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	Prof. Maria Cristina Gatti

Total lecturing hours	/
Total lab hours	80
Attendance	according to the regulations
Prerequisites	No

Specific educational objectives	The module aims to provide participants with professional skills, knowledge and competences as regards firstly lexical, grammatical and syntactical aspects of the English language (i.e. course 1: Language and Grammar) course within the context of primary education and pedagogy.
	And secondly (i.e. course 2: Phonetics and Prosody), to deal with the phonetic and intonation aspects of the English language, 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.
	The module, thus, aims to expand and deepen the participants' English language knowledge and competence as regards the following: 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.
	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.
	On completion of the module participants are expected to:
	1. have expanded and deepened their awareness of and competence in aspects of English language;
	2. have improved their lexical development and grammatical accuracy;

3. have developed aspects of their English language competence such as: accuracy and fluency; receptive, productive and interactive skills;
4. demonstrate ability in critically analyzing, synthesizing and comparing module-relevant texts and resources;
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. have acquired awareness 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 skillfully utilize a repertoire of young and very 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.

Course 1	Eignung: Language and Grammar – Level B2 (Lab.)
Lecturer	Dr. Phil. Barbara Hofer (groups 1 and 3) Dott. Mag. Martin Dodman (groups 2 and 4) Dott. Mag. Birgit Spechtenhauser (group 5) Dr. Valentina Adami (group 6)
Scientific sector of the lecturer	L-LIN/12
Teaching language	English
Office hours	See website of the faculty/information on the academic staff
List of topics covered	The course topics will include: 1. English language. Appropriate lexis concerning specific communication tasks and topics such as: - 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; - agreeing and disagreeing, expressing opinions; - house and home, town and country, animal world. 2. English language. Appropriate grammatical structures: - present and past simple, progressive forms, pres perfect; - question structures, modal verbs; *will* and *going to* future forms; - some, any and their compounds; much, many; - relative pronouns who, which and that; - prepositions of time and place, conjunctions;

	- articles; - adjectives, adverbs, and comparatives - first and second conditional forms; 3. classroom language; 4. communication practice: language and expressions for everyday conversation; 5. lifelong learning strategies: English as a foreign language development, related 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 feedback; project work; practising classroom discourse.
Total lecturing/lab hours	40
Credits	2

Course 2	Phonetics and Prosody (Lab.)
Lecturer	Dr. Sally Cathrine Kowanda (groups 1, 3 and 4) Dr. Graham Francis Burton (group 2) Dr. phil. Peter Brannick (groups 5 and 6)
Scientific sector of the lecturer	L-LIN/12
Teaching language	English
Office hours	See website of the faculty/information on the academic staff
List of topics covered	The course topics / related experiential tasks will include: • 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; 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	As regards **knowledge and understanding**, on completion of the module participants are expected to: Course 1: • 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.

Course 2:
- 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 understanding of the role of prosody and phonetics in fostering EFL and EIL acquisition processes with young learners .

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 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.

Course 2:
- 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.

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 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 professional contexts through the principled evaluation of

a range of available, adapted and created young learner linguistic and musical resources.

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

- have developed all aspects of their spoken English 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 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 fundamental aspects of spoken English in interactions through making active use of module-related principles and strategies, thus reinforcing their communication skills, and demonstrating competence in classroom oral practice;
- be able to recognise, understand and reproduce key communicative features of English phonetics and prosody.

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

- be able to understand the overall meaning of relevant texts, resources and materials;
- 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 extended their awareness and principled use of key lifelong learning strategies and resources to continue furthering their own English as an international language used for professional as well as personal purposes.

Assessment	Formative assessment: Ongoing active participation during the classroom activities; written assignments (with lecturer feedback) leading to oral presentations. In the Phonetics and Prosody lab: A peer teaching simulation on how to teach specific sounds; learning by heart and performing a sketch based on everyday situations. Summative assessment: final oral examination
Assessment language	English
Evaluation criteria and criteria for awarding marks	Criteria for the final mark given to participants include the ability to: • evaluate and make an appropriate use of simple and essential grammatical forms 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; • ask and respond to questions, give instructions, 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 lifelong learning strategies and resources. Course 2 • select, critically evaluate, analyse, apply, and demonstrate the use of suitable young learner songs, rhymes and chants as well as 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 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.
Suggested readings	**References will be made to these books during the course.** Burton, G. (2013). *Collins Academic Skills Series: Presenting*. London: HarperCollins; Puchta, Herbert and Amy Mueller-Caron, (2001) Primary Classroom English: Ausdrücke und Phrasen für den Englischunterricht in der Grundschule (English) Paperback–,Helbling Verlag. Murphy, R. (2004) English Grammar in Use (Third Edition, with answers). Cambridge: Cambridge University Press. Slattery, M. and Willis, J. (2001) English for Primary Teachers: A handbook of activities & classroom language. Oxford: Oxford University Press. (For the Phonetics and Prosody lab) Graham, C. (2006) *Creating Chants and Songs*. Oxford: Oxford University Press. Hewings, M. (2007) *English Pronunciation in Use*. Cambridge: Cambridge University Press Bowler, Bill, and Cunningham Sarah**, (**2008**) "***The New Headway Pronunciation course"*, CUPBaker, Ann: (2018) *"Tree or Three?"*, CUP Baker, Anne, Goldenstein, Sharon, (2010)*"Pronunciation pairs"*, CUP
Supplementary readings	(For the Language and Grammar lab) Cook, G. (2000) *Language Play, Language Learning.* Oxford: Oxford University Press. Crystal, D. (1998) *Language Play.* London: Penguin Books. Hattie, J. and Yates, G. (2014) *Visible Learning and the Science of How We Learn.* Abingdon: Routledge.