Primary Teacher Education



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| **General information** | | | |
| Academic subject | English Laboratory (4th Year) | | |
| Degree course | Primary Teacher Education | | |
| Academic Year | 4th 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: - become familiar with CLIL methodology and aims;​ - develop awareness of language and cognitive demands on learners;​ - gain an understanding of how to plan for CLIL;​ - gain knowledge of appropriate CLIL activity types; - develop awareness of how to integrate assessment into CLIL settings.; - practice planning a series of CLIL activities for young learners; - reflect on their own experiments. |
| **Course prerequisites** | Doing well in the previous exam (English Lab 3); Knowledge of English (Level B1) |
| **Contents** | (a) Thematic Studies on specific themes related to Teaching English to (very) Young Learners (TEYL); (b) Teaching Methodologies; (c) Scientific Literature on CLIL; (d) Analysis of CLIL blogs and teaching materials; (d) Lesson Plans |
| **Books and bibliography** | <http://www.clil4children.eu/documents-and-media/guide-addressed-to-teachers-on-how-to-use-clil-methodology-in-primary-schools/?lang=it> |
| **Additional materials** | ***Guide addressed to Teachers on how to use CLIL Methodology in Primary School*** is a practical introduction to CLIL for (Foreign Language and Content) teachers who know nothing or only very little about CLIL. Its aim is aligned with three major objectives of the C4C project: to support teachers to deliver high quality teaching, to enhance digital integration in learning and teaching, and to improve mastery of English at EU level. |

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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 can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. S/he can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. S/he can understand texts that consist mainly of high frequency everyday or job-related language. S/he can understand the description of events, feelings and wishes expressed by adults and children. | | |
| **Applying knowledge and understanding on:** | | S/he can deal with most situations likely to arise whilst travelling in an area where the language is spoken. S/he can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). | | |
| **Soft skills** | | * *Making informed judgments and choices*   S/he can connect phrases in a simple way in order to describe experiences and events, his or her dreams, hopes and ambitions. S/he can briefly give reasons and explanations for opinions and plans | | |

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|  | * *Communicating knowledge and understanding*   S/he can narrate a story or relate the plot of a book or film and describe his or her reactions. S/he can write simple connected text on topics which are familiar or of personal interest. S/he can write personal letters describing experiences and impressions.   * *Capacities to continue learning*   S/he can write, read, and understand authentic texts (books, letters, radio and TV programmes) with a good level of understanding and think of the different strategies useful to teach (very) young learners how to write, read and understand a text in the English language. |
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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 CLIL Studies and appropriate use of Academic English |
| **Additional information** |  |
|  | Mid-term tests conceived in order to improve writing, listening and communicative skills. |