

Syllabus

Descrizione del corso

Titolo del insegnamento:	Primary English Language Teaching (C1) LAB
Anno del corso:	2016-17 (esame opzionale I – V anno)
Semestre:	I SEM
Codice esame:	11359
Settore scientifico disciplinare:	L-LIN/12
Docente del corso:	Dr. Lynn Mastellotto
Modulare:	no
Docenti dei restanti moduli:	/
Crediti formativi:	2
Numero totale di ore lezione/laboratorio:	40
Numero totale di ore ricevimento:	6
Orario di ricevimento:	dal lunedì al venerdì previo appuntamento
Modalità di frequenza:	come da regolamento
Lingua ufficiale di insegnamento:	English
Corsi propedeutici:	nessuno
Descrizione del corso:	<p>This course aims to help students consolidate and develop their English language skills at C1 level (CEFR) through practice in reading, writing, speaking and listening in a range of meaningful contexts. Students will become more confident and competent in their ability to use English for both receptive and productive purposes in general and academic contexts. Attention to the various styles of English used in the field of Education will help students acquire the specific language skills needed for further study and for professional purposes.</p> <p>All material can be found in the Reserve Collection for the course.</p>
Obiettivi formativi specifici del corso:	<p>This English as a Foreign Language (EFL) course will focus on developing students' receptive and productive skills: the former through the analysis of various types of written and spoken discourse of a general and subject-specific nature; the latter through the production of spoken texts (discussions and formal presentations) and written texts (in a variety of styles for a range of purposes). The course is designed to consolidate and further develop students' grammatical and lexical range and accuracy so that they may become more proficient users of English.</p>
Lista degli argomenti trattati:	<ul style="list-style-type: none"> • General introduction to advanced communication skills in English and to integrated speaking/listening/reading/writing • Lexical units by theme (travel, health, home, work, etc.) • Grammar review (C1): complex sentences; lexical patterns in grammatical frameworks; specialised lexis; coherence & cohesion in discourse; etc. • Understanding audience and effects on register and style in English • Academic presentations: preparing effective content & using appropriate style • Academic writing: summaries; abstracts; descriptions;

	reports; argumentative essays; data analysis; etc.
Organizzazione della didattica:	<p>The course is based on a seminar format with teacher and student cooperation. The communicative approach to language learning will be emphasized throughout, drawing on students' own needs, interests and experience. A range of activities presenting English language use in real and meaningful contexts will be proposed; lexis and grammar will be presented in functional contexts.</p> <p>Lessons are organized in 4-hour blocks with the following structure:</p> <ul style="list-style-type: none"> - Introduction of topic by lecturer with initial language input - Modelling activity with whole class; check for understanding - Interactive practice in which students work collaboratively (in pairs and in small groups) - Consolidation of language items through individual practice (with differentiation & scaffolding) - Output (productive tasks incl. written assignments; oral presentations; PPTs; posters; etc.) which will be assessed by the lecturer
Risultati di apprendimento attesi:	<p>Knowledge and understanding of English:</p> <ul style="list-style-type: none"> - demonstrates knowledge of a wide range of lexical & grammatical forms at C1 level, including subject-specific academic & professional lexis - can understand extended speech and lectures and follow complex lines of argument on familiar topics - can understand media & film sources and follow dialogues in standard English - can distinguish main points from subsidiary points in a text and identify items of factual information - can understand articles & reports on contemporary issues conveying particular attitudes or viewpoints <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - uses the main structures of the language with some confidence and competence - uses appropriate communicative strategies in a range of social situations - produces texts of various types, showing the ability to develop an argument as well as describe and recount events - effectively manages oral discourse in interactive contexts to give and exchange views on a range of familiar topics: initiating & responding; developing & negotiating - demonstrates phonological control: pronunciation is intelligible with accurate word & sentence stress, clear intonation & articulation of sounds <p>Communication Skills</p> <ul style="list-style-type: none"> - can interact with a degree of fluency & spontaneity with others, including native speakers - can maintain active discussions on familiar topics, clearly expressing and sustaining a viewpoint - can present clear & detailed descriptions on a wide range of subjects related to field of interest - can express a personal opinion on a topical issue and support it through exemplification - can explain another's viewpoint, listing the advantages & disadvantages of a position - can write clear, well-structured, detailed texts on a range of topics in various genres, using appropriate register <p>Making judgments</p> <ul style="list-style-type: none"> - ability to think critically about communication strategies and to evaluate purpose and audience in communication

	<ul style="list-style-type: none"> - ability to make decisions about accuracy and appropriacy of lexical and grammatical forms in given contexts of usage - pragmatic awareness of individual role and interlocutor's role in communication - awareness of meta-linguistic dimension of communication <p>Learning Skills</p> <ul style="list-style-type: none"> - draws on knowledge and experience in order to improve performance in written and oral discourse - draws on meta-linguistic awareness - finds solutions to linguistic problems in order to achieve communicative goals - has awareness of the multi-dimensionality of skills involved in reading/writing/speaking/listening practices - has developed a strategy for life-long language learning
<p>Forma d'esame:</p>	<p>1. <u>Formative assessment</u> – 50%</p> <ul style="list-style-type: none"> • spontaneous speaking activities and mini-presentations during lessons; formal interactive speaking test in class at end of term • portfolio of written work based on intermediary assignments deriving from classroom activities to consolidate use of lexico-grammar in various text types (E.g. report; proposal; email) <p>2. <u>Summative assessment</u> – 50%</p> <ul style="list-style-type: none"> • final written examination (see exam timetable)
<p>Criteri di misurazione e criteri di attribuzione del voto:</p>	<p>Ongoing feedback (both oral and written) will be provided to students during lesson activities and, in particular, in the preparation of their portfolios.</p> <p>Rubrics delineating the specific evaluation criteria for C1-level writing and speaking will be provided.</p> <p>Candidates will be assessed on their ability to:</p> <ul style="list-style-type: none"> - control simple & complex grammatical forms - use a range of appropriate lexis & register - produce coherent & cohesive speech - produce coherent & cohesive writing - control the phonological features of the language - respond to questions & interact in discussions - understand textual features: agreement, attitude, tone, purpose, context, feeling, function, course of action, detail, gist, structure - ability to reflect, analyze, synthesize, evaluate, argue
<p>Bibliografia fondamentale:</p>	<p>Required textbook</p> <ul style="list-style-type: none"> • <i>Advanced Language Practice: English Grammar & Vocabulary with Key</i> by Michael Vince (Macmillan: 2003) • <i>English Dictionary for Advanced Learners</i> (any dictionary for advanced learners – Macmillan/Oxford/Cambridge)
<p>Bibliografia consigliata:</p>	<p>In each lesson, the lecturer will draw on <i>realia</i> (podcasts, videos, songs, storybooks, articles, lectures, written extracts, etc.) to expose students to English as a living language and to stimulate 'learning by doing' and integrated skills practice.</p> <p>All materials will be selected and adapted with the needs and interests of students in mind. They will reflect topics and issues drawn from education, current affairs, society, and culture, etc.</p>

A range of ELT resources will also be drawn upon, including:

- *Oxford EAP: A Course in English for Academic Purposes*. (Advanced C1) by Edward de Chazal and Sam McCarter. (Oxford UP: 2012)
- *Email English* by Paul Emmerson (Pearson Education, 4th ed.: 2006)
- CAE exam preparation materials