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Book Review of “Integrated preschool education with English language” by Jolanta Karbowniczek

Unquestionably, a good knowledge of foreign languages is crucial in the modern world. The sooner it begins, the more effective it can be. Since the beginning of the school year in 2008, learning foreign languages in preschool education has become obligatory. Together with that change, many questions have appeared concerning the methods of teaching young pupils and especially the relationship between lingual subject matters with other classes. In the quest for answers to these inquiries, Jolanta Karbowniczek’s book “Integrated preschool education with English language”, published by the ERICA Publishing Institute in Warsaw, is particularly useful. The book is an excellent guide for students and teachers interested in teaching English language in preschool education.

The structure of the book is very clear. In the first chapter, the author presents the idea of integration in preschool teaching, its historical background and the most important concepts of integrated teaching which became the foundation of contemporary pedagogy. Then, the writer focuses on the characteristic of the intellectual development of a child at a preschool age, emphasising that it is the “golden age” of a child’s development. Afterwards, the goals of teaching the English language are presented together with the methods and techniques supporting linguistic activeness. Much attention is paid to alternative methods such as the “Total Physical Response”, “The Silent Way” or “The Natural Approach”. The author suggests using these methods of teaching which motivate pupils to learn and evolve their linguistic abilities. She encourages

modifying these methods as there is no one, solid and fully effective method of teaching.

Games and recreation time play a huge role in teaching young learners but they must be properly conducted. Except for well prepared proposals of games which will be useful when teaching English, the reader can also find here some methodological clues for their application. They can be very helpful, especially for those teachers who are just starting out in this profession.

The second chapter deals with new teaching programmes, with strong emphasis on English teaching programmes for young learners in preschool education. Readers should be deeply satisfied with the valuable suggestions concerning the designing of schemes for integrated lessons. They are accurate, easy to remember, and helpful for both young teachers and experienced educators as well.

The last chapter is a set of prepared scenarios of integrated lessons with the English language. They can be used as ready-to-use lesson plans or just suggestions for teachers when preparing their own lesson plans. There are three examples of lesson plans for each class in preschool education; that is, three plans for the first, second and the third classes respectively. Well prepared worksheets, lyrics and poems are attached to each lesson plan. The scenarios presented in this book are a great example of how to combine teaching English with other skills in preschool education.

Mrs Jolanta Karbowniczek's book includes many helpful clues, matters most commonly sought by teachers regardless of their professional experience. The author does not impose her ideas on the reader, but rather encourages him or her to modify the available methods and techniques at work. The propositions presented in the book concern both the right choice of teaching programmes, forms of work, as well as the preparation of lesson plans. Hence, they can be very inspiring for each and every teacher to search for their own interesting solutions while teaching English in preschool education.