Primary Teacher Education



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| **General information** |
| Academic subject |  B2 Level – proficiency Test |
| 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) |  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** | B2 Level – Language proficiency in English |
| **Course prerequisites** |  Doing well in the previous exam (English Lab 4); Knowledge of English (Level B2) |
| **Contents** | Teaching young learners: First language-second language; Starting your lessons in English (Greetings and forms of address Checking attendance); Organizing your classroom (Everyday instructions); Ending your lessons; Very young learners (VYLs)and young learners (VLs). Listen and do: Giving instructions in English (Sitting down and standing up, moving around; Listening and identifying for vocabulary development and for grammatical awareness; Listening and doing - Total Physical Response; Listening and performing – miming; Listening and responding games (Instructions for true/false activities, Simon says. Listen and Make - ways of eliciting language: Listen and colour; Listen and draw; Listen and make greetings cards. Speaking with Support: Using classroom phrases; Saying rhymes and singing songs to practise pronunciation, stress, and intonation; practicing new vocabulary; playing vocabulary games; practicing pronunciation of new sounds. Speaking more freely: Cognitive development and language learning; Starting to speak freely eliciting personal talk; Speaking games (e.g., Pass the ball); children speaking in groups. Reading in English: Beginning reading; speaking to reading – helping sound and word recognition; helping children recognize phrases; reading independently – finding information. Writing in English: Practising the Alphabet; from speaking to writing and from reading to writing (making memory games, making lists); Writing with other children; Children writing freely. Reading and telling stories: The value of stories; Telling a new story (using flashcards; story questions and prompts); Reading a story to (very) young learners (using flashcards; story questions and prompts); Ways to retell a story; retelling a story as a class (from memory, from a different point of view etc.). Story Activities: Things to do after retelling a story; using stories for project work (useful expressions for correcting and improving children's language. Planning for effective use of English in the classroom: Helping children learn and improve; Using your coursebook as a resource; Planning your lessons.  |
| **Books and bibliography** | English for Primary Teachers – A Handbook of Activities and classroom language by Mary Slattery and Jane Willis. Oxford: OUP |
| **Additional materials** | This book is an easy-to-use guide to teaching English to children in elementary grades. It offers advice and practical teaching tips while building prospective teachers' confidence in their ability to use classroom English effectively. The audio CD gives examples of language from actual classrooms. |

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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** |
| 30 | 10 | 20 | 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. |
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| **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. |