

Syllabus

Course Description

Course Title	Didactics of English language
Course Code	82035
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)	
Lecturers	Dr. EdD, MA in TEYL Valentina Gobbett Bamber, Valentina.Bamber@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/8075
Teaching Assistant	
Semester	Summer school
Course Year/s	1
CP	7
Teaching Hours	42
Lab Hours	0
Individual Study Hours	133
Planned Office Hours	0
Contents Summary	<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, 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</p>

	<p>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>
Course Topics	<p>Core course topics include:</p> <ul style="list-style-type: none"> - second language acquisition theories and implications for instructed contexts - language teachers' communicative competences: providing age-appropriate exposure, feedback, scaffolding classroom interaction, initiating and sustaining learner motivation - language teaching methods and strategies for promoting student participation in diverse classrooms - managing classroom discourse to encourage collaborative language development - approaches to scaffolding English language development across different proficiency levels - selecting, evaluating, adapting, creating, and deploying appropriate activities, tasks and lesson materials for language development in a range of instructed contexts - multimodality in instructed language development: scaffolding teacher and learner creativity to promote inclusive language development and learner autonomy - adopting principled, fair and context-sensitive assessment modalities to sustain student motivation and learning outcomes - principled adoption of digital tools and online resources for language development - the reflective practitioner - continuing professional development: strategies, activities, resources, maintaining well-being
Keywords	<p>reflective practice, English as a foreign/additional language development, scaffolded interaction, learner motivation, activity/task/materials evaluation, continuing professional development</p>
Recommended Prerequisites	

Propaedeutic Courses	
Teaching Format	Interactive lectures; individual and collaborative tasks to be completed during lectures with peer and lecturer input/feedback.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<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"> - develop and foster critical reflective practices - promote inclusive language practices - improve their abilities to analyse, select, adapt, and supplement English language learning resources - improve their abilities to evaluate advantages and disadvantages of various pedagogical proposals and practices, and to make informed choices - cultivate a deeper awareness of the role of teacher self-evaluation - adopt a self-critical perspective with a view to continuous development of their knowledge and competences
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	<p>Continuous assessment:</p> <ul style="list-style-type: none"> - Actively engaging and collaborating during lectures - critically reflecting on and evaluating instructed language development approaches, activities, tasks, materials/resources, and personal communicative competences in the light of specific secondary education contexts <p>Summative assessment:</p> <ul style="list-style-type: none"> - Short written assessment: open-ended questions - Oral assessment: <ul style="list-style-type: none"> a) discussion of course participant's communicative competences

	<p>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>Evaluation Criteria</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> - Actively participating throughout the course - Benefiting from peer and lecturer input and feedback - 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 - Appropriately selecting, evaluating, adapting, and creating materials, activities, and tasks for a range of learner characteristics in specific secondary education contexts - Critically reflecting on one's communicative and pedagogical awareness and competences - Demonstrating an awareness of specific continuing professional development strategies and resources <p>Assessment Weighting:</p> <p>Continuous assessment: 50%</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Short written assessment – open-ended questions: 25% - Oral assessment: 25%
<p>Required Readings</p>	<p>Course readings (selected extracts from the following texts will be made available to course participants):</p> <p>Bigelow, M., & Ennser-Kananen, J. (Eds.). (2015). <i>The Routledge Handbook of Educational Linguistics</i> (1st ed.). Routledge. https://doi.org/10.4324/9781315797748</p> <p>Bland, J. (2023). <i>Compelling Stories for English Language Learners: Creativity, Interculturality and Critical Literacy</i>. Bloomsbury.</p>

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.

Ur, P. (2024). *A Course in English Language Teaching* (3rd ed.). Cambridge University Press. <https://doi-org.libproxy.unibz.it/10.1017/9781009417594>

Ur, P., & Thornbury, S. (Eds.). (2024). *100 great activities: the best of the Cambridge handbooks for language teachers* (1st ed.).

	<p>Cambridge University Press.</p> <p>https://doi-org.libproxy.unibz.it/10.1017/9781009348751</p> <p>Williams, M., & Burden, R. L. (2004). <i>Psychology for language teachers a social constructivist approach</i> (8. print.). Cambridge University Press.</p>
Supplementary Readings	Additional readings and materials will be provided during the course.
Further Information	The course lecturer will provide additional assistance to any course participants who require it through Teams at all times.
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Gender equality, Peace, justice and strong institutions, Responsible consumption and production, Climate action, Reduced inequalities