Primary Teacher Education



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| **General information** |
| Academic subject | English Laboratory (5Th Year) |
| Degree course | Primary Teacher Education |
| Academic Year | 5th Year |
| European Credit Transfer and Accumulation System (ECTS) |  2 |
| Language |  English |
| Academic calendar (starting and ending date) | First 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: - 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) |
| **Contents** | (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. |
| **Books and bibliography** | <http://dystefl2.uni.lodz.pl/?page_id=1053> |
| **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., Košak 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). |

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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:** | Understanding. Listening: S/he can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Reading: 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** | * *Making informed judgments and choices*

S/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.  |

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|  | * *Communicating knowledge and understanding*

S/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. * *Capacities to continue learning*

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. |
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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. |