

Syllabus

Course Description

Course Title	Didactics of English language - In-depth Analysis
Course Code	82092
Course Title Additional	
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	Training course 30 CP - Italian section
Lecturers	<p>Prof. Aggregato Martina Irsara, Martina.Irsara@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12004</p> <p>Prof. Maria Cristina Gatti, MariaCristina.Gatti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40909</p>
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	2
Teaching Hours	12
Lab Hours	0
Individual Study Hours	38
Planned Office Hours	0
Contents Summary	<p>The course is designed to provide insights that are aligned with the disciplinary content required for the competition class. It is divided into two modules entitled:</p> <ol style="list-style-type: none"> 1) Sociolinguistics and Interculturality: Teaching English Variation and Cultural Competence in Secondary Education and 2) Storytelling with Young Adults as a Catalyst for Deeper

	<p>Reflection on Language, Communication, Culture, and Global Issues</p> <p>See the individual module sections below for details of the content of these two modules.</p>
Course Topics	<ul style="list-style-type: none"> - language varieties of English - English as a lingua franca - English for intercultural communication - storytelling as a pedagogical tool for teaching English to young adults - the role of storytelling in improving communication and encouraging critical reflection on global issues
Keywords	World Englishes, English as a lingua franca, intercultural communicative competence, storytelling, global issues
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>Participants will be encouraged to work toward the following learning outcomes:</p> <ul style="list-style-type: none"> - Develop awareness of the major varieties of English, particularly those from the second and third phases of the diaspora (e.g., American, Indian, and European Englishes); - Examine how English functions as a global medium of communication across diverse linguistic and cultural backgrounds; - Encourage sensitivity to cultural differences and the dynamics of intercultural interaction in global contexts; - Define the concept of storytelling and its relevance to language learning for young adults; - Identify the pedagogical benefits and discuss the challenges of using storytelling with young adult learners; - Apply established criteria for selecting appropriate stories for use in the classroom; - Evaluate the potential of picturebooks as tools for engaging young adults in critical thinking, language and citizenship education.

	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> - demonstrate knowledge of linguistic features and sociolinguistic contexts of American, Indian, and European Englishes; - evaluate the use of English in global contexts and discuss its implications for language teaching and communication; - critically assess the implications of global English use in secondary education; - discuss different meanings and applications of the term storytelling; - demonstrate an increased awareness of the fact that storytelling is not a phenomenon confined to childhood, but rather extends into adolescence and adulthood; - engage in a critical discussion of the applications of storytelling in the secondary school context; - demonstrate an increased awareness of the ways in which storytelling can act as a catalyst for transcultural learning and critical thinking, to name but two of the key competencies in secondary education today.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written assessment consisting of open-ended questions
Evaluation Criteria	<p>In the written test, participants will be expected to demonstrate a clear understanding and critical reflection of the course content by providing thoughtful comments that consider both the benefits and challenges of the issues discussed, while also demonstrating an awareness of multiple perspectives.</p> <p>Assessment will focus on the participants' use of language, including clarity, accuracy, and coherence, as well as the depth and relevance of their responses. Particular emphasis will be placed on the ability to present reasoned, reflective content that demonstrates critical engagement with the course topics.</p>
Required Readings	See the individual module sections below.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Sociolinguistics and Interculturality: Teaching English Variation and Cultural Competence in Secondary Education
Course Code	82092A
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Lecturers	Prof. Maria Cristina Gatti, MariaCristina.Gatti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40909
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	6
Lab Hours	0
Individual Study Hours	19
Planned Office Hours	0
Contents Summary	<p>This module provides an introduction to the sociolinguistic and intercultural dimensions of English language teaching in secondary education. It explores the global diversity of English, focusing on linguistic varieties that have emerged in the second and third phases of the English language diaspora, including American, Indian, and European Englishes. Special attention is given to the role of English as a lingua franca (ELF) and its implications for language use in international and multicultural contexts as well as how ELF can serve as a powerful tool for promoting intercultural learning.</p>
Course Topics	<p>Varieties of English in the global context: American, Indian, and Australian Englishes: phonological, syntactic and lexical variations. Historical and sociolinguistic background of English language spread. Phases of the English diaspora and models for a (dynamic) classification.</p> <p>Concepts of culture and intercultural competence. The role of English in facilitating intercultural dialogue. Integrating intercultural</p>

	objectives in the language classroom: an authentic experience.
Teaching Format	Lecture
Required Readings	<p>Selected chapters from the following books:</p> <p>Davies A. and Elder C. (Eds.) (2004) <i>The Handbook of Applied Linguistics</i>. John Wiley & Sons.</p> <p>Fäcke C, Gao X, and Garrett-Rucks P. (Eds.) (2024) <i>The Handbook of Plurilingual and Intercultural Language Learning</i>. John Wiley & Sons.</p>
Supplementary Readings	Further readings will be provided during the course.

Course Module

Course Constituent Title	Storytelling with Young Adults as a Catalyst for Deeper Reflection on Language, Communication, Culture, and Global Issues
Course Code	82092B
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Lecturers	<p>Prof. Aggregato Martina Irsara, Martina.Irsara@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12004</p>
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	6
Lab Hours	0
Individual Study Hours	19
Planned Office Hours	0
Contents Summary	In order to deepen the understanding of key theories in second, further or foreign language learning, as well as different approaches and methods in language teaching, the course will explore some principles of storytelling for young adults. Storytelling

	<p>will be examined within the broader framework of the communicative approach, as it offers opportunities for language development through conversation and critical discussion of narratives.</p>
Course Topics	<p>Module B of the course will cover the following key areas:</p> <ul style="list-style-type: none"> - An introduction to the concept of storytelling and its relevance in language learning for young adults; - Exploration of the pedagogical benefits and challenges of integrating storytelling into language teaching for young adults; - Discussion of established criteria for selecting suitable stories for classroom use; - Critical evaluation of picturebooks as educational tools to promote language development, critical thinking, and global citizenship among young adults.
Teaching Format	<p>Lectures that emphasise active participant engagement and discussion</p>
Required Readings	<p>Selected extracts from the following source will be discussed, with additional references provided during the course:</p> <p><i>Alter, G., & Merse, T. (2023). (Eds.), Re-thinking picturebooks for intermediate and advanced learners: Perspectives for secondary English language education. Narr Francke Attempto.</i></p>
Supplementary Readings	