Primary Teacher Education



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| **General information** | | | |
| Academic subject | English Laboratory (3rd Year) | | |
| Degree course | Primary Teacher Education | | |
| Academic Year | 3rd Year | | |
| European Credit Transfer and Accumulation System (ECTS) | | | 2 |
| Language | English | | |
| Academic calendar (starting and ending date) | | Second Semester | |
| Attendance | Mandatory | | |

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| **Professor/ Lecturer** |  |
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| Department and address | Chiaia Napolitano Building, 3rd floor, office n. 315 |
| Virtual headquarters | Platform Teams. Code: 9z4kr8p |
| Tutoring (time and day) | 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. |

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| ***Syllabus*** |  |
| **Learning Objectives** | The student will have to: - develop an understanding of the typical problems of teaching L2 to young learners; find out how to structure a lesson for the young learners; - develop an understanding of how to establish routine; - explore examples of how to set up vocabulary games, storytelling activities and TPR activities; - experiment to develop a better awareness of teaching to young learners; - reflect on their own experiments; - gain awareness of the key factors in planning lessons for young learners; - understand the effects of the different distributions and timing of the lessons; - practice planning a series of typical activities for young learners. |
| **Course prerequisites** | Doing well in the previous exam (English Lab 2); Knowledge of English (Level A2) |
| **Contents** | (a) Thematic Studies on specific themes related to Teaching English to (very) Young Learners (TEYL); (b) Teaching Methodologies; (c) Scientific Papers about TEYL; (d) Analysis of Children’s Literature; (d) Lesson Plans |
| **Books and bibliography** | <https://www.teachingenglish.org.uk/article/crazy-animals-other-activities-teaching-young-learners> |
| **Additional materials** | This book is written by the primary school teachers of English. It brings together the experience and expertise of teachers from around the world to provide a range of stimulating and exciting classroom activities for the primary classroom.  There are 50 tried and trusted activities which have been refined and improved over the years by teachers working in diverse contexts and environments.  This book grew out of an Aston University - British Council research project called ‘Investigating Global Practices in Teaching English to Young Learners’.  This publication is **free to download.** |

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| **Work schedule** | |  | | |
| Total | Lectures | | Hands on (Laboratory, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
| **Hours** | | | | |
| 20 | 5 | | 15 | as wished by the student |
| **ECTS** | | | | |
| 2 | 0.5 | | 1.5 | as wished by the student |
| **Teaching strategy** | |  | | |
|  | | Frontal Lesson, Dialogue Lesson, Group Work, Problem Analysis, Problem Solving, Cooperative Learning, Rôle Reversal Student-Teacher; an ad-hoc Education blog. | | |
| **Expected learning outcomes** | |  | | |
| **Knowledge and understanding on:** | | S/He understands **–** when the topic is general **–** what was toldduring an excerpt intended to mother tongue speakers of English. | | |
| **Applying knowledge and understanding on:** | | Understanding and/or giving a long speech on concrete or abstracts topics. | | |
| **Soft skills** | | * *Making informed judgments and choices*   Understanding the main idea by reading complex texts and/or watching videos by exactly pinpointing the information, ideas and opinions portrayed. | | |

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|  | * *Communicating knowledge and understanding*   Making lengthy conversation both on general and specific topics, e.g. a conversation about how to use group projects effectively.   * *Capacities to continue learning*   Reading authentic texts with a good level of understanding and thinking of the different strategies useful to teach (very) young learners how to read a book. |
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| **Assessment and feedback** |  |
| Methods of assessment | The exam includes a written test and an interview that can be taken on the dates set in the exam calendar. |
| Evaluation 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. |
| Criteria for assessment and attribution of the final mark | Theoretical-practical references to the Literature in the field of TEYLs and appropriate use of Academic English |
| **Additional information** |  |
|  | Mid-term tests conceived in order to improve writing, listening and communicative skills. |