



DIDATTICA DEI LINGUAGGI SPECIALISTICI

Classe A346

4 CFU – 24 ore

Roberto Cuccu 24 h

Obiettivi formativi insegnamento, conoscenze e abilità attese

By the end of the course participants will have a working knowledge of the principles involved in Teaching English for Specific Purposes, have learnt and implemented a variety of teaching methodologies, have prepared integrated lessons plans, have considered various evaluations processes, have hands-on experience in the use of technology to support the teaching/ learning experience. They will also learn how to conduct analyses of the communicative and linguistic needs of specific groups of learners, critically evaluate and select ESP teaching materials and methods and create original ESP teaching materials.

The approach is task-based and interactive with an emphasis on collaborative group work. Participants are expected to take part in activities, reflect on both their own classroom practice and the activities they have experienced, and discuss and work on adaptations and projects appropriate for their own teaching context.

Programma/contenuti del corso

- Introduction to Languages for Specific Purposes
- Stages in the development of English for Specific Purposes
- Needs Analysis – Language issues in ESP
- Integrating different approaches in ESP
- Methodology in ESP
- Material Design and Use
- Working with specialized language. Practical guide to using corpora
- Study Cases
- Textbook evaluation and use
- Visual organizers
- Skills in ESP
- Assessment in ESP
- Educational Games
- Use of Technology in ESP
- ESP and CLIL

Testi

Course handouts will be published in the virtual classroom platform

Testi suggeriti:

Hutchinson, T. Waters, A, "English for Specific Purposes", Cambridge University Press, 1987

Donna, S., "Teach Business English", Cambridge University Press, 2000

Douglas, D., "Assessing Languages for Specific Purposes", Cambridge University Press, 2000

Dudley-Evans, T., St John, M.J., "Developments in English for Specific Purposes", Cambridge University Press, 1998

Mawer, J., (1992), "Business Games", Language Teaching Publications

Metodi di valutazione

Trainees will be assessed both orally and in written form as follows:

During the course:

- Participation and workshop activities
- An online professional practice portfolio which includes evidence of lesson observations, self-assessment or critical reflection of classroom teaching, self-designed teaching and learning materials for a unit of work.

The final exam will be an oral discussion on the portfolio.