

# Syllabus

## *Course Description*

<b>Course Title</b>	Laboratory of Didactics of English language - In-depth Analysis
<b>Course Code</b>	82039
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	ANGL-01/C
<b>Language</b>	English
<b>Degree Course</b>	University course for initial training of secondary school teachers in the Italian language - 60CP
<b>Other Degree Courses (Loaned)</b>	Training course 30 CP - Italian section
<b>Lecturers</b>	Dr. phil. Birgit Spechtenhauser, Birgit.Spechtenhauser1@unibz.it <a href="https://www.unibz.it/en/faculties/agricultural-environmental-food-sciences/academic-staff/person/30100">https://www.unibz.it/en/faculties/agricultural-environmental-food-sciences/academic-staff/person/30100</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>Course Year/s</b>	1
<b>CP</b>	2
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	16
<b>Individual Study Hours</b>	34
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	The laboratory offers a space where teacher-trainees can operationalise the knowledge and competences gained through lectures in a hands-on fashion in order to practise instructed language learning in English as a foreign language (EFL) with learners at lower and upper secondary level. The lab. adopts a project-based approach in which participants work on concrete tasks in order to plan and create a teaching unit (TU) suitable for lower and upper secondary schools, applying strategies of macroplanning and microplanning. The TU aims at helping young learners develop their knowledge of English lexis and grammar

	<p>structures and their use of English for communication through the functional skills of speaking, listening, reading, and writing. Furthermore, learners should become aware of how they can activate their previous language learning knowledge and experience, their cross-linguistic awareness and thus draw on their entire language repertoire.</p>
<b>Course Topics</b>	<p>Course topics will include theoretical notions on:</p> <ul style="list-style-type: none"> <li>- learning English as an L3, Ln</li> <li>- multilingual awareness</li> <li>- multicompetence</li> <li>- the contemporary classroom and multiple language learner in a globalised world</li> <li>- some principles for youth learning</li> <li>- key methods and approaches</li> <li>- multilingual approaches</li> <li>- teaching materials for teenagers and young adults</li> <li>- discourse techniques in the classroom</li> <li>- evaluation and assessment</li> </ul> <p>These concepts are revised and deepened before the planning of the TU and, if needed, during the planning phase of the TU.</p>
<b>Keywords</b>	Teaching Unit, planning, evaluation and assessment, materials, communicative and functional skills
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Guiding students in hands-on laboratorial work (individual, pair, and group); providing instruction and ongoing feedback
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Planning and creating a Teaching Unit (TU) for the English classroom at lower and upper secondary schools, including:</p> <ul style="list-style-type: none"> <li>- identifying language learning aims</li> <li>- planning instructional activities and materials</li> <li>- developing assessments to measure learning outcomes.</li> </ul> <p>The TU contains a series of lesson plans that take into account the following factors: age/stage of learners; suitable lexis and grammar structures; timing and sequencing of activities; classroom setting; learners' linguistic repertoire/language constellation;</p>

teaching-learning approaches; selection and use of materials; CEFR in teaching ELLs at lower and upper secondary schools; provincial and national guidelines; plan-do-review cycle of learning; 3-H framework (head, heart, hands) for engaging teenagers and young adults.

On completion of this lab., students are expected to have acquired the following competences.

As regards knowledge and understanding, participants are expected to:

- demonstrate awareness of current teaching approaches and practices in the field of English Language Teaching (ELT);
- be familiar with theoretical principles that underpin the development of pedagogically sound lesson plans at lower and upper secondary schools.

As regards applying knowledge and understanding, participants are expected to:

- demonstrate their expertise through the selection of suitable teaching approaches and resources;
- demonstrate their expertise in planning lessons that include a focus on holistic techniques and other appropriate strategies;
- demonstrate knowledge and understanding of critical alignment in planning learning aims, instructional strategies and assessment practices when creating a Teaching Unit.

As regards making judgments, participants are expected to:

- be able to develop and convey viewpoints, underpinning them with references to relevant literature;
- show an ability to think critically about relevant pedagogical issues pertaining to the English course;
- show an ability to evaluate advantages and disadvantages of various pedagogical proposals and practices, and to make informed choices;
- adopt a self-critical perspective with a view to continuous development of their knowledge and competences.

As regards communication skills, participants are expected to:

	<ul style="list-style-type: none"> <li>- give critical and well-informed responses to general and specific questions on topics covered in the course;</li> <li>- use English fluently and appropriately to present work in the lab.</li> </ul> <p>As regards learning skills, participants are expected to:</p> <ul style="list-style-type: none"> <li>- be able to make connections between key concepts, to weigh strengths and weaknesses of arguments, and make informed decisions;</li> <li>- be able to draw on knowledge, experience, and group and individual feedback in order to improve competences.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<p>Assignment: planning and preparation of a Teaching Unit (TU) on a suitable topic for teenagers/young adults</p> <p>Oral examination: basic concepts and topics covered during the course; discussion of the submitted TU</p>
<b>Evaluation Criteria</b>	<p>The assignment (TU) will be assessed according to the following criteria:</p> <ul style="list-style-type: none"> <li>- achievement of task</li> <li>- suitability of TU content for teenagers/young adults</li> <li>- coherence of planned activities and tasks;</li> <li>- alignment of learning aims, instruction and assessments</li> <li>- application of learning theories and instructional approaches</li> <li>- suitable embedding in the setting; ability to use cross-curricular and multilingual approaches</li> <li>- design quality of the TU</li> </ul> <p>A detailed assessment rubric will be made available to students during the lab.</p> <p>Oral exam: students will be assessed according to their ability to understand and respond to questions related to key concepts and notions covered during the course.</p> <p>The final mark is composed of the assessment of the answers in relation to the key notions and topics (oral examination: 50%) and the assessment of the TU (50%).</p>

<p><b>Required Readings</b></p>	<ul style="list-style-type: none"> <li>- Cummins, J. and Davison, C. (2007) <i>International Handbook of English Language Teaching</i>. Norwell: Springer.</li> <li>- Erlam, R., Philip, J. and Feick, D. (2021) <i>Teaching Languages to Adolescent Learners. From Theory to Practice</i>. Cambridge: Cambridge University Press.</li> <li>- Jessner, U. and Cenoz, J. (2019) <i>Teaching English as a Third Language</i>. In <i>Second Handbook of English Language Teaching</i>, Springer International Handbooks of Education. Edited by G. Xuesong. Cham: Springer, pp. 1-18.</li> </ul>
<p><b>Supplementary Readings</b></p>	<ul style="list-style-type: none"> <li>- Cenoz, J. and Gorter, D. (2015) <i>Towards a holistic approach in the study of multilingual education</i>. In <i>Multilingual education</i>. Edited by J. Cenoz and D. Gorter. Cambridge: Cambridge University Press, pp. 1-15.</li> <li>- De Angelis, G. (2007) <i>Third or Additional Language Acquisition</i>. Clevedon: Multilingual Matters.</li> <li>- De Angelis, G. (2021) <i>Multilingual Testing and Assessment</i>. Bristol: Multilingual Matters.</li> <li>-Mitis, L. (2015) <i>Language learning strategies and multilingualism</i>. Kavala: Saita publications.</li> <li>- Piccardo, E. and North, B. (2024) <i>Plurilingualism and assessment</i>. In <i>Assessment of Plurilingual Competence and Plurilingual Learners in Educational Settings</i>. Edited by S. Melo-Pfeifer and C. Ollivier. London, Routledge, pp. 178-193.</li> <li>- Shohamy, E. and Menken, K. (2015) <i>Language assessment: Past to present misuses and future possibilities</i>. In <i>Handbook of bilingual and multilingual education</i>. Edited by W. E. Wrigth, S. Boun and O. García. Malden, MA: John Wiley and Sons, pp. 253-69.</li> <li>- Scrivener, J. (2011) <i>Learning teaching: The essential guide to English language teaching (3rd ed.)</i>. Oxford: Macmillan Education.</li> <li>- Spechtenhauser, B. and Jessner, U. (2024) <i>Complex interaction in the multilingual mind. Assessing metalinguistic abilities and their effect on decoding a new language system in trilingual learners</i>, <i>Lingua</i>, 301.</li> <li>-Spechtenhauser, B., Hofer, B. &amp; Allgäuer-Hackl, E. (2025) <i>Conceptualizing and Testing Multilingual Awareness in Multilingual Educational Contexts</i>. <i>Pedagogical Linguistics</i>.</li> </ul>

	Further articles from academic journals and relevant websites to be announced in due course.
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Quality education