

Syllabus

Course description

Module title	English
Module code	12331
Scientific sector	L-LIN/12
Degree	5 year master degree in Primary Education (BiWi5) - 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 and syntactical aspects of the English language, within the context of primary education and pedagogy. And secondly to deal with the phonetic and intonation aspects of the English language. It aims to do so through presenting, modeling, experiencing and analyzing linguistic features as well as current principled approaches to selecting, utilizing, adapting and 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 as regards the following areas: English language awareness; receptive (listening and reading) and productive (speaking and writing) communication skills; English vocabulary, and syntax. Moreover, the module draws on and presents current views on the role of prosody and phonetics in facilitating instructed second and foreign language acquisition with young learners, through engaging module participants in experiential learning, activities and tasks which explore and apply young learner-appropriate linguistic and 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; 2. have developed their lexical and their grammatical range and accuracy; 3. have developed all aspects of their English language competence: accuracy and fluency; receptive, productive and interactive skills; 4. demonstrate ability in critically analyzing, synthesizing and comparing module-relevant texts and resources;
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	<ol style="list-style-type: none"> 5. express and justify their ideas and opinions on the topics dealt with during the module, making reference to the relevant literature or lecturer input through appropriately accurate, fluent and complex language use; 6. convey their knowledge, awareness and understanding using appropriate lexis and linguistic structures; 7. apply their linguistic understanding and awareness in creating appropriate written and spoken presentations; 8. communicate effectively in speaking and writing for optimal participation in interactive learning activities and tasks; 9. be aware of the main aspects of English phonology and prosody; 10. have improved their awareness of, and ability to reproduce, key features of English phonetics and prosody; 11. have mastered the relevant phonemic script; 12. have developed an ability to utilise skillfully in their developing pedagogical practice a repertoire of young learner appropriate songs, rhymes, chants and story resources; 13. have developed an ability to assess the suitability of widely available English songs, rhymes, chant and other resources to promote instructed English language acquisition with specific young learners in specific instructional contexts 14. have developed an ability to adapt existing and create new songs, rhymes, chants for specific young learners and specific instructional contexts.
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Course 1	Eignung: Language and Grammar – Level B2 (Lab.)
Lecturer	Dr. Phil. Hofer Barbara (group 1 and 3) Dott. Martin Dodman (group 2 and 4) Dr. Spechtenhauser Birgit (group 5)
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, for example: <ul style="list-style-type: none"> - education and learning - family, friends, invitations and festivals, social media - people's appearance and feelings - asking for and talking about experiences, interviews - sports and hobbies, food and health, healthy lifestyle - opinions, agreeing and disagreeing - house and home, town and country, animal world 2. English language: appropriate grammatical structures: <ul style="list-style-type: none"> - present and past simple and progressive, pres perfect - question forms; some modal verbs; will, going to - some, any and compounds, much, many - the relative pronouns who, which and that; - prepositions of time and place; some conjunctions - articles - adjectives and adverbs, comparison - first and second conditional form - asking/giving advice; expressing opinions 3. Classroom language and phrases 4. Fluency and communication: language and phrases for everyday conversation 5. Lifelong learning strategies: English as an foreign lan-

	guage development processes and outcomes with a specific focus on the participants' own context
	Integrated, collaborative approach: interactive lectures; individual, pair and 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	<p><u>The course topics / related experiential tasks will include:</u></p> <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 and affective language acquisition processes with young learners • suitable young learner and context-specific linguistic and musical resources for promoting instructed language acquisition, and the evaluation, adaptation and creation of songs, poems, rhymes and raps • practising the correct intonation of and learning roles in humorous sketches based on useful everyday situations.
Teaching format	Integrated, collaborative approach: interactive lectures; individual, pair and group work with ongoing spoken and written lecturer feedback; project work; microteaching.
Total lecturing/lab hours	40
Credits	2

Learning outcomes	<p>As regards knowledge and understanding, on completion of the module participants are expected to:</p> <ul style="list-style-type: none"> • have expanded and deepened their knowledge and understanding of key aspects of English language, to include essential lexical and grammatical forms; • be able to understand extended speech and lectures on familiar topics • have expanded and deepened their knowledge and understanding of acquisition processes regarding English as a second, additional and 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 • 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 English prosody and phonetics • be able to understand sequences of speech and lectures • have expanded and deepened their knowledge and under-
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	<p>standing of the role of prosody and phonetics in fostering EFL and EIL acquisition processes with young learners</p> <p><u>As regards applying knowledge and understanding, on completion of the module participants are expected to:</u></p> <ul style="list-style-type: none"> • 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 and 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 and 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 and professional contexts • have expanded their ability to apply their knowledge and understanding of key aspects of English prosody and phonetics in a range of personal and 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 personal and professional contexts through the principled selection, adaptation and creation of young learner suitable linguistic and musical resources in specific instructional contexts <p><u>As regards making judgments, on completion of the module participants are expected to:</u></p> <ul style="list-style-type: none"> • 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 and expressive potential of contrasting lexis and 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 in professional contexts through the principled evaluation of a range of available, adapted and created young learner linguistic and musical resources <p><u>As regards communication skills, on completion of the module participants are expected to:</u></p> <ul style="list-style-type: none"> • have developed all aspects of their spoken English language competence (accuracy, fluency and complexity) thus reinforcing their communication skills through the English language; • 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
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	<p>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</p> <ul style="list-style-type: none"> • have developed all aspects of their spoken English language interactions through making active use of module-related principles and 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, resources and materials; • be able to recognize the most relevant content; • be able to identify key words and concepts and summarize texts • take notes, tabulate and 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 and resources to continue furthering their own English as an international language development for professional as well as personal purposes
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	<i>English</i>
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 essential 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, 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 songs, rhymes and chants and 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>Puchta, Herbert and Amy Mueller-Caron, (2001) Primary Classroom English: Ausdrücke und Phrasen für den Englischunterricht in der Grundschule (English) Paperback–, Helbling Verlag.</p> <p>Graham, C. (2006) Creating Chants and Songs. Oxford: Oxford University Press.</p> <p>Murphy, R. (2004) English Grammar in Use (Third Edition, with answers). Cambridge: Cambridge University Press.</p> <p>Slattery, M. and Willis, J. (2001) English for Primary Teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.</p> <p>Bowler, Bill, and Cunningham Sarah, (2008) <i>“The New Headway Pronunciation course”</i>, CUP</p> <p>Baker, Ann: (20018) <i>“Tree or Three?”</i>, CUP</p> <p>Baker, Anne, Goldenstein, Sharon, (2010) <i>“Pronunciation pairs”</i>, CUP</p>
Supplementary readings	<p>Cook, G. (2000) <i>Language Play, Language Learning</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>