U GOV

English Lab IV Programme

Development of the listening comprehension, oral production and spoken interaction referring to the B2 Level of the CEFR. Reflection on the language structures. Development of Phonemic awareness.

Development of the comprehension skill in reading specific texts. Development of storytelling skills.

English as a foreign language: Role of Storytelling in Early Literacy Development -oral skills. Presentation of etwinning platform

Focus on Active Learning : Constructivism” and on the Role of Interaction. Presentation of stimulating and involving activities which enable the learning of the English language in an authentic and active way, giving “oracy” a more prominent place but at the same time fostering children’ s awareness of the written language.

Aims

The student will have to reach a level of language competence corresponding to B2 Level of CEFR.

The student will also have to show he knows the main teaching methodologies concerning Teyl : teaching English to Young learners and to be able to develop teaching interventions adequate for the Infant and Primary School.

Contents

Language Structures – Level B2 of CEFR: the four skills. Role of Storytelling in the development of oral skills. Presentation of stimulating and involving activities which enable the learning of the English language in an authentic and active way. Phonemic awareness and the ability of recognizing sounds and sounds combinations in syllables and words. CLIL methodology. The eTwinning platform.

Content objectives

 Reflection on the language structures referring to the B2 Level of the CEFR

 Development of the listening comprehension, oral production and spoken

interaction

 Development of writing skills

 Development of the comprehension skill in reading specific texts

 Development of storytelling skills.

 English as a foreign language: Role of Storytelling in Early Literacy

 Development of teaching strategies especially referring to CLIL methodology and Project-based Learning

 Development of phonemic awareness

 Introduction to the eTwinning platform

Book and CD to study

Mancini Francesca a cura di 0-6 English, ed.Tagete 2016

Recommended bibliography

Slattery M.& Willis J. English for Primary Teachers Oxford University Press 2005

Websites to revise and make language practice:

Rong Chang : http://www.rong-chang.com/

English Exercises: http://www.englishexercises.org/

Prerequisites: Language competence Level B1 / B1plus of CEFR

Methodology

Task and Project based Learning. Pair and group works

Each lesson will be dedicated to

* grammar reflection and language practice to prepare the written test
* reflection on methodologies and TEYL teaching strategies
* development of a Project work

Testing modalities

Written test of 1 hour to verify the Language Competence referred to Grade B2 of CEFR

Concerning especially the following skills

* Reading
* Use of English
* Writing

Oral exam where the Project work and the contents of the course will be discussed

* Topics for the written test
* The topics written in blue have already been studied during the previous years
* Verb tenses Simple Present / Present Continuous
* Simple Past / Past Continuous
* Present Perfect / Present Perfect Continuous
* Past Perfect / Past perfect continuous
* Used to
* Would expressing habits, in the past
* Future forms Simple Present and Present Continuous for the future
* Be going to
* Will
* Future Continuous (Will be -ing )
* Future Perfect simple / continuous
* Will and going to for predictions
* Conditionals Conditional Clauses I, II, III + Mixed forms
* Modal verbs Modals to express advice, suggestions, possibility and probability
* Modals of deduction and speculation
* Passives Passive forms
* Relative clauses Defining and Non-defining relative pronouns
* Reported Speech
* Concessives: I wish, If only, I’d rather
* Phrasal Verbs Verbs + infinitive
* Verbs + ing form/verbs + infinitive
* Word formation
* Adjectives Formation and order
* Prepositions Place and time prepositions
* Connectors Addition:
* and, additionally, as well as, moreover, furthermore
* Reason and cause
* because, as, since, so
* Contrast
* but, however, yet, still, on the contrary
* in spite of, despite (+ noun phrase)
* although, (even) though, whereas
* Exemplification
* for example, for instance, such as..
* Purpose
* In order to, so as to (+ infinitive of purpose) In order that, so that (+ sentence)
* Consequence
* as a result, so that, therefore, as a consequence
* Word order

The students who have already got a certification Level B2 CEFR will only have to take the oral exam

Topics for the oral exam

* Phonemic awareness
* Lesson planning + project work
* Let’s have fun with English: The importance of play in child development
* Nursery Rhymes and songs
* Storytelling: Role of Storytelling in Early Literacy Development
* Drama with children
* CLIL Methodology
* eTwinning Platform

U GOV

Programma Laboratorio Inglese IV

Sviluppo delle abilità di comprensione, produzione e interazione orale relative al livello B2 del CEFR. Riflessione sulle strutture della lingua. Sviluppo delle abilità ricettive e di comprensione di testi specifici. Sviluppo della capacità di raccontare storie in lingua inglese: ruolo dello Storytelling nello sviluppo delle abilità orali. Presentazione della piattaforma etwinning.

Particolare attenzione sarà dedicata alla didattica costruttivista e al ruolo dell’interazione

Presentazione di attività stimolanti e coinvolgenti che rendano possibile l’apprendimento della lingua inglese nella Scuola Primaria e nella Scuola dell’Infanzia in modo autentico e attivo, dando maggior rilievo alle abilità orali e all’interazione promuovendo nei piccoli allievi anche una prima consapevolezza della lingua scritta.

Contenuti

Strutture della Lingua Inglese, livello B2 del CEFR: le quattro abilità. Ruolo dello Storytelling nello sviluppo delle abilità orali. Presentazione di attività stimolanti e coinvolgenti che rendano possibile l’apprendimento della lingua inglese nella Scuola dell'Infanzia e Primaria in modo autentico e attivo. Sviluppo nel bambino della consapevolezza fonemica e della capacità di riconoscere i suoni e le combinazioni di suoni in sillabe e parole La metodologia CLIL. La piattaforma etwinning.

Obiettivi

Sviluppo delle abilità di ascolto e comprensione, parlato e interazione. Sviluppo della consapevolezza fonemica. Sviluppo di abilità di narrazione. Sviluppo di strategie per l'insegnamento della lingua Inglese agli alunni della Scuola dell'infanzia e della Scuola Primaria. Approccio alla metodologia CLIL e al programma eTwinning

Prerequisiti

Competenza della Lingua Inglese: Livello B1 del CEFR

Metodi didattici

Didattica Laboratoriale - Lavori a coppie e di gruppo - Apprendimento basato su compiti e su progetti

Task and Project based Learning. Pair and group works

Verifica scritta: accertamento competenze linguistiche pari al livello B2 del CEFR, della durata di due ore. Saranno accertate in special modo le seguenti abilità:

Writing

Reading

Use of English

Esame orale sul programma svolto

Language Test - Level B2 of CEFR: Language skills involved: Reading , Writing, Use of English - 2 h.

Oral exam on the programme developed.

Testi di riferimento

Slattery M.& Willis J. English for Primary Teachers Oxford University Press 2005

Mancini Francesca a cura di 0-6 English, ed.Tagete 2016

Siti Web dove fare esercitazioni di lingua

Rong Chang : http://www.rong-chang.com/

English Exercises: <http://www.englishexercises.org/>

Obiettivi formativi

Lo studente dovrà raggiungere un livello di competenza della Lingua Inglese corrispondente al livello B2 del CEFR. Dovrà inoltre avere una conoscenza basilare delle principali metodologie e

strategie didattiche per l’insegnamento della Lingua Inglese nella Scuola dell’Infanzia e nella Scuola Primaria e dimostrare di aver acquisito competenza nel programmare interventi didattici adeguati.

Prerequisiti Competenza nella Lingua Inglese di Livello B1 / B1plus del CEFR

Ciascuna lezione sarà dedicata :

* alla riflessione grammaticale e al potenziamento delle abilità scritte
* alla riflessione metodologico-didattica e allo sviluppo di competenze specifiche per l’insegnamento della Lingua Inglese
* allo sviluppo di un progetto didattico

Metodi didattici impiegati

Didattica Laboratoriale - Lavori a coppie e di gruppo - Apprendimento basato su compiti e su progetti

Modalità di verifica

L’esame consta :

 di una parte scritta, volta ad accertare competenze linguistiche pari al livello B2 del CEFR, della durata di 1 ora. Saranno accertate in special modo le seguenti abilità:

Writing

Reading

Use of English

 E di una parte orale durante la quale verranno discussi in lingua il project work e i contenuti del corso

Argomenti per l’esame scritto 1 ora

 Reading - Use of English - Writing

(se scritti in blu, gli argomenti sono già stati studiati al livello B1:II anno e B1 plus:III anno)

Verb tenses Simple Present / Present Continuous

Simple Past / Past Continuous

Present Perfect / Present Perfect Continuous

Past Perfect / Past perfect continuous

Used to

Would expressing habits, in the past

Future forms Simple Present and Present Continuous for the future

Be going to

Will

Future Continuous (Will be -ing )

Future Perfect simple / continuous

Will and going to for predictions

Conditionals Conditional Clauses I, II, III + Mixed forms

Modal verbs Modals to express advice, suggestions, possibility and probability

Modals of deduction and speculation

Passives Passive forms

Relative clauses Defining and Non-defining relative pronouns

Reported Speech

Concessives: I wish, If only, I’d rather

Phrasal Verbs Verbs + infinitive

Verbs + ing form/verbs + infinitive

Word formation

Adjectives Formation and order

Prepositions Place and time prepositions

Connectors Addition:

and, additionally, as well as, moreover, furthermore

Reason and cause

because, as, since, so

Contrast

but, however, yet, still, on the contrary

in spite of, despite (+ noun phrase)

although, (even) though, whereas

Exemplification

for example, for instance, such as..

Purpose

In order to, so as to (+ infinitive of purpose) In order that, so that (+ sentence)

Consequence

as a result, so that, therefore, as a consequence

Word order

Gli studenti già in possesso di Certificazione presso ente accreditato MIUR livello B2 CEFR non

debbono sostenere la parte scritta dell’esame

Argomenti per l’esame orale

 Phonemic awareness

 Lesson planning + project work

 Let’s have fun with English: The importance of play in child development

 Nursery Rhymes and songs

 Storytelling: Role of Storytelling in Early Literacy Development

 Drama with children

 CLIL Methodology

 eTwinning Platform