

Syllabus

Course description

Module title:	English 2
Module code:	12339
Scientific sector :	L-LIN/12
Degree:	5 year master degree in Primary Education (BiWi5) - German section
Semester:	2
Study year:	5
Credits:	6
Modular:	yes
Responsible for the Module:	Prof. Maria Cristina Gatti
Total lecturing hours:	/
Total lab hours:	120
Attendance:	According to the regulations
Prerequisites:	No

Specific Educational Objectives:	<p>This 5th year English module consolidates and deepens students' competences, skills and knowledge acquired during the English courses attended so far, allowing them to have at their disposal greater expertise in the teaching of English to young learners (TEYL) both in pre-school and primary school education.</p> <p>The module focuses on 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>On completion of the course participants are expected to:</p> <ul style="list-style-type: none"> • have a wide range of approaches to teaching English to young learners at their disposal • be in a position to design and carry out lesson plans taking into consideration a learning-centred approach as well as the needs of the young learners and the four basic skills of language learning • demonstrate their knowledge of reading and writing activities appropriate to the age group being taught • be familiar with suitable sources of children's literature and show they are able to compare and analyse relevant texts • have skills in working with stories in the classroom and in Kindergarten.
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	<ul style="list-style-type: none"> • have extended their knowledge of the English language in the context of teaching English to young and very young learners • demonstrate their insights, knowledge and competences when giving oral presentations or conducting peer teaching simulations. • 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. • comprehend and explain the importance of developing a “growth mindset” for successful educational outcomes.
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Course 1	Didactics of the 3 rd language: Story telling techniques, children’s literature, sources and story writing (Lab.)
Lecturer:	Prof. aggr. Martina Irsara (group 1) Dr. Sally Cathrine Kowanda (groups 2, 3 and 5) Dr. Valentina Gobbett Bamber (group 4)
Scientific sector:	L-LIN/12
Teaching language:	English
Office hours:	See website of the faculty/information on the academic staff
List of topics covered:	<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"> • selecting stories and tales from different cultures, myths, legends, fairy tales, but also modern stories • analysis of suitable lexis and grammar • story telling as part of lesson planning as well as programmes for young and very young learners • the role of verbal and non-verbal warm-ups and dramatisation in story telling • reading and writing activities in the context of story telling • transfer and the creation of new stories, action stories, finger plays, and mini story booklets • the use of different media to enhance story telling • practical techniques for adding music, rhythm, and staging performances
Teaching format:	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.
Total hours:	40
Credits:	2

Course 2	Didactics of the 3 rd language: English learning in the classroom – approaches and methods – lesson planning and syllabus design in English language teaching (Lab.)
Lecturer:	Prof. Maria Cristina Gatti (group 1) Dott. Mag. Gisela Mayr (groups 2 and 3) Dr. Valentina Gobbett Bamber (group 4) Dr. phil. Barbara Hofer (group 5)
Scientific sector:	L-LIN/12
Teaching language:	English
Office hours:	See website of the faculty/information on the academic staff
List of topics covered:	<p>This course is designed to expose the students to a range of methodological concepts for the teaching of English to young and very young learners, including more traditional approaches, and comparing them to current theories of language teaching and learning. Various 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 learning.</p> <p>Course topics will include:</p> <ul style="list-style-type: none"> • theories and approaches to teaching English to young learners (TEYL) • awareness of the psychological and linguistic components of foreign language acquisition • using media in the classroom, and critical look at new media • the use of hand puppets, fantasy and movement when planning YL and VYL activities • lesson-planning, and teaching simulations of a planned unit • core competences • assessment and self-assessment
Teaching format:	Frontal lectures, exercises, labs, projects, etc.
Total hours:	40
Credits:	2
Course 3	Didactics of the 3 rd language: Reading and writing in the classroom (Lab.)
Lecturer:	Dr. Valentina Gobbett Bamber (group 1) M.A. Monica Brandis (groups 2, 3 and 5) Dott. Mag. Birgit Spechtenhauser (group 4)
Scientific sector:	L-LIN/12
Teaching language:	English
Office hours:	See website of the faculty/information on the academic staff
List of topics covered:	<p>This course will cover topics related to the role of literacy in teaching English to young learners. The course will focus on the analysis of and reflection upon strategies for teaching young learners reading and basic writing tasks, including approaches such as phonics, whole language, and language experience methods. Furthermore, creative approaches to texts as well as cross-linguistic phenomena such as transfer will be discussed. The course will also offer practical techniques for integrating and assessing reading and writing in the classroom. Various text types suitable for young learners will be analysed, including messages, labels, greeting cards, invitations, simple letters, signs, recipes, diaries, maps, thank you cards, cartoons, but also stories, non-fiction texts, songs and poems. Consideration will be</p>

	<p>given to comparing and contrasting literacy activities as offered in current primary English course books.</p> <p>The topics to be covered will include:</p> <ul style="list-style-type: none"> • basic approaches to literacy • types of texts for young learners • strategies for teaching literacy as a memory aid • designing lessons to integrate reading and writing skills • assessing reading and writing • reading and writing activities in different course books • creative writing • useful websites, interactive media and sources for reading and writing information and activities.
Teaching format:	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.
Total hours:	40
Credits:	2

Learning outcomes:	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • understanding the key concepts of language acquisition for young learners • understanding language analysis and acquisition through reading and writing • understanding the function of story telling and reading and writing as an instrument of learning • understanding the connections between children’s development, story telling, reading and writing, and language acquisition <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • ability to apply a wide range of methods and approaches in the teaching of English to young learners • ability to analyse and adapt stories and reading and writing activities for specific classroom groups and purposes • ability to design brief reading and writing activities, and those for story telling • 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 <p>Making judgements</p> <ul style="list-style-type: none"> • ability to select the right approach and teaching method for the respective class and learner • ability to assess the level of difficulty of stories and of reading and writing activities • ability to think independently and critically about suggested activities, to analyse and evaluate various positions put forward • ability to evaluate arguments, to express an opinion, and provide evidence to support it • ability to assess types and levels of reading and writing competence
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Communication skills

- ability to interact with classmates and with the lecturer in English to exchange ideas, information and feedback in both oral and written contexts
- the approximate level of instruction will be B2/C1 on 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 and concepts as well as conceptual categories, and to schematise them
- ability to take notes on readings and 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

The following will be considered:
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.unibz.it/de/education/progs/regulations/Documents/S TR 2014-01-22 01 2013-2014.pdf> .

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

Assessment:

1. Formative assessment

- a) On-going student engagement & participation, with brief reports/ presentations on specific issues related to the respective course
- b) Design and presentation of project work
- c) Development and presentation of a Teaching Unit (alone or in pairs, based on the topics of the course) demonstrating appropriate use of *teacher talk* and strategies.

2. Summative assessment

- a) Final oral exam: a brief discussion on course-related topics and issues (See official exam timetable for dates).

<p>Assessment language:</p> <p>Evaluation criteria and criteria for awarding marks :</p>	<p>English</p> <p>Formative and summative assessment criteria:</p> <ul style="list-style-type: none"> • participants will demonstrate knowledge and understanding of storytelling in class, and reading and writing theories as well as practices for young learners in ELT • participants will effectively apply storytelling and reading and writing approaches for YLs as demonstrated through class assignments (see above) • participants will demonstrate an ability to analyse, evaluate, and apply sound pedagogical methodologies and approaches related to TEYL • participants will demonstrate an ability to plan cross-curricular projects on common themes and topics • participants will demonstrate an ability to adapt knowledge and content from various relevant sources in an independent, critical, and self-reflexive way • participants will demonstrate an ability to assess the effectiveness of the storytelling and reading and writing tasks & activities they plan in relation to learning aims, and to adjust them accordingly • participants will be able to communicate in English in all aspects of the course <p>According to the exam regulations of the Faculty of Education, in order to be evaluated positively for the whole module, students must be evaluated positively for each single course of the module.</p>
<p>Suggested readings:</p>	<p>References will be made to these books during the course:</p> <p>Teaching English in the classroom, approaches and methods:</p> <p>Bland Janice, <i>Teaching English to Young Learners</i>, Bloomsbury, 2015.</p> <p>Haliwell, Susan, <i>Teaching English in the Primary Classroom</i>, Longman, 2010.</p> <p>Dunn Opal, <i>Introducing English to Young Children, English teaching essentials</i>, Collins 2014.</p> <p>Shin Joan and Crandall Jo Ann <i>Teaching Young Learners English</i>, National Geographic, 2014.</p> <p><u>Storytelling and children's literature:</u></p> <p>Bland Janice, <i>Teaching English to Young Learners</i>, Bloomsbury, 2015.</p> <p>Wright, Andrew, <i>Storytelling with Children</i>, OUP, 2004.</p> <p>Wright, Andrew, <i>Creating Stories with children</i>, OUP, 1997/new edition, 2012.</p>

	<p>Ellis, Gail and Brewster, Jean, <i>Tell it again</i>, Penguin English, 2002.</p> <p>Ghosn, Irma-Kaarina, <i>Storybridge to second language literacy</i>, Information Age Publishing Inc, 2013</p> <p><u>Reading and Writing, Literacy:</u></p> <p>Nunan, David, <i>Teaching English to young learners</i>, Anaheim University Press, 2011.</p> <p>Reilly, Jacky and Reilly, Vanessa, <i>Writing with children</i>, OUP, 2005.</p> <p>Cameron Lynne, <i>Teaching Languages to young learners</i>, English Language Teaching Library, 2001</p> <p>Slatterly, Mary and Willis, June, <i>English for primary teachers</i>, OUP, 2011</p> <p>Philips, Sarah, <i>Young Learners</i>, Oxford University Press, 2001</p> <p>Pfeffer, Astrid <i>Read and write – learn to do it right</i>, 3./4. Klasse Grundschule, Brigg-Paedagogik, 2011.</p>
<p>Further readings</p>	<ul style="list-style-type: none"> • John Morgan, Mario Rinvoluceri, <i>Once Upon a Time</i>. Cambridge University Press, 1983. • Chambers, D.W., <i>Story-telling and Creative Drama</i>, Dubuque: Wm.C.Brown. • Nancy Mello <i>Storytelling with children</i>. Hawthorn Press, 2001.