# English Language Lab IV

## Dr. Lucy Vivaldini

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to introduce the key concepts related to the teaching of the English language in kindergartens. In particular, it aims provide students with a selection of essential tools and skills to teach English from a European and intercultural perspective.

Furthermore, the course aims to help students develop a critical approach towards their English communication skills and the activities for the teaching/learning of the English language.

KNOWLEDGE AND UNDERSTANDING

At the end of the course, students will be able to:

* choose the best methods, techniques, and tools to promote inclusion in class, depending their students’ needs;
* Understand the key concepts and the specific terminology used to describe the four language skills;
* Prove their knowledge of the English language, and use this skill to carry out teaching activities

ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING

At the end of the course, students will be able to:

* Plan lessons aimed to create an inclusive classroom
* Develop motivation, and be aware of the different roles that teachers can play in the stages of the learning process and in different contexts
* Use different textbooks and online resources to find the best teaching material for educational planning activities
* Make full use of technological tools in teaching activities in order to promote language ‘acquisition’

***COURSE CONTENT***

* + The key concepts of language pedagogy and the transmission of language skills according to the Common European Framework of Reference for Languages (CEFR)
	+ Teaching foreign languages in intercultural contexts;
	+ Teaching English to kindergarten students, with a focus on children’s needs and the most appropriate teaching strategies;
	+ Teaching through storytelling
	+ Promote playful learning activities
	+ Teaching through the use of Songs and Rhymes

***READING LIST AND WEB RESOURCES***

Richard Rice, *First steps.* Clueb

M. Slattery & Jane Willis, *English for Primary Teachers*. Oxford University Press. (2001)

Cameron L 2001. *Teaching Languages to Young Learners*. Cambridge University Press.

Lightbown M., Spada N. 1999, *How Languages are Learned*. Oxford University Press.

Moon J. 2005, *Children Learning English*. MacMillan.

Pinter A. 2006, *Teaching Young Language Learners* Oxford University Press.

Gordon Lewis and Hans Mol - *Grammar for Young Learners* Songs to accompany some of the activities in the book.

Other materials will be provided during the literature course

***TEACHING METHOD***

Frontal lectures based on a communicative approach, observation of lessons (on the Internet), practical activities, individual and group works.

***ASSESSMENT METHOD AND CRITERIA***

Class attendance will be highly appreciated.

Continuous formative assessment and final summative assessment of the group work, evaluating the joint effort to prepare the project and the individual oral presentation. In addition, students will be assessed on their writing skills.

Assessment criteria.

– the use of the most coherent digital and traditional tools to develop all the different stages of the project;

– the individual language and communication skills;

– the presentation skills.

***NOTES AND PREREQUISITES***

Students should have a good knowledge of the English language, possibly corresponding to the B2-level of the CEFR.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.