

COURSE OF STUDY: Primary teacher education
ACADEMIC YEAR: 2023-2024
ACADEMIC SUBJECT: English Laboratory (5th Year)

General information	
Year of the course	5th Year
Academic calendar (starting and ending date)	First Semester
Credits (CFU/ETCS):	2
SSD	Language and Translation – English Language (L-LIN/12)
Language	English
Mode of attendance	Mandatory

Professor/ Lecturer	
Name and Surname	Rosita Belinda Maglie
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Department and address	Chiaia Napolitano Building, 3rd floor, office n. 315
Virtual room	Platform Teams. Code: 9z4kr8p
Office Hours (and modalities: e.g., by appointment, on-line, etc.)	On Wednesdays from 10 to 11 a.m. It can change according to the academic year timetable and specific needs of the students and/or the professor in charge of the laboratory.

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
20	5	15	as wished by the student
CFU/ETCS			
2	0.5	1.5	as wished by the student

Learning Objectives	The student will have to: - know the nature of dyslexia; - learn specific learning difficulties associated with dyslexia; - have to identify dyslexia; - know the effects of dyslexia on foreign language learning; - know classroom accommodations for foreign language learners with dyslexia; learn techniques for developing phonological and orthographic awareness; - learn techniques for teaching vocabulary and grammar; - learn techniques for teaching listening and speaking; - learn techniques for teaching; - learn techniques for teaching reading and writing; - learn how to assess English language learners with dyslexia .
Course prerequisites	Doing well in the previous exam (English Lab 4); Knowledge of English (Level B2)

Teaching strategies	Frontal Lesson, Dialogue Lesson, Group Work, Problem Analysis, Problem Solving, Cooperative Learning, Rôle Reversal Student-Teacher; an ad-hoc
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	Education blog.
Expected learning outcomes in terms of	
Knowledge and understanding on:	<u>Understanding. Listening:</u> S/he can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. <u>Reading:</u> S/he can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes and viewpoints.
Applying knowledge and understanding on:	S/he can understand most TV news and current affairs programmes. S/he can understand the majority of films in standard dialect. S/he can understand contemporary literary prose.
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> ○ She/He can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. S/he can take an active part in discussion in familiar contexts, accounting for and sustaining his/her views. • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ She/He can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. S/he can explain a viewpoint on a topical issue giving advantages and disadvantages of various options. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ S/He can write clear, detailed text on a wide range of subjects related to my interests. S/he can write an essay and report, passing on information or giving reasons in support of or against a particular point of view. S/he can write letters/e-mails highlighting the personal significance of events and experiences.
Syllabus	
Content knowledge	(a) Thematic Studies on specific themes related to Teaching English to (very) Young Learners (TEYL) with dyslexia; (b) Teaching Methodologies; (c) Scientific Literature on dyslexia for teachers of English as a Foreign Language; (d) Analysis of blogs and teaching materials; (d) Lesson Plans.
Texts and readings	http://dystefl2.uni.lodz.pl/?page_id=1053
Notes, additional materials	Nijakowska, J., Kormos, J., Hanusova, S., Jaroszewicz, B., Kálmos, B, Imrene Sarkadi, A., Smith, A. M., Szymańska-Czaplak, E., Vojtkova, N., Alexiou, T., Kořak Babuder, M., Mattheoudakis, M., Pižorn, K. (2015). DysTEFL2 – Dyslexia for teachers of English as a foreign language. Self-study course. ©DysTEFL2 course training materials were developed in the DysTEFL project (co-financed by the European Commission within the Lifelong Learning Programme, project number: 518466-LLP-1-2011-PL-COMENIUS-CMP) and then updated and supplemented in the DysTEFL2 project (co-financed by the European Commission within the Erasmus+ Programme, project number: 2014-1-PL01-KA200-003578).
Repository	The teaching material is available for a period of three years after the delivery of the laboratory in the Teams class (folder entitled teaching material) and/or in paper form in the professor's office.
Assessment	
Assessment methods	The exam includes a written test and an interview that can be taken on the dates set in the exam calendar.
Assessment criteria	The exam includes a written test, at the end of the laboratory, which aims to assess the level of knowledge of the contents and methods illustrated during the laboratory. Furthermore, the exam is followed by an interview on topics that have not been the object of the written test, and which aims to evaluate the

	ability to present the contents orally and to reason critically on the lesson plan being ad-hoc conceived by each student.
Final exam and grading criteria	Theoretical-practical references to the Literature in the field of TEYLs and appropriate use of Academic English
Further information	
	Mid-term tests conceived in order to improve writing, listening and communicative skills.