# English Language Lab IV

## Prof. Marzia Luzzini

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

The course is based on the theoretical principles of humanistic-emotional learning, and gives great importance to the recommendations of the European Union in the linguistic-communicative field. Therefore, it aims to provide students with the key concepts of language pedagogy, and in particular:

– provide the teacher-training student with the tools needed to develop pedagogic-teaching skills that best promote the learning of English in primary school, including how to adapt both timing and methods to cater to the different needs of pupils;

– promote the culture of the English-speaking countries in an enriching learning environment, informing pupils about aspects of daily life with insights into art, science and history;

– teach students how to organise subject matter and content to chime with the different needs of pupils so as to enable them to reach the learning goals set for the different primary school classes;

– equip students with the knowledge needed to select the teaching methods and approaches best suited to the various learning situations, taking into account the context and needs of learners;

– provide students with the right tools to try a new teaching approach, based on projects, exchange, and collaboration in a multicultural context; all this will be possible thanks to the platform *e-Twinning* – a European initiative launched by the European Commission in 2005 as one of the actions included in the Erasmus+ Programme 2014-2020;

– encourage the opening towards a European dimension of education, and the creation of a European citizenship feeling that new generations will be able to share thanks to the *e-Twinning* platform.

*Intended learning outcomes*

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

– use the right pedagogic-teaching tools to develop communication skills in children attending kindergarten and primary school, and plan adequate learning units that take into account their profile and learning context;

– create learning pathways to spread knowledge of the culture of English-speaking countries;

– use the English language in international contexts and carry out projects with a multicultural approach, using the platform *e-Twinning* in collaboration with other international schools to promote the spread of multicultural skills;

– identify and use the apps supporting the learning of the English language, and use teaching material in English.

***COURSE CONTENT***

The 25-hour course is split into 20 hours of lectures across 5 weeks (4 hours per week) plus 5 hours of self-learning in which students will produce a final paper.

The course will focus on:

– the foundations of foreign-language teaching: short history, methods, Teaching Units as model, methods and approaches;

– The international scene and the Common European Framework of Reference (CEFR) for the development of communicative abilities (skills, training objectives and content for the learning of foreign languages);

– Foreign-language teaching technologies;

– Communication as a cultural exchange between countries and the e-Twinning projects as an example of remote collaboration between schools using information and communication technologies.

***READING LIST***

The reading list titles, materials and list of websites will be indicated in class.

***TEACHING METHOD***

Lectures with English as the target language (according to the CLIL approach), group and individual assignments, remote collaboration activities using the e-learning platform, drawing their inspiration from projects kits, twinning between students of universities (in Italy and abroad) involved in the TTI (Teacher Training Initiatives).

***ASSESSMENT METHOD AND CRITERIA***

Continuous formative assessment, followed by the final summative assessment of a group project (both in terms of collaborative writing and individual exposition). In addition, assessment will take into account students’ personal writing skills.

Therefore, students will be assessed from the following points of view:

– coherence in terms of methodology and teaching;

– use of the most relevant tools, (either digital or not), to carry out the project;

– their skills in terms of language and communication;

– their presentation skills.

***NOTES AND PREREQUISITES***

Students are expected to have a good knowledge of the English language, corresponding at least to the B1-level of the Common European Framework of Reference for Languages (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.