

# Syllabus

## *Kursbeschreibung*

<b>Titel der Lehrveranstaltung</b>	Didactics of English language
<b>Code der Lehrveranstaltung</b>	82035
<b>Zusätzlicher Titel der Lehrveranstaltung</b>	
<b>Wissenschaftlich-disziplinärer Bereich</b>	ANGL-01/C
<b>Sprache</b>	Englisch
<b>Studiengang</b>	Universitärer Lehrgang für die Grundausbildung der Lehrpersonen für die Mittel- und Oberschule in italienischer Sprache - 60KP
<b>Andere Studiengänge (gem. Lehrveranstaltung)</b>	
<b>Dozenten/Dozentinnen</b>	Dr. EdD, MA in TEYL Valentina Gobbett Bamber, Valentina.Bamber@unibz.it <a href="https://www.unibz.it/en/faculties/economics-management/academic-staff/person/8075">https://www.unibz.it/en/faculties/economics-management/academic-staff/person/8075</a>
<b>Wissensch. Mitarbeiter/Mitarbeiterin</b>	
<b>Semester</b>	Summer school
<b>Studienjahr/e</b>	1
<b>KP</b>	7
<b>Vorlesungsstunden</b>	42
<b>Laboratoriumsstunden</b>	0
<b>Stunden für individuelles Studium</b>	133
<b>Vorgesehene Sprechzeiten</b>	0
<b>Inhaltsangabe</b>	<p>Drawing on participants' prior learning and classroom practice, the course encourages critical reflection on language use, teaching strategies, and learner engagement, with the aim of enhancing both pedagogical awareness and communicative competence.</p> <p>The course focuses on how English functions in real-life contexts,</p>

	<p>with particular attention to how language is learned, processed, and applied in diverse educational settings. Participants will explore key areas such as communication strategies, language learning processes, and the role of multimodal input (text, visuals, and audio) in meaning-making and classroom interaction.</p> <p>Course participants will be actively engaged in discussion and collaborative tasks, using both theoretical insights and practical experience to support their reflections and contributions. By the end of the course participants will have developed a deeper understanding of language as a dynamic tool for teaching, learning, and professional growth.</p>
<p><b>Themen der Lehrveranstaltung</b></p>	<p>Core course topics include:</p> <ul style="list-style-type: none"> <li>- second language acquisition theories and implications for instructed contexts</li> <li>- language teachers' communicative competences: providing age-appropriate exposure, feedback, scaffolding classroom interaction, initiating and sustaining learner motivation</li> <li>- language teaching methods and strategies for promoting student participation in diverse classrooms</li> <li>- managing classroom discourse to encourage collaborative language development</li> <li>- approaches to scaffolding English language development across different proficiency levels</li> <li>- selecting, evaluating, adapting, creating, and deploying appropriate activities, tasks and lesson materials for language development in a range of instructed contexts</li> <li>- multimodality in instructed language development: scaffolding teacher and learner creativity to promote inclusive language development and learner autonomy</li> <li>- adopting principled, fair and context-sensitive assessment modalities to sustain student motivation and learning outcomes</li> <li>- principled adoption of digital tools and online resources for language development</li> <li>- the reflective practitioner</li> <li>- continuing professional development: strategies, activities, resources, maintaining well-being</li> </ul>
<p><b>Stichwörter</b></p>	<p>reflective practice, English as a foreign/additional language</p>

	development, scaffolded interaction, learner motivation, activity/task/materials evaluation, continuing professional development
<b>Empfohlene Voraussetzungen</b>	
<b>Propädeutische Lehrveranstaltungen</b>	
<b>Unterrichtsform</b>	Interactive lectures; individual and collaborative tasks to be completed during lectures with peer and lecturer input/feedback.
<b>Anwesenheitspflicht</b>	In accordance with the regulation
<b>Spezifische Bildungsziele und erwartete Lernergebnisse</b>	<p>This course aims to develop participants' knowledge and practical skills for teaching English at secondary school level. It focuses on teaching approaches, curriculum planning, lesson design, assessment strategies, and the selection and use of teaching materials.</p> <p>Full details will be provided by the lecturer during the course.</p> <p>Participants will be encouraged to work toward the following learning outcomes:</p> <ul style="list-style-type: none"> <li>- develop and foster critical reflective practices</li> <li>- promote inclusive language practices</li> <li>- improve their abilities to analyse, select, adapt, and supplement English language learning resources</li> <li>- improve their abilities to evaluate advantages and disadvantages of various pedagogical proposals and practices, and to make informed choices</li> <li>- cultivate a deeper awareness of the role of teacher self-evaluation</li> <li>- adopt a self-critical perspective with a view to continuous development of their knowledge and competences</li> </ul>
<b>Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)</b>	
<b>Art der Prüfung</b>	<p>Continuous assessment:</p> <ul style="list-style-type: none"> <li>- Actively engaging and collaborating during lectures</li> <li>- critically reflecting on and evaluating instructed language</li> </ul>

	<p>development approaches, activities, tasks, materials/resources, and personal communicative competences in the light of specific secondary education contexts</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Short written assessment: open-ended questions</li> <li>- Oral assessment:</li> </ul> <p>a) discussion of course participant's communicative competences and their relevance as regards scaffolding students' language development in specific secondary education contexts</p> <p>b) critical reflection on course participant's professional and sustainable development pathways/strategies post-course</p>
<p><b>Bewertungskriterien</b></p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> <li>- Actively participating throughout the course</li> <li>- Benefiting from peer and lecturer input and feedback</li> <li>- Expanding one's communicative and pedagogical awareness and competences so as to initiate and sustain student motivation, and so as to boost students' language development in specific secondary education contexts</li> <li>- Appropriately selecting, evaluating, adapting, and creating materials, activities, and tasks for a range of learner characteristics in specific secondary education contexts</li> <li>- Critically reflecting on one's communicative and pedagogical awareness and competences</li> <li>- Demonstrating an awareness of specific continuing professional development strategies and resources</li> </ul> <p>Assessment Weighting:</p> <p>Continuous assessment: 50%</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>- Short written assessment – open-ended questions: 25%</li> <li>- Oral assessment: 25%</li> </ul>
<p><b>Pfichtliteratur</b></p>	<p>Course readings (selected extracts from the following texts will be made available to course participants):</p>

Bigelow, M., & Ennser-Kananen, J. (Eds.). (2015). *The Routledge Handbook of Educational Linguistics* (1st ed.). Routledge. <https://doi.org/10.4324/9781315797748>

Bland, J. (2023). *Compelling Stories for English Language Learners: Creativity, Interculturality and Critical Literacy*. Bloomsbury.

Diamantopoulou, S., & Ørevik, S. (2022). *Multimodality in English Language Learning*. (First edition.). Routledge.

<https://www.taylorfrancis.com/books/9781003155300>

Gao, X., & SpringerLink. (2020). *Second Handbook of English Language Teaching* (Xuesong. Gao, Ed.). Springer International Publishing. <https://doi.org/10.1007/978-3-319-58542-0>

Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Longman.

Irsara, M., Gobbett Bamber, V., & Caprara, B. (2025). Global citizenship education and English learning through picturebooks in multilingual settings. In S. Bratož & M. Irsara (Eds.), *Diversity in action: Training teachers through multilingual and multicultural experiences* (pp. 59-80). Koper: University of Primorska Press. ISBN 978-961-293-523-8 (PDF), ISBN 978-961-293-524-5 (HTML)

Reckermann, J., Siepmann, P., Matz, F., & SpringerLink. (2024). *Oracy in English Language Education Insights from Practice-Oriented Research* (Julia. Reckermann, Philipp. Siepmann, & Frauke. Matz, Eds.; 1st ed. 2024.). Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-59321-5>

Scrivener, J. (2014). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.

	<p>Ur, P. (2024). <i>A Course in English Language Teaching</i> (3rd ed.). Cambridge University Press. <a href="https://doi-org.libproxy.unibz.it/10.1017/9781009417594">https://doi-org.libproxy.unibz.it/10.1017/9781009417594</a></p> <p>Ur, P., &amp; Thornbury, S. (Eds.). (2024). <i>100 great activities: the best of the Cambridge handbooks for language teachers</i> (1st ed.). Cambridge University Press.</p> <p><a href="https://doi-org.libproxy.unibz.it/10.1017/9781009348751">https://doi-org.libproxy.unibz.it/10.1017/9781009348751</a></p> <p>Williams, M., &amp; Burden, R. L. (2004). <i>Psychology for language teachers a social constructivist approach</i> (8. print.). Cambridge University Press.</p>
<b>Weiterführende Literatur</b>	Additional readings and materials will be provided during the course.
<b>Weitere Informationen</b>	The course lecturer will provide additional assistance to any course participants who require it through Teams at all times.
<b>Ziele für nachhaltige Entwicklung (SDGs)</b>	Gesundheit und Wohlergehen, Hochwertige Bildung, Geschlechter-Gleichheit, Frieden, Gerechtigkeit und starke Institutionen, Nachhaltiger Konsum und Produktion, Maßnahmen zum Klimaschutz, Weniger Ungleichheiten