/summer): Winter
Language of instruction: Hungarian
Mode of course unit delivery (face-to-face/distance learning): Face-to-face learning
Number of ECTS Allocated: 2
Prerequisites: -
Course Aims: Preparing future teachers on unfavourable socio-emotive and cognitive development trends caused by different statuses of certain languages or language dialects (different from the average social status, Roma people and minorities). The teaching material for this reason is elaborating on discrimination based on language, culture, education, literacy and individual development. The role of the teacher in overcoming and preventing problems.
Learning Outcomes: Students will be aware of discrimination of groups based on language differences. Form, definition and demands of this type of discrimination. They will be able to recognize and accept differences in language use without prejudices accept. Developing empathy for different language socializations.
Syllabus: Theory Causes and effects of various language defects. Studying the correlation between language, culture, learning and personal development, identity. Analysis of research done in this topic. Tasks of teachers in providing equal possibilities in a surroundings where there is language pluralism, multilingualism and coexistence of different languages and people. Practice Students will work in groups or on their own, and form their points of views (in written form or orally), other students and the professor will reflect on these. Problems and questions that emerged in lectures will be elaborated one-by-one in practices via presentations and/or discussions.

Required Reading:

Compulsory:

Réger, Zita (2002): Utak a nyelvhez. Nyelvi szocializáció – nyelvi hátrány. Soros Alapítvány & A Magyar Tudományos Akadémia Nyelvi Intézete, Budapest http://www.nytud.hu/utak_a_nyelvhez/utak_reger.pdf.

Optional:

Csernicskó, István & Kontra, Miklós (Eds.) (2008): Anyanyelvváltozatok, identitás és magyar anyanyelvi nevelés. Poliprint Kft és II. Rákóczi Ferenc KMF Ungvár – Beregszász
http://epa.oszk.hu/01600/01626/00004/pdf/EPA01626_Acta_Beregsasiensis_2010_2_241-242.pdf.

Scripts by th professor.

Weekly Contact Hours: 2(30)	Lectures: 1 (15)	Practical work: 1 (15)
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Teaching Methods:

Lecture, writing practice, discussion, presentation, individual work, consultation.

Knowledge Assessment (maximum of 100 points):

Pre-exam obligations	points	Final exam	points
Active class participation	20	written exam	30
Practical work		oral exam	
Preliminary exam(s)		
Seminar(s)	50		

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.