

Syllabus Course description

Course title	English
Course code	11331
Scientific sector	L-LIN/12
Degree	5 year master degree in Primary Education – Italian section
Semester	1.
Course year	4.
Credits	4
Modular	Yes

Total lecturing hours	0
Total lab hours	80
Attendance	according to the regulation
Prerequisites	no

Specific educational objectives	The overall educational objective of the course is the acquisition of skills in spoken and written English, in grammar and lexis, and in phonetics and prosody. It also aims to provide students with competence in interpersonal communication and in discursive presentations in English. The course can be considered to belong to an area affine integrative with regard to the main degree course in Primary education. It is designed to provide specific knowledge, which is also an important part of the students' set of professional, as well as academic, skills.
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Module 1	Idoneità: Language and Grammar – livello B2 (lab.)
Lecturer	Graham Francis Burton (groups 1+2) Valentina Bamber (group 3)
Scientific sector	L-LIN/12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	<ul style="list-style-type: none"> • revision and extension of their grammatical and lexical knowledge up to B2 level • producing written genres (specifically formal, transactional emails; short academic essays; opinion-based articles) • giving an oral presentation on an academic topic. • comprehension of written and spoken texts at B2 level
Teaching format	Mixed – exercises, pairwork, groupwork, writing and presentation workshops
Total lecturing hours	40
Credits	2

Module 2	Phonetics and prosody (lab.)
Lecturer	Burton Graham Francis (groups 1+2); Valentina Bamber (group 3)
Scientific sector	L-LIN/12
Teaching language	English
Office hours	from Monday to Friday on request
List of topics covered	<ul style="list-style-type: none"> • introduction to English phonetics • introduction to English phonology

	<ul style="list-style-type: none"> • features of English prosody • reading and writing phonemic script • evaluation, creation and adaptation of teaching resources for the teaching of language and pronunciation with young learners in kindergarten and primary school contexts • development of professional competences for the principled deployment of the above resources with young learners of EFL in kindergarten and primary school contexts
Teaching format	Interactive lectures; individual and group activities, including the use of songs, rhymes and chants; group/project work
Total lecturing hours	40
Credits	2

Learning outcomes	<p>Knowledge and understanding On completion of the course, 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 a wide range of lexical and grammatical forms • have a knowledge of a variety of English written text types • have an understanding of the typical features of a successful academic presentation • 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 key aspects of English phonetics and phonology, including prosodic features and their pedagogical functions in promoting instructed language acquisition with young learner (kindergarten / primary school) • 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 phonetics and prosody in the young learner classroom <p>Applying knowledge and understanding On completion of the course, participants are expected to:</p> <ul style="list-style-type: none"> • be able to apply their knowledge and understanding of key lexical and grammatical features in written language production in a range of personal/professional contexts • be able to apply their knowledge and understanding of key lexical and grammatical features in spoken language production in a range of personal/professional contexts, including academic oral presentations • have expanded their ability to apply their knowledge and understanding of key aspects of English phonetics and phonology, including prosodic features • have expanded their ability to apply their knowledge and understanding of key aspects of English phonetics and phonology, including prosodic features through the principled selection / adaptation / creation of materials for young learners (kindergarten / primary school) <p>Making judgments On completion of the course, participants are expected to:</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;
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	<ul style="list-style-type: none"> • 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 in professional contexts through the principled evaluation and competent deployment of a range of available / adapted / created materials for young learners <p>Communication skills On completion of the course, participants are expected to:</p> <ul style="list-style-type: none"> • have developed aspects of their spoken English language competence (accuracy, fluency and complexity) thus reinforcing their communication skills in English • have developed key aspects of their interactive competence, so as to enable them to participate actively in the course 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 collaborative activities and tasks, as well as to be able to benefit from lecturer feedback • be able to recognise, understand and reproduce key communicative features of English phonetics and prosody <p>Learning skills On completion of the course, participants are expected to:</p> <ul style="list-style-type: none"> • be able to grasp the overall meaning of a variety of texts / sources / materials in English • be able to identify key words and concepts as well as concept constellations • consult reference materials effectively, recognising the most relevant content • draw on their evolving language awareness in their oral and written discourse • have extended their awareness of lifelong learning strategies / resources to continue furthering their own English for professional as well as personal purposes
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Assessment	Continuous formative assessment: <ul style="list-style-type: none"> • ongoing active participation during the course • peer teaching • written assignments (with lecturer feedback) • written test • oral presentations Summative assessment: oral examination.
Assessment language	English
Evaluation criteria and criteria for awarding marks	Criteria for the final mark given to participants include the ability to: <ul style="list-style-type: none"> • evaluate and make use of simple and more complex grammatical forms appropriately in spoken and written contexts • use a range of appropriate vocabulary appropriate for different registers • argue effectively, producing coherent and cohesive speech • analyse questions and topics critically • respond to questions and interact effectively

	<ul style="list-style-type: none"> • describe the sounds of English • read and produce phonemic transcriptions • demonstrate an ability to understand, reproduce and make principled use of features of English phonetics and prosody • select, critically evaluate, analyse, apply and demonstrate the use of suitable young learner song / rhyme / chant / other resources • reflect on their own learning and development and apply a range of autonomous / lifelong learning strategies and resources
<p>Required readings</p>	<p>Burton, G. (2013). <i>Collins Academic Skills Series: Presenting</i>. London: HarperCollins; Hewings, M. (2007) <i>English Pronunciation in Use</i>. Cambridge: Cambridge University Press</p>
<p>Supplementary readings</p>	<p>Foley, M. and Hall, D. (2012). <i>MyGrammarLab Intermediate</i>. Harlow: Pearson</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>Further readings and materials will be provided during the course.</p>