Syllabus
Course description

Course title	English 2
Course code	11339
Scientific sector	L-LIN/12
Degree	5 year master degree in Primary Education – Italian section
Semester	2
Course year	5
Credits	6
Modular	*Yes*

Total lecturing hours	
Total lab hours	120
Attendance	according to the regulation
Prerequisites	

Specific educational objectives	The Year 5 English module aims to reinforce and extend the knowledge, competences and skills developed by participants in previous English courses and modules (Years 2 and 4), thus enabling students to develop and consolidate their professional expertise in teaching English to young learners (TEYL) both at kindergarten and primary level. The module focuses on three distinct yet interrelated aspects of instructed language learning: the role of reading and writing / literacy developmentin instructed language acquisition; storytelling as a highly suitable approach in TEYL; appropriate approaches & methods, course design and lesson planning in TEYL. Throughout the courses, participants will expand their linguistic and cultural awareness of English as an international language, as well as of appropriate lifelong learning strategies. The approximate level of the instruction will be B2/C1 in the Common European Framework of Reference for Languages, and this will, on the whole, be respected throughout the course. **On completion of the course participants are expected to:** • have expanded and deepened their awareness, knowledge and competences as regards scourse design, the role of literacy (reading and writing) and storytelling in TEYL • have further developed all aspects of their English language • have developed greater awareness, competence and understanding • demonstrate ability in critically analyzing, synthesizing • and comparing course-relevant texts / resources • express and justify their ideas and opinions on the • topics dealt with during the course, making reference • to the relevant literature / lecturer input through • appropriately accurate, fluent and complex language use

- apply their awareness, knowledge and competences in creating appropriate written work / spoken presentations;
- communicate effectively in speaking / writing for optimal participation in interactive learning activities and tasks
- have developed an ability to assess and utiliese skillfully in their developing pedagogical practice a repertoire of young learner appropriate English language learning resources
- have developed an ability to adapt existing and create new resources in a principled manner for specific young learners in specific instructional contexts
- demonstrate an awareness of the importance of developing a "growth mindest" for successful educational outcomes

Module 1	Teaching L3 – Reading and writing in the classroom (workshop) – groups 1, 2 & 3
Lecturer	Dr. Graham Francis Burton
Scientific sector of the lecturer	L-LIN/12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	This course will discuss the important role of literacy in the Young English Language Learner (YELL) classroom, with reference to some key texts in the field. The course will cover the teaching of literacy by means of the use of a number of text types, including stories, diaries and journals, postcards and letters. The course will also cover different practical techniques that can be used to develop literacy in YELLs, as well as looking at planning lessons that incorporate reading and writing skills, including assessing and modifying English language learning resources. There will also be a focus on assessing these reading and writing. **The topics to be covered will include:** • what is meant by children's literacy • current ideas on children's reading • current ideas on children's writing • different text types that are particularly suitable for the primary language classroom • planning reading and writing components of le • planning lessons to teach reading and writing skills • some useful sources for relevant information and activities. • assessing reading and writing competences in the YELL classroom • primary English coursebook analysis
Teaching format	*Frontal lectures, exercises, labs, projects, etc.*
Total lecturing/lab hours	*40*
Credits	*2*

Module 2	Teaching L3 - Story telling techniques, children's

	literature, sources and story writing (lab.) – groups 1, 2 & 3
Lecturer	M.A. Valentina Gobbett Bamber
Scientific sector of the lecturer	L/LIN-12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	The course topics and related experiential / in • exploring, analysing, discussing and demonstrating the respective advantages of using different story resources such as everyday life stories, fairy tales / traditional stories from different cultures, myths, chants and children's literature in language teaching with young learners, to include evidence from research • analysing and demonstrating approaches to making use of storytelling in different language teaching contexts, such as kindergarten and primary school, together with an analysis of the learning effectiveness of different strategies • exploring those features of interactive teacher talk / trainee teachers' developing competences (as relevant to storytelling) which are believed to promote instructed language learning, to include a continuing focus (from the Year 4 English module) on relevant features of English phonetics and prosody • the promotion of active spoken learner involvement in storytelling activities through appropriate interactive strategies • linguistic / cognitive / affective implications of implementing a storytelling approach in the young learner classroom • young learner appropriate themes, lexis, grammar and syntax in storytelling activities • practical aspects of setting up storytelling activities in the young learner classroom • exploring different approaches to and activities for introducing stories • exploring different approaches to consolidating language learning after storytelling activities • the role of teacher scaffolding / feedback in effective storytelling • lesson planning to include storytelling • reading / writing activities which may be linked to storytelling
Teaching format	The course will adopt an integrated approach combining interactive lectures with individual / pair / group work supported by ongoing lecturer demonstrations, scaffolding & feedback, and will moreover include project work and student presentations.
Total lecturing/lab hours	*40*
Credits	*2*

Module 3	Teaching L3 - English learning in the classroom – approaches and methods – lesson planning and syllabus design in English language teaching (lab.)
Lecturer	Dott. Lynn Mastellotto – 1 & 2 group Dott. Valentina Bamber – 3 group
Scientific sector of the lecturer	L-LIN/12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	This course aims to provide students with knowledge of the evolution in approaches and methods in ELT and skills regarding effective strategies for teaching English as a foreign/additional language in the primary classroom. Drawing on current theories of English Language Teaching (ELT), students will develop concrete understanding of elements that inform current best practice in teaching language to young learners. **Course topics will include:** 1. 19th-century approaches to ELT 2. 20th & 21st-century approaches to ELT 3. The contemporary classroom and language learner 4. Piani di studio provinciali (provincial guidelines & syllabi) 5. Planning ELT topics & units 6. Planning ELT lessons & activities 7. Assessment & feedback
Teaching format	An integrated approach combining interactive lectures with seminar discussions and project-based work will be followed. Students are expected to engage actively in lessons through pair, group and individual work.
Total lecturing/lab hours	*40*
Credits	*20*

Learning outcomes	**On completing the Year 5 English module courses,** **As regards knowledge and understanding students are expected to:** - demonstrate knowledge of issues pertaining to instructed English language acquisition in childhood, focusing on suitable approaches to course design / lesson planning as well as the roles of literacy (reading and writing) and storytelling **As regards applying knowledge and understanding students are expected to:** - demonstrate their developing expertise through the selection of suitable teaching approaches and resources - demonstrate their developing expertise in planning lessons and syllabi that include a focus on the teaching of literacy and storytelling techniques - demonstrate their developing competences and skills through the principled spoken and interactive presentation of appropriate language resources so as to maximise language development opportunities for young learners - produce module-relevant texts - effectively manage oral discourse in interactive contexts (modelling teacher talk; providing explanations & feedback)

	- demonstrate phonological control and an appropriate command of English prosody in pedagogical activities **As regards communication skills students are expected to:** - be able to maintain active discussions on educational topics, clearly expressing and sustaining a viewpoint - be able to sustain a brief storytelling session, to include the deployment of most suitable approaches, strategies for interacting successfully with learners - be able to present clear & detailed descriptions on a wide range of relevant topics - be able to write clear, well-structured, detailed texts on a range of topics related to the English module courses **As regards making judgments students are expected to:** - show an ability to think critically about relevant pedagogical issues pertaining to the English module - show an ability to think critically about and evaluate their own progress and developing awareness / competences during the module courses - show an ability to analyse, select and adapt English language learning resources - show an ability to evaluate advantages and disadvantages of various pedagogical proposals and practices, and to make informed judgments and choices **As regards learning skills students are expected to:** - be able to draw on knowledge, experience and whole group / small group / individual feedback from the module lecturers in order to improve awareness / competences, particularly as regards improving less strong competences - be able to refer to appropriate resources so as to select and deploy pedagogically principled strategies in order to achieve specific learning objectives - be aware of the multi-dimensionality / holistic nature of the competences / skills involved in appropriate instructed language acquisition in childhood - be able to differentiate between main ideas and supporting ideas in texts, to identify key words & concepts as well as conceptual categories, and to schematize them - be able to make connections between key theories & concepts, to weigh pros and cons of arguments and make informed decisions - be able to take notes on readings and lectures and to organize this content coherently and effectively - be able to consult reference materials, use them selectively, and integrate them correctly into their own work
Assessment	Formative and summative assessment activities are structured in order to assess the participants' understanding and awareness of course-related issues, their ability to communicate this knowledge in English, as well as their principled implementation of practical classroom approaches to include appropriate teacher talk.

	Continuous formative assessment:
	a) ongoing student engagement and participation (in the English language) in pedagogical activities and tasks, aiming to foster a 'growth mindset' in course participants; brief presentations on suitable TEYL approaches b) preparation of a Teaching Unit (TU) in pairs on a topic which may be suitable for the primary English classroom. The written project, to be supported by lecturer feedback, should detail appropriate L3 activities, tasks, and content related to the chosen topic, using suitable lesson planning strategies & materials. The project is to be carried out in pairs in class. c) presentation of the TU with simulation of specific pedagogical activities in pairs before the group, demonstrating appropriate 'teacher talk', the principled adoption of course-relevant strategies which are held to facilitate language development, level-appropriate content, and suitable classroom organization. **Summative assessment:** Oral examination: brief discussion of course-related issues.
Assessment language	*English*

Evaluation criteria and criteria for awarding marks	***Criteria for the final module mark given to participants include demonstrating an ability to:***
	- *evaluate a variety of TEYL resources and approaches*
	- *select, critically evaluate, analyse, apply and demonstrate the use of suitable young learner story / other resources*
	- *respond to questions and interact effectively*
	- *provide effective / principled interactive teacher talk in a variety of pedagogical activities & tasks as appropriate*
	- *critically evaluate and apply a range of autonomous / lifelong learning strategies and resources*
	- *critically reflect on their own learning and development*
	- *demonstrate their understanding and awareness of ELT principles and practices through the creation and appropriate presentation of a Teaching Unit suitable for young learners*
	    - *understand instructed language learning issues in-depth, as applied to the L2/L3 development of primary school pupils*
	    - *analyse, evaluate, and apply specific didactic procedures*
	    - *adapt knowledge and content from various relevant sources in a personal and critical way as appropriate to specific learners / instructional contexts*
	    - *plan cross-curricular projects around common themes or topics*

Required readings	Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press (see

	chapter 6: Learning literacy skills, and Chapter 7: Learning through stories).
	Pinter, A. (2006) *Teaching Young Language Learners.* Oxon: Oxford University Press. Richards, J. C. and Rodgers, T.S. (2001) *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press. Scrivener, J. (2011) Learning Teaching: *The Essential Guide to English Language Teaching (Third Edition)*. MacMillan Books for Teachers.
	Shin, K. S. & Crandall, J. (2014) *Teaching Young Learners English: From Theory to Practice. Boston: National Geographic.* Wright, A. (1995) Storytelling with children. Oxford: Oxford University Press.
	Additional learning materials / resources will provided / indicated by the module lecturers.
Supplementary readings	Andrews, S. (2007) Teacher Language Awareness. Cambridge: Cambridge University Press. Bland, J. (ed) (2015) ed. Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds. London: Bloomsbury Academic.
	Cook, G. (1997) Language Play, Language Learning, ELTJ 51 (3), 224-231.
	Dlugosz, D.W. 2000). 'Rethinking the role of reading in teaching a foreign language to young learners'. ELTJ 54/3 (pp 284 – 290)
	Ghosn, Irma K. (2002). 'Four good reasons to use literature in primary school ELT'. In ELTJ 56/2 (pp 172 – 179)
	Halliwell, S. (1992). Teaching English in the Primary Classroom. London: Longman.
	Lightbown, P. and Spada, N. (2006) How Languages Are Learned. Oxford: Oxford University Press.
	Phillips, S. (1993) Young Learners. Oxford: Oxford University Press. Pinter, A. (2011) Children Learning Second Languages. Basingstoke: Palgrave MacMillan.
	Reilly, J. & Reilly, V. (2005) Writing with children. Oxon: Oxford University Press
	Slattery, M. and Willis, J. (2001) English for Primary Teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.
	Wright, A. (1997) Creating stories with

children. Oxford: Oxford University Press.

Wright, A., Betteridge, D. and Buckby, M. (2006) Games for Language Learning.

Cambridge: Cambridge University Press.

Zweck C.S. (2015) Boosting achievement with messages that motivate.
Availabe [here](#).