Syllabus

Course Description

Course Title	English 1 - Basics of Didactics
Course Code	12448
Course Title Additional	
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Dr. phil. PD Barbara Hofer, Barbara.Hofer1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36062 Prof. Maria Cristina Gatti, MariaCristina.Gatti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40909
Teaching Assistant	
Semester	Second semester
Course Year/s	4.
CP	5
Teaching Hours	30
Lab Hours	20
Individual Study Hours	75
Planned Office Hours	15
Contents Summary	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	English phonetics and morphology, English language teaching to YLs and VYLs, language awareness, receptive and productive skills, Early literacy development, teaching pronunciation and vocabulary.
Recommended Prerequisites	

Propaedeutic Courses	
Teaching Format	Lecture
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	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 an international language (EIL) 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 the participants' knowledge, awareness and competences of the English language in relation to receptive and productive communication skills practised by YLs and VYLs (listening, speaking, reading and writing), with specific regard to listening and speaking communication skills. Learning outcomes: 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, contrastive analysis, interlanguage; - have deepened their knowledge of the language acquisition process; - have developed their 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 con-texts. - 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 princ-ples 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' and 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 production; - 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.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Formative assessment: - peer teaching simulation (lab.). Summative assessment: written exam
Evaluation Criteria	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, contrastive analysis, interlanguage to guide multilingual learners in developing their language competences in English; - demonstrate their knowledge and understanding of key notions in the language acquisition process; - 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 competences, 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' and classroom language with YLs and VYLs.

	According to the examination regulations of the Faculty, for a positive assessment of the overall examination, the assessment must be positive for each individual part that make up the overall examination (lecture and laboratory). In the case of a negative assessment of one of the parts, if the other part has been assessed positively, it will be counted as such in the next examination. Please note, however, that a negative assessment in this case also counts for the number of examination attempts. According to the examination regulations, failing to pass three times will result in a suspension for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations).
Required Readings	**References will be made to these books during the course:** Smith J. and Margolis A. (2012) *Pronunciation. Study book*. University of Reading: Garnet Education. New edition. Ballard, K. (2013). *The frameworks of English. Introducing language structures*. London: Macmillan International, (3rd edition). Stephens, A. (2001). *Language awareness.* Cambridge: Cambridge University Press. Jeffries, L. (2006) Discovering Language. The structure of Modern English. Palgrave 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.
Supplementary Readings	Additional optional texts and materials will be provided during the course.
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	English Language Teaching-L3: Introduction to English Language Analysis and Teaching Activities
Course Code	12448A
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Lecturers	Prof. Maria Cristina Gatti, MariaCristina.Gatti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40909
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9

Contents Summary	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.
Course Topics	The course topics will include: - features of English phonetics and prosody and their role in promoting effective language acquisition processes with young learners; - 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 phono-morpho-syntactic features of the language (i.e. English – German – Italian); - the concept of interlanguage and interlanguage pragmatics in English as an international language (EIL).
Teaching Format	Lecture
Required Readings	Articles from academic journals and relevant websites to be announced in due course
Supplementary Readings	References will be made to these books during the course: Bland, J. (Ed.). (2015). Teaching English to Young Learners: Critical issues in language teaching with 3-12 year olds. ProQuest Ebook Central https://ebookcentral.proquest.com Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press. Garton, S., & Copland, F. (Eds.). (2018). The Routledge handbook of teaching English to young learners. ProQuest Ebook Central https://ebookcentral.proquest.com Gottardi, G., & Gottardi, G. (2016). Il mio primo lapbook. Modelli e

	materiali da costruire per imparare a studiare meglio. Trento: Erickson. https://www.laboratoriointerattivomanuale.com McGrath, I. (2008). Materials evaluation and design for language teaching. Edinburgh: Edinburgh University Press. Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. Proši-Santovac, D., & Rixon, S. (2019). Integrating assessment into early language learning and teaching. Bristol, Blue Ridge Summit: Multilingual Matters. https://doi-org.libproxy.unibz.it/10.21832/9781788924825 Richards, J. C., & Rodgers, T.S. (2001). Approaches and methods in language teaching. Cambridge: Cambridge University Press. Scrivener, J. (2011) Learning teaching: The essential guide to English language teaching (3rd ed.). Oxford: Macmillan Education. Shin, K. S., & Crandall, J. (2014). Teaching young learners English: From theory to practice. Boston: National Geographic. Wiggins, G., & McTighe, J. (2014). The understanding by design guide set. Alexandria, VA: ASCD publisher. Slattery, M., & Willis, J. (2001). English for primary teachers: A handbook of activities and classroom language. Oxford: Oxford UP

Course Module

Course Constituent Title	English Language Teaching-L3: Activities for young and very young learners of English with a focus on oral skills (Lab.)
Course Code	12448B
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Lecturers	Dr. phil. PD Barbara Hofer,

	Barbara.Hofer1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36062
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1, 2, 3 und 4: Dr. phil. PD Barbara Hofer
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	This laboratory will focus on how to develop young and very young learners' oral skills in English through expanding the participants' integrated professional language teaching knowledge and competences. Furthermore, 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.
Course Topics	The course topics and 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 teacher and learner interactive oral skills: teacher talk, classroom language, modified input, corrective feedback; - micro-planning and simulations of teaching activities focusing on the two main oral skills (listening, speaking) in line with provincial and national guidelines for primary and pre-primary teaching, e.g. storytelling, songs, games, and more.
Teaching Format	Integrated, experiential, collaborative approach: individual, pair, and group work with ongoing instructor mediation and feedback; project work; planning and carrying out interactive microteaching simulations.
Required Readings	none

Supplementary Readings	see lecture