Syllabus
Descrizione del Modulo

Titolo del modulo:	English 1 English 1 – An introduction to English language and English language teaching Inglese 1 - Fondamenti linguistici e didattici Englisch 1 – Linguistische und didaktische Grundlagen
Numero del modulo nel piano degli studi:	24
Responsabile del modulo	Prof. Maria Cristina Gatti
Corso di studio:	Master in Primary Education
Anno del corso di studio:	4th
Semestre:	2nd
Codice esame:	
Settori scientifico disciplinari:	L-LIN/12
Moduli propedeutici:	
Numero complessivo ore di lezione:	30
Numero complessivo ore di laboratorio:	20
Numero complessivo ore di ricevimento:	ording to the regulations
Crediti formativi del modulo:	5
Obiettivi formativi del modulo:	The course aims to provide participants with knowledge, competences, and professional skills regarding the phonetic, lexical, grammatical, and syntactic aspects of the English language within the context of primary and pre-primary education and pedagogy. It seeks to expand participants' knowledge of the language system for the teaching of English as a Foreign Language (EFL) to young learners (YLs) and very young learners (VYLs). The course addresses various features of English phonetics and prosody, morphology and syntax, and their role in promoting effective language acquisition processes with preschool and primary school learners. Participants will practice analysing features of the language system and modelling their use for effective English language teaching (ELT) with YLs and VYLs. Overall the course seeks to expand and deepen participants' knowledge, awareness and competences of the English language in relation to the receptive and productive communication skills (i.e. listening, speaking, reading, and writing) practiced by YLs and VYLs.
Insegnamento 24.1 (lezione)	English Language Teaching-L3, 1 (LEC) Introduction to English language analysis and teaching activities
Docente dell'insegnamento:	Prof. Maria Cristina Gatti
Settore scientifico disciplinare	L-LIN/12
Numero ore:	30

Crediti formativi per l'insegnamento:	3
Lingua d'insegnamento:	English
Modalità di frequenza:	According to regulation
Orario di ricevimento:	on request
Descrizione dell'insegnamento:	Students will be introduced to the nature of the English language and familiarised with theoretical and practical issues related to ELT to young and very young learners.
Elenco degli argomenti:	The course topics will include: • features of English phonetics and prosody and their role in promoting effective language acquisition processes with young learners; • basic aspects of language variation; • morphology, syntax; • basic notions of the origins and historical development of the English language with the aim of achieving a better understanding of linguistic features of contemporary English. Moreover, the following topics will be addressed with the aim of strengthening students' competences in ELT in a multilingual environment: • contrastive analysis of the salient morpho-syntactic features of the language (i.e. English – German – Italian); • the concept of interlanguage and interlanguage pragmatics in English as a foreign language (EFL).
Descrizione delle modalità di insegnamento e apprendimento	Lecture
Insegnamento 24.2 (laboratorio)	English Language Teaching-L3, 1 (LAB) Activities for young and very young learners of English with a focus on oral skills
Docente dell'insegnamento:	TBD
Settore scientifico disciplinare:	L-LIN/12
Numero di ore	20
Crediti formativi per l'insegnamento	2
Lingua d'insegnamento:	English
Modalità di frequenza:	
Orario di ricevimento:	on request
Descrizione dell'insegnamento:	This laboratory will focus on how to develop young and very young learners' oral skills in English. Participants will develop their knowledge of a repertoire of practical classroom activities and teaching ideas reflecting current methodological practice, connecting these to the theoretical knowledge acquired throughout the lectures (24.1)
Elenco degli argomenti:	The course topics / related experiential tasks will include: - using rhymes, chants, songs, raps, poems, stories, and games in English Language Teaching (ELT) with YLs and VYLs; - selection, adaptation, and creation of activities suitable for YLs and VYLs; - development of oral skills: teacher talk, classroom language, modified input, corrective feedback; - micro-planning and simulations of teaching activities focusing on the four main skills (listening, speaking, reading, writing), in line with provincial and national guidelines for primary and pre-primary teaching, e.g. storytelling, songs, games, and more.

Descrizione delle modalità di insegnamento e apprendimento	Integrated, collaborative approach: individual, pair, and group work with ongoing instructor feedback; project work: microteaching and simulations
Esiti di apprendimento e competenze attesi:	As regards **knowledge and understanding**, on completion of the course participants are expected to: • have expanded their knowledge and understanding of the English language system, including key aspects of phonetics, prosody, morphology, syntax, language variation, contrastive analysis, interlanguage; • have deepened their knowledge of the language acquisition process; • have developed understanding of the importance of oral language in children's language acquisition and instructed learning • be able to understand lecturer input and secondary sources on topics addressed in the course; • be able to understand sources/materials on contemporary educational issues and identify items of factual professional information. As regards **applying knowledge and understanding**, on completion of the course participants are expected to: • have expanded their ability to apply their knowledge and understanding of key language features in their listening comprehension in professional contexts as well as their reading comprehension of texts relevant to the teaching profession; • have expanded their ability to apply their knowledge and understanding of key aspects (at the phonological, lexical and grammatical level) of the English language system through the principled selection, adaptation, and creation of YL and VYL suitable (mainly oral) resources in specific instructional contexts. • apply their knowledge of contrastive analysis and interlanguage features to guide learners in developing their language competences in English; As regards **making judgments**, on completion of the course 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 the context of ELT to YLs and VYLs; • be able to evaluate, select, adapt and create suitable resources for ELT activities with YLs and VYLs and provide a rationale based on sound pedagogical and linguistic grounds; • be able to assess YLs' and VYLs' language competence and provide corrective feedback and scaffolding to support their ongoing development. As regards **communication skills**, on completion of the course participants are expected to: • have developed key aspects of their spoken English competence (accuracy, fluency, and complexity) as a future English language teacher with YLs and VYLs; • have developed fundamental aspects of spoken English in interactions through making active use of course-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, especially as these relate to 'teacher talk'/classroom language with YLs and VYLs.

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

- be able to understand the overall meaning of course-related materials ;
- be able to identify key concepts;
- consult reference materials and cite them effectively;
- organise their time and their course materials effectively;
- draw on their evolving language awareness in their own oral;
- 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.

Modalità d'esame:	Formative assessment: • in-course written test (lecture) • peer teaching simulation (lab.) Summative assessment: written exam
Lingua/lingue d'esame:	English
Criteri di valutazione e di assegnazione del voto:	The final mark will be based on participants' ability to: • demonstrate their knowledge and understanding of the English language system, including key aspects of phonetics, prosody, morphology, syntax, language variation, contrastive analysis, interlanguage to guide multilingual learners in developing their language competences in English • demonstrate their knowledge and understanding key notions in the language acquisition process • show an understanding of some of the current methodologies for teaching English as a foreign language to YLs and VYLs • apply their knowledge and understanding of key phonological, lexical and grammatical features in the teaching of English as a foreign language to YLs and VYLs; • evaluate, select, adapt and create suitable resources for ELT activities with YLs and VYLs ; • assess YLs and VYLs language competence and provide corrective feedback and scaffolding to support their ongoing development; • recognise, understand and reproduce key communicative features of English phonetics and prosody, especially as these relate to 'teacher talk'/classroom language with YLs and VYLs.
Bibliografia obbligatoria:	**References will be made to these books during the course:** Stephens, A. (2001). *Language awareness.* Cambridge: Cambridge University Press. Ballard, K. (2013). *The frameworks of English. Introducing language structures*. London: Macmillan International, (3rd edition). Cameron, L. (2017). *Teaching Languages to Young Learners*. Cambridge Dunn, O. (2014). *Introducing English to Young Children: Spoken English*. London: HarperCollins.

	Garton, S. & Copland, F. (2018). *The Routledge Handbook of Teaching English to Young Learners*. Oxford: Routledge. Graham, C. (2006) *Creating Chants and Songs*. Oxford: Oxford University Press. Hewings, M. (2007). *English Pronunciation in Use*. Cambridge: Cambridge University Press. Jackson H. & Peter. S. (2011). *An introduction to the Nature and Functions of language*. Bloomsbury Academic (2nd Edition). Lightbown, P. and Spada, N. (2013). *How Languages are Learned*. Oxford: Oxford University Press. Puchta, H. & Amy M-C, (2001). *Primary Classroom English: Ausdrücke und Phrasen für den Englischunterricht in der Grundschule (English)* Paperback–Helbling Verlag. Reilly, V. & Ward, S. (1999). *Very Young Learners*. Oxford: Oxford University Press. Shin, J. & Crandall, J. (2013). *Teaching Young Learners English*. Boston: National Geographic Learning. Slattery, M. and Willis, J. (2001). *English for Primary Teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press.
Ulteriori indicazioni bibliografiche:	Additional optional texts will be provided during the course.