

## Syllabus

### Course description

<b>Module title:</b>	English 2
<b>Module code:</b>	12339
<b>Scientific sector :</b>	L-LIN/12
<b>Degree:</b>	5 year master degree in Primary Education (BiWi5) - German section
<b>Semester:</b>	2
<b>Study year:</b>	5
<b>Credits:</b>	6 CP
<b>Modular:</b>	yes
<b>Responsible for the Module:</b>	Dr. Sally Kowanda

<b>Total lecturing hours:</b>	-
<b>Total lab hours:</b>	120
<b>Attendance:</b>	according to the regulations
<b>Prerequisites:</b>	-

<b>Specific Educational Objectives:</b>	<p>This 5<sup>th</sup> year English module consolidates and deepens students' competences, skills and knowledge acquired during the English courses attended so far in the 2<sup>nd</sup> and 4<sup>th</sup> years, allowing them to have at their disposal greater expertise in the teaching of English to young learners (TEYL) both in pre-school education and in primary school.</p> <p>The module focuses on three distinct yet interrelated aspects of the didactics of teaching and learning English: the role of reading and writing, literacy development, story telling and appropriate approaches and methods, course design and lesson planning in TEYL.</p> <p>Throughout the courses, participants will expand their linguistic awareness of English as an international language, as well as their knowledge of life-long learning strategies. The approximate level of 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.</p> <p><b>On completion of the course participants are expected to:</b></p> <ul style="list-style-type: none"> <li>• have a wide range of approaches to teaching English to young learners at their disposal</li> <li>• be in a position to design and carry out lesson plans taking into consideration a child-centred approach as well as the needs of the young learners and the four basic skills of language learning</li> <li>• demonstrate their knowledge of reading and writing activities appropriate to the age group being taught</li> <li>• be familiar with suitable sources of children's literature and show they are able to compare and analyse relevant texts</li> </ul>
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	<ul style="list-style-type: none"> <li>• have skills in working with stories in class and in Kindergarten.</li> <li>• have extended their knowledge of the English language in the context of teaching English to young and very young learners at Kindergarten.</li> <li>• demonstrate their insights, knowledge and competences when formulating appropriate written work with well supported statements, and when giving oral presentations or conducting peer teaching simulations.</li> <li>• be in a position to give their point of view on themes covered during the course, demonstrating fluency of speech, accuracy and complex language use.</li> <li>• comprehend and explain the importance of developing a “growth mindset” for successful educational outcomes.</li> </ul>
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<b>Course 1</b>	Didactics of the 3 <sup>rd</sup> language: Story telling techniques, childrens’ literature, sources and story writing (Lab.)
<b>Lecturer:</b>	Dr. Sally Catherine Kowanda (groups 1, 2, 3 and 5) M.A. Valentina. Bamber (group 4)
<b>Scientific sector:</b>	L-LIN/12
<b>Teaching language:</b>	English
<b>Office hours:</b>	from Wednesday to Thursday on request
<b>List of topics covered:</b>	<p>Focusing on the tradition of story-telling, this course will explore approaches to story-telling as an effective pedagogical tool in the classroom. The course will offer practical techniques for designing story-based lessons, and how to exploit them to the full: pre-teaching, story-telling and follow-up activities. The course contents consist also of selecting stories from sources of literature and children ´s books, with their universal themes from various genres. The course will also cover the topic of enhancing stories by means of different media: music, rhyme, raps, masks, scenery. The investigation of dramatisation and roleplay with stories will demonstrate the ensuing linguistic, social and affective benefits.</p> <p>Course topics will include:</p> <ul style="list-style-type: none"> <li>• selecting stories and tales from different cultures, myths, legends, fairy tales, but also modern stories</li> <li>• analysis of suitable lexis and grammar for story books</li> <li>• story telling as part of lesson planning and programmes for Kindergarten.</li> <li>• the role of verbal and non verbal warm-ups and dramatisation in story telling.</li> <li>• reading and writing activities in the context of story telling.</li> <li>• transfer and the creation of new stories, action stories, finger plays and mini story booklets</li> <li>• the use of different media to enhance story telling</li> <li>• practical techniques for adding music, rhythm, and staging performances</li> </ul>
<b>Teaching format:</b>	An integrated communicative approach, combining lectures with seminar discussions and project work, will be followed. Students are expected to engage actively in lessons through pair, group, and individual work.
<b>Total lecturing hours:</b>	40

<b>Credits:</b>	2 CP
<b>Course 2</b>	Didactics of the 3 <sup>rd</sup> language: English learning in the classroom – approaches and methods – lesson planning and syllabus design in English language teaching (Lab.)
<b>Lecturer:</b>	Dr. Sally Kowanda (group 1) Dott. Mag. Gisela Mayr (groups 2 and 3) M.A. Valentina Bamber (group 4) Dr. phil. Barbara Hofer (group 5)
<b>Scientific sector:</b>	L-LIN/12
<b>Teaching language:</b>	English
<b>Office hours:</b>	from Monday to Friday on request
<b>List of topics covered:</b>	<p>This course is designed to expose the students to a range of methodological concepts for the teaching of English to young learners, including more traditional approaches, and comparing them to current theories of language teaching and learning. Eclectic strategies for paving the way to oral competences and also literacy will be discussed and applied. There will be a focus on the child's need for holistic, creative and multi-sensory teaching and learning.</p> <p>Course topics will include:</p> <ul style="list-style-type: none"> <li>• theories and approaches to teaching English to young learners (TEYL)</li> <li>• awareness of the psychological and linguistic components of foreign language acquisition</li> <li>• using media in the classroom, and critical look at new media</li> <li>• the use of hand puppets, fantasy and movement when planning tasks for English in Kindergarten</li> <li>• lesson-planning, and teaching simulations of a planned unit</li> <li>• core competences</li> <li>• assessment and self-assessment</li> </ul>
<b>Teaching format:</b>	<i>Frontal lectures, exercises, labs, projects, etc.</i>
<b>Total lecturing hours:</b>	40
<b>Credits:</b>	2 CP
<b>Course 3</b>	Didactics of the 3 <sup>rd</sup> language: Reading and writing in the classroom (Lab.)
<b>Lecturer:</b>	Prof. Maria Cristina Gatti (group 1) M.A. Monica Brandis (groups 2, 3 and 5) Dr. Birgit Spechtenhauser (group 4)
<b>Scientific sector:</b>	L-LIN/12
<b>Teaching language:</b>	English
<b>Office hours:</b>	From Wednesday to Thursday on request
<b>List of topics covered:</b>	This course will cover the topic of literacy in teaching English to young learners. The course will focus on analysis of and reflection on strategies for preparing young learners and very young learners for reading and written communication, including basic approaches such as phonic, whole word and language experience methods. The course will discuss creative approaches to texts, and changing them through transfer. The course will also offer practical techniques for integrating reading and writing in class, and their assessment. There will be a focus on the different text

	<p>types suitable for young learners, including messages, labels, greetings cards, invitations, simple letters, signs, recipes, diaries, maps, cartoons, but also stories, non fiction, song and poem texts, and subtitles in films. Consideration will be given to comparing literacy activities as offered in current primary English course books.</p> <p><b>The topics to be covered will include:</b></p> <ul style="list-style-type: none"> <li>• basic approaches to literacy.</li> <li>• types of texts for young learners</li> <li>• strategies for teaching literacy as a memory aid</li> <li>• designing lessons to integrate reading and writing skills</li> <li>• assessing reading and writing</li> <li>• reading and writing activities in different course books</li> <li>• creative writing</li> <li>• useful websites, interactive media and sources for reading and writing information and activities.</li> </ul>
<p><b>Teaching format:</b></p>	<p>An integrated communicative approach, combining lectures with seminar discussions and project work, will be followed. Students are expected to engage actively in lessons through pair, group, and individual work.</p>
<p><b>Total lecturing hours:</b></p>	<p>40</p>
<p><b>Credits:</b></p>	<p>2 CP</p>

<p><b>Learning outcomes:</b></p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• understanding the key concepts of language acquisition for young and very young learners</li> <li>• understanding language analysis and acquisition through reading and writing</li> <li>• understanding the function of story telling and reading and writing as an instrument of learning</li> <li>• understanding the connections between children's development, story telling, reading and writing, and language acquisition</li> </ul> <p><b>Applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• ability to apply a wide range of methods and approaches in the teaching of English to young learners</li> <li>• ability to analyse and adapt stories and reading and writing activities for specific classroom groups &amp; purposes</li> <li>• ability to design brief reading and writing activities, and those for story telling</li> <li>• ability to align story telling, and reading and writing activities with processes of L2/L3 acquisition by YL, as evidenced in micro-teaching activities in labs and formative assignments produced</li> </ul> <p><b>Making judgements</b></p> <ul style="list-style-type: none"> <li>• ability to select the right approach and teaching method for the respective class and learner</li> <li>• ability to assess the level in difficulty of stories and of reading and writing activities</li> <li>• ability to think independently and critically about suggested activities, to analyse and evaluate various positions put forward</li> </ul>
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- ability to weigh pros & cons of arguments, to express an opinion, and provide evidence to support it
- ability to assess types and levels of reading and writing competence

#### **Communication skills**

- ability to interact with classmates and with the lecturer in English to exchange ideas, information & feedback in both oral and written contexts
- ability to manage formal written discourse according to established norms and conventions (lay-out, paragraph structure, register, set expressions, etc.)
- The approximate level of instruction will be B2/C1 in the Common European Framework of Reference for Languages (CEFR), and this will, on the whole, be respected throughout the course.

#### **Learning skills**

- ability to apply different approaches and methods in the TEYL classroom
- ability to plan lessons, including stories and reading and writing, in English language teaching.
- ability to assess language competence on the basis of reading and writing
- ability to identify key words & concepts as well as conceptual categories, and to schematise them
- ability to take notes on readings & lectures and to organise content effectively
- ability to consult reference materials, to use them selectively, and to integrate them correctly into own work
- ability to devise a lifelong strategy for ongoing personal English language development

We assume that the regional framing regulations: [http://www.bildung.suedtirol.it/files/8813/7596/6021/rahmenrichtlinien\\_des\\_landes\\_fuer\\_deutschsprachige\\_kindergaerten.pdf](http://www.bildung.suedtirol.it/files/8813/7596/6021/rahmenrichtlinien_des_landes_fuer_deutschsprachige_kindergaerten.pdf) and

[http://www.bildung.suedtirol.it/files/4313/7706/6525/druckfassung\\_rahmenrichtlinien\\_gs-ms-dt09.pdf](http://www.bildung.suedtirol.it/files/4313/7706/6525/druckfassung_rahmenrichtlinien_gs-ms-dt09.pdf) and the study program regulations

[http://www.unibz.it/de/education/progs/regulations/Documents/S TR\\_2014-01-22\\_01\\_2013-2014.pdf](http://www.unibz.it/de/education/progs/regulations/Documents/S TR_2014-01-22_01_2013-2014.pdf)) will be considered.

We regard diversity, interculturality and inclusion as integral elements of university teaching.

Teaching focuses both on research and practice and refers to Kindergarten as well as to primary school.

<p><b>Assessment:</b></p>	<p><b>1. Formative assessment</b></p> <p>a) <u>On-going student engagement &amp; participation</u>, with brief reports/ presentations on specific issues related to the respective course</p> <p>b) <u>Design and presentation of project work</u></p> <p>c) <u>Development and presentation before the group of a Teaching Unit (TU)</u>, alone or in pairs, based on the topic of the respective course for a Kindergarten and/or Primary English L2/L3 class, demonstrating appropriate “teacher talk” and strategies relevant to the course, with level appropriate content and suitable classroom organisation.</p> <p><b>2. Summative assessment</b></p> <p>a) <u>Final oral exam</u>: a brief discussion on course-related topics and issues (See official exam timetable for dates).</p>
<p><b>Assessment language:</b></p>	<p>English</p>
<p><b>Evaluation criteria and criteria for awarding marks :</b></p>	<p><b>Formative and summative assessment criteria:</b></p> <ul style="list-style-type: none"> <li>• participants will demonstrate knowledge and understanding of storytelling in class, and reading and writing theories and practices for young learners in ELT</li> <li>• participants will effectively apply storytelling and reading and writing approaches for YLs as demonstrated through class assignments (see above)</li> <li>• participants will demonstrate an ability to analyse, evaluate, and apply sound pedagogical methodologies and approaches related to TEYL</li> <li>• participants will demonstrate an ability to plan cross-curricular projects on common themes and topics</li> <li>• participants will demonstrate an ability to adapt knowledge and content from various relevant sources in an independent, critical, and self-reflexive way</li> <li>• participants will demonstrate an ability to assess the effectiveness of the storytelling and reading and writing tasks &amp; activities they plan in relation to learning aims, and to adjust them accordingly</li> <li>• participants will be able to communicate in English in all aspects of the course</li> </ul>
<p><b>Required readings:</b></p>	<p><b>Teaching English in the classroom, approaches and methods:</b></p> <p>Nunan, David, "<i>Task-based Language teaching</i>", CUP, 2004</p> <p>p. 56-61 Task types</p> <p>p.64-67 Teacher and learner roles, giving learners a more active role</p> <p>p. 70 settings</p> <p>p.77 (bottom half) Acquisition versus learning</p> <p>p.96-97 Middle of page</p> <p>p.124-5 Social and interpersonal language: typical functions for beginners</p> <p>p.125-127 Task continuity: processing and comprehension – production - interaction</p> <p>p. 128-131 Information gap</p>

p.143 Assessment.

Nunan, David, "*Teaching English to young learners*", Anaheim University Press, 2011 (Chapter 5 "Teaching speaking").

Haliwell, Susan, "*Teaching English in the Primary Classroom*", Longman, 2010.

Kang Shin, Joan and Crandall, JoAnn "*Teaching young learners English*", National Geographic Learning, 2014 (Chapter 5 "Teaching Reading and Writing").

Leidner, Michael, "*Englisch in Kindergarten*", Ernst-Reinhard Verlag, München, 2007

p. 60-99 Wie kann ich Kindern im Vorschulalter Englisch beibringen?

p. 105-111 Planung

p. 149-157 Wie gestalte ich meine erste Stunde?

p.158-171 Und wie mache ich weiter?

**Storytelling and children's literature:**

Phillips, Sarah, "*Young Learners*", OUP, 2001.

Wright, Andrew, "*Storytelling with Children*", OUP, 2004.

Wright, Andrew, "*Creating Stories with children*", OUP, 1997/new edition: 2012.

Ellis, Gail and Brewster, Jean, "*Tell it again*", Penguin English, 2002.

Ghosn, Irma-Kaarina, "*Storybridge to second language literacy*", Information Age Publishing Inc, 2013

p. 31-32 Literature and culture learning

p. 44-51 Emotions

p. 93-98 Learning grammar from stories

p. 101-102 Writing from reading

**Reading and Writing, Literacy:**

Nunan, David, "*Teaching English to young learners*", Anaheim University Press, 2011 (Chapter 6 "Teaching reading", Chapter 7, "Teaching writing").

Reilly, Jacky and Reilly, Vanessa, "*Writing with children*", OUP, 2005.

Cameron Lynne, "*Teaching Languages to young learners*", English Language Teaching Library, 2001

p. 123-158 Learning Literary Skills.

Slatterly, Mary and Willis, June, "*English for primary teachers*" OUP, 2011 (Chapter 6 "Reading in English" and Chapter 7 "Writing in English").

	<p>Philips, Sarah, "<i>Young Learners</i>"; Oxford University Press, 2001 (Chapter 6 and Chapter 7)</p> <p>Pfeffer, Astrid "<i>Read and write – learn to do it right</i>", 3./4. Klasse Grundschule, Brigg-Paedagogik, 2011.</p>
<p><b>Supplementary readings</b></p>	<ul style="list-style-type: none"> <li>• John Morgan, Mario Rinvoluceri, <i>Once Upon a Time</i>. Cambridge University Press, 1983.</li> <li>• Chambers, D.W., <i>Story-telling and Creative Drama</i>, Dubuque: Wm.C.Brown.</li> <li>• Nancy Mello <i>Storytelling with children</i>. Hawthorn Press, 2001.</li> <li>• Cameron, Lynne (2001). <i>Teaching Languages to Young Learners</i>. Cambridge: Cambridge University Press. (Chapter 6)</li> </ul>