



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Scienze Umanistiche | | |
| ACADEMIC YEAR | 2020/2021 | | |
| MASTER'S DEGREE (MSC) | LANGUAGES AND LITERATURES: INTERCULTURALITY AND EDUCATION | | |
| SUBJECT | ENGLISH LANGUAGE TEACHING METHODOLOGY | | |
| TYPE OF EDUCATIONAL ACTIVITY | B | | |
| AMBIT | 50381-Lingue e Letterature moderne | | |
| CODE | 02337 | | |
| SCIENTIFIC SECTOR(S) | L-LIN/12 | | |
| HEAD PROFESSOR(S) | SCIARRINO CHIARA | Professore Associato | Univ. di PALERMO |
| OTHER PROFESSOR(S) | | | |
| CREDITS | 6 | | |
| INDIVIDUAL STUDY (Hrs) | 120 | | |
| COURSE ACTIVITY (Hrs) | 30 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 2 | | |
| TERM (SEMESTER) | 2° semester | | |
| ATTENDANCE | Not mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | SCIARRINO CHIARA Wednesday 8:30 10:00 Studio docente, settimo piano, ed. 12, Viale delle Scienze Friday 9:00 13:00 Studio docente, settimo piano, ed. 12, Viale delle Scienze. | | |

DOCENTE: Prof.ssa CHIARA SCIARRINO

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| PREREQUISITES | Excellent knowledge of English (B2 or C1 of the Common European Framework). Good knowledge of general and English linguistics. |
| LEARNING OUTCOMES | <p>Knowledge of the Common European Framework of Reference for Languages.</p> <p>Knowledge of school legislation: English language curricula contents both in scuola primaria, scuola secondaria di primo e di secondo grado.</p> <p>Applied knowledge and comprehension skills: knowledge of the relevant aspects of the regulatory framework for foreign language curricula in first and second grade secondary schools.</p> <p>Acquired skills in the teaching of English language and culture: planning and teaching methodologies; digital skills and latest technological developments useful for the teaching of English.</p> <p>Autonomy of judgment: ability to evaluate one's lesson plan and express an evaluation on that of colleagues.</p> <p>Communication skills: ability to know how to discuss one's lesson plan, discuss issues related to teaching the English language in English.</p> <p>Ability to learn: ability to know how to distinguish and teach aspects of English grammar.</p> |
| ASSESSMENT METHODS | <p>Both theoretical and practical competence will be evaluated: in particular students will be asked to solve real problems related to the teaching and learning in a language classroom. Students will be asked to work on a teaching unit of which they will produce a detailed written form. Final assessment will be a discussion about the teaching unit and about the contents of the course. The oral exam will be on topics dealt with in class and explored in the books included in the syllabus. Students will be asked to prepare a lesson plan, following the criterion and the contents used in class.</p> <p>30-30 and honors: excellent knowledge of the topics, excellent property of language, good analytical ability, the student is able to apply the knowledge to solve the proposed didactic problems.</p> <p>26-29: Good command of the topics, full ownership of language, the student is able to apply the knowledge to solve the proposed problems.</p> <p>24-25: basic knowledge of the main topics, fair language property, with limited ability to apply independently knowledge to solve the proposed problems.</p> <p>21-23: the student does not have full mastery of the proposed topics but has the knowledge, satisfactory language property, poor ability to independently apply the knowledge.</p> <p>18-20: minimum basic knowledge of the proposed topics and technical language, very little or no ability to independently apply the acquired knowledge</p> <p>insufficient: does not have an acceptable knowledge of the contents of the topics covered in teaching.</p> |
| EDUCATIONAL OBJECTIVES | <p>By the end of the course, students will have learnt some important teaching methodologies which could turn useful also for the teaching of another language. In particular, though, specific teaching and learning processes will be analysed and discussed together in the context of an English language classroom. Students will be able to distinguish would-be problems related to the teaching of English as a foreign language and will be able to solve them. The course will focus on the analysis of:</p> <ul style="list-style-type: none">- different types of teacher;- classroom activities;- different types of learners of English: kids and teenagers.- classroom management;- planning lessons and courses;- teaching speaking;- teaching vocabulary;- teaching receptive skills: listening and reading;- teaching writing;- teaching grammar;- tools, techniques and activities (TV, DVD, internet, music, drama, poetry, literature, photocopiable material)- projects <p>By the end of the course, students will have watched and made comments on other students' lessons and lessons plans. They will, of course, be able to write and formulate their own lesson plan.</p> |
| TEACHING METHODS | <p>The aim of the course is to start from previously covered topics during the first year course and focus on more important aspects of the teaching of English as a foreign language. Classroom activities: teaching methodologies; group work; discussions about problems related to the teaching of English as a foreign language; didactic resources and planning of activities. Students will be asked to work on individual and group assignments which will contribute to determine the mark for the final assessment.</p> |
| SUGGESTED BIBLIOGRAPHY | <p>Council of Europe, Common European Framework for Languages: learning, teaching and assessment, Council of Europe, Strasbourg, 2001.</p> <p>Penny Ur, A Course in English Language Teaching, Cambridge University Press, Cambridge, 2012 (or any later edition)</p> |

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| | Spratt Mary, Pulverness Alan, William Melanie, The TKT Teaching Knowledge Test Course. Modules 1,2,3, Cambridge University Press, Cambridge, 2011 (or any later edition). Further bibliographic and working material will be given during the course. |
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SYLLABUS

| Hrs | Frontal teaching |
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| 20 | 2 hours: Introduction to the course, syllabus, contents, procedure, questions; 2 hours: classroom management; 2 hours: error correction 2 hours: listening skills 2 hours: writing skills 2 hours: speaking skills 2 hours: reading skills 2 hours: Motivation 2 hours: integrating skills 2 hours: CEFR, digital, paper and material. 2 hours: CLIL 2 hours: teaching different levels 2 hours: Monitoring and assessing 2 hours: lesson planning 2 hours: lesson planning |
| Hrs | Practice |
| 10 | Classroom activities on topics dealt with during classes. |