

Syllabus

Course description

Module title	English
Module code	12331
Scientific sector	L-LIN/12
Degree	5 year master degree in Primary Education - German section
Semester	1
Study year	4
Credits	4
Modular	Yes
Responsible for the Module	Dr. Sally Kowanda

Total lecturing hours	-
Total lab hours	80
Attendance	according to the regulations
Prerequisites	

Specific educational objectives	<p>The module aims to provide participants with professional skills, knowledge and competences as regards firstly lexical / grammatical / syntactical aspects of the English language, and secondly phonetic and prosodical aspects of the English language. It aims to do so through presenting, modelling, experiencing and analysing linguistic features as well as current principled approaches to selecting / utilising / adapting / creating instructed young learner English language acquisition resources and related pedagogical activities and tasks.</p> <p>The module thus aims to expand and deepen the module participants' English language knowledge and competence at B2 level (CEFR) as regards the following areas: English language awareness; receptive (listening / reading) and productive (speaking / writing) communication skills; English lexicon; English grammar and syntax. Moreover, the module draws on and presents current views on the role of prosody and phonetics in facilitating instructed second / foreign language acquisition with young learners, through engaging module participants in experiential learning / activities / tasks which explore and apply young learner-appropriate linguistic / musical resources.</p> <p>Throughout the module, participants will expand their linguistic and cultural awareness of English as an international language, as well as of English language lifelong learning strategies.</p> <p>On completion of the module participants are expected to:</p> <ol style="list-style-type: none"> 1. have expanded and deepened their awareness of and competence in aspects of English language to level B2 (CEFR); 2. have developed their lexical and their grammatical range and accuracy 3. have developed all aspects of their English language competence: accuracy, fluency and complexity; receptive / productive / interactive / meaning negotiation skills 4. demonstrate ability in critically analyzing, synthesizing and comparing module-relevant texts / resource express and justify their ideas and opinions on the topics dealt with dur-
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	<p>ing the module, making reference to the relevant literature / lecturer input through appropriately accurate, fluent and complex language use</p> <ol style="list-style-type: none"> 5. convey their knowledge, awareness and understanding using appropriate lexis and linguistic structures; 6. apply their linguistic understanding and awareness in creating appropriate written / spoken presentations; 7. communicate effectively in speaking / writing for optimal participation in interactive learning activities and tasks 8. be aware of the main aspects of English phonology and prosody 9. have improved their awareness of, and ability to reproduce, key features of English phonetics and prosody 10. have mastered the relevant phonemic script 11. have developed an ability to utilise skillfully in their developing pedagogical practice a repertoire of young learner appropriate song / rhyme / chant / story resources 12. have developed an ability to assess the suitability of widely available English song / rhyme / chant / other resources to promote instructed English language acquisition with specific young learners in specific instructional contexts 13. have developed an ability to adapt existing / create song / rhyme / chant / other resources for specific young learners and specific instructional contexts.
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Course 1	Language and Grammar – B2 (Lab.)
Lecturer	<i>Dott. Dodman Martin (group 1), Dr. Hofer Barbara (group 2), M.A. Brandis Monica (group 3), Dr. Mayr Gisela (group 4), Dr. Spechtenhauser Birgit (group 5)</i>
Scientific sector of the lecturer	L-LIN/12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	<p><u>The course topics will include:</u></p> <ol style="list-style-type: none"> 1. English language: appropriate lexis (B2 CEFR), for example: <ul style="list-style-type: none"> - education and learning - cognition, affect, motivation - professions and the world of work - human beings: appearance and behaviour - feelings and opinions - health - aspects of globalisation - wider societal issues 2. English language: appropriate grammatical structures (B2 CEFR), for example: <ul style="list-style-type: none"> - past forms; present forms; future forms - phrasal verbs; verbs followed by other verbs in –ing vs the infinitive - relative clauses; relative pronouns; sentence structure; use of conjunctions; punctuation - articles; prepositions; time expressions; quantifiers; countable/uncountable nouns - question forms: using question tags; inversion and negative adverbs - conditional forms; expressing wishes; using passives - modal forms: ability; obligation; certainty/uncertainty; asking/giving advice; expressing opinions

	3. English as a foreign / international language development processes and outcomes in contrasting societal and instructional contexts, with a specific focus on the participants' own context 4. Awareness of principled approaches to and processes in instructed EFL/EIL development as relevant to the course participants as learners / future professionals 5. Lifelong learning strategies
Teaching format	Integrated, collaborative approach: interactive lectures; individual / pair / group work with ongoing spoken / written lecturer feedback; project work; microteaching.
Total lecturing/lab hours	40
Credits	2

Course 2	Phonetics and Prosody (Lab.)
Lecturer	Dr. Kowanda Sally– group 1, 2, 3,4 and 5;
Scientific sector of the lecturer	L-LIN/12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	<u>The course topics / related experiential tasks will include:</u> <ul style="list-style-type: none"> - features of English phonetics - features of English prosody - phonemic script - role of features of English prosody in promoting effective cognitive / affective language acquisition processes with young learners - suitable young learner and context-specific linguistic and musical resources for promoting instructed language acquisition - principled evaluation / adaptation / creation of suitable young learner and context-specific linguistic and musical resources for promoting instructed language acquisition
Teaching format	Integrated, collaborative approach: interactive lectures; individual / pair / group work with ongoing spoken / written lecturer feedback; project work; microteaching.
Total lecturing/lab hours	40
Credits	2

Learning outcomes	<u>As regards knowledge and understanding, on completion of the module participants are expected to:</u> <ul style="list-style-type: none"> - have expanded and deepened their knowledge and understanding of key aspects of English language, to include a wide range of lexical and grammatical forms; - be able to understand extended speech and lectures and follow complex lines of argument on familiar topics - have expanded and deepened their knowledge and understanding of acquisition processes regarding English as a second / additional / international language; - have extended their awareness of the cognitive, affective, social and developmental factors believed to affect their own language development in a variety of contexts; - understand a range of authentic audio / video sources - be able to distinguish key points in a text and identify items of factual information
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- be able to understand a range of sources / materials on contemporary educational issues
- have expanded and deepened their knowledge and understanding of key aspects of the English prosodical and phonetical systems
- be able to understand extended speech and lectures and follow complex lines of argument on course topics
- have expanded and deepened their knowledge and understanding of the role of prosody / phonetics in fostering EFL / EIL acquisition processes with young learners as well as in developing features of teaching expertise such as interactional sensitivity

As regards **applying knowledge and understanding**, on completion of the module participants are expected to:

- have expanded their ability to apply their knowledge and understanding of key lexical and grammatical features in their overall listening comprehension in a range of personal / professional contexts;
- have expanded their ability to apply their knowledge and understanding of key lexical and grammatical features in their spoken interactions in a range of personal / professional contexts;
- have expanded their ability to apply their knowledge and understanding of key lexical and grammatical features in their reading comprehension of relevant texts;
- have expanded their ability to apply their knowledge and understanding of key lexical and grammatical features in their written interactions in a range of personal / professional contexts
- have expanded their ability to apply their knowledge and understanding of key aspects of the English prosodical and phonetical systems in a range of personal / professional contexts in their spoken interactions
- have expanded their ability to apply their knowledge and understanding of key aspects of English phonetics and prosody features in a range of professional contexts through the principled selection / adaptation / creation of young learner suitable linguistic / musical resources in specific instructional contexts

As regards **making judgments**, on completion of the module participants are expected to:

- have reinforced their independent and critical skills so as to enable them to make principled judgements as regards linguistic issues in a range of communicative contexts;
- be able to evaluate the meaning / expressive potential of contrasting lexis / language structures
- be able to evaluate the appropriacy of contrasting linguistic choices in a range of contexts
- have expanded their ability to apply their knowledge and understanding of key aspects of English phonetics and prosody in professional contexts through the principled evaluation of a range of available / adapted / created young learner linguistic / musical resources

As regards **communication skills**, on completion of the module participants are expected to:

- have developed all aspects of their spoken English language

	<p>competence (accuracy, fluency and complexity) thus reinforcing their communication skills through the English language;</p> <ul style="list-style-type: none"> - have developed key aspects of their interactive competence, so as to enable them to participate actively in the module collaborative activities and tasks, as well as to be able to benefit from lecturer feedback; - have developed key aspects of their writing competence, so as to enable them to participate actively in the module collaborative activities and tasks, as well as to be able to benefit from lecturer feedback - have developed all aspects of their spoken English language interactions through making active use of module-related principles / strategies, thus reinforcing their English communication skills - be able to recognise, understand and reproduce key communicative features of English phonetics and prosody <p><u>As regards learning skills, on completion of the module participants are expected to:</u></p> <ul style="list-style-type: none"> - be able to grasp the overall meaning of relevant texts / sources / materials; - be able to recognise most relevant content; - be able to identify key words and concepts as well as concept constellations; - take notes and tabulate / categorise content effectively; - consult reference materials effectively; - draw on their evolving language awareness in their oral and written discourse; - have greatly extended their awareness and principled use of key lifelong learning strategies / resources to continue furthering their own English as an international language development for professional as well as personal purposes
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Assessment	<p><u>Continuous formative assessment</u>: ongoing active participation during the English language; written assignments (with lecturer feedback), leading to oral presentations.</p> <p><u>Summative assessment</u>: oral examination.</p>
Assessment language	<u>English</u>
Evaluation criteria and criteria for awarding marks	<p><u>Criteria for the final mark given to participants include the ability to:</u></p> <ul style="list-style-type: none"> - evaluate and make use of simple and more complex grammatical forms appropriately in a variety of communicative contexts - evaluate and use a range of appropriate vocabulary and register - argue effectively, producing coherent and cohesive speech - summarise topics in their own words - analyse questions and topics critically - respond to questions and interact effectively - understand textual features: agreement, attitude, tone, purpose, context, feeling, function, course of action, detail, gist, structure - critically evaluate and apply a range of autonomous / lifelong learning strategies and resources - select, critically evaluate, analyse, apply and demonstrate the use of suitable young learner song / rhyme / chant / other resources - demonstrate an ability to understand, reproduce and make principled use of features of English phonetics and prosody

	- reflect on their own learning and development
Required readings	<p>First Certificate/B2 Language Practice with Key by Michael Vince with Paul Emmerson (MacMillan: 2003)</p> <p>Graham, C. (2006) <i>Creating Chants and Songs</i>. Oxford: Oxford University Press.</p> <p>Murphy, R. (2004) <i>English Grammar in Use</i> (Third Edition, with answers). Cambridge: Cambridge University Press.</p> <p>Slattery, M. and Willis, J. (2001) <i>English for Primary Teachers: A handbook of activities & classroom language</i>. Oxford: Oxford University Press.</p> <p>Baker, Ann: (20018) <i>"Tree or Three?"</i>, CUP</p> <p>Baker, Anne, Goldernstein, Sharon, (2010)<i>"Pronunciation pairs"</i>, CUP</p> <p>Bowler, Bill, and Cunningham Sarah, (2008) <i>"The New Headway Pronunciation course"</i>, CUP</p>
Supplementary readings	<p>Cook, G. (2000) <i>Language Play, Language LearniOxng</i>. Oxford: Oxford University Press.</p> <p>Crystal, D. (1998) <i>Language Play</i>. London: Penguin Books.</p> <p>Hattie, J. and Yates, G. (2014) <i>Visible Learning and the Science of How We Learn</i>. Abingdon: Routledge.</p>