



# Intensive Language Teaching and Learning in Higher Education

Room D1.01

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Registration deadline:  
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In response to the internationalization of higher education, more and more universities around the world are offering intensive language programs. Such programs have manifold aims and models, but, in general, this modality of language teaching and learning has grown in popularity because offering compact, intensive courses during breaks in the academic calendar enables students to meet language requirements and/or prepare for study in an additional language without delaying study careers or augmenting degree course curricula. As common as such programs are, however, there has been comparatively little empirical research on the efficacy of or best practice in intensive language programs.

The Free University of Bozen-Bolzano (unibz) is a trilingual university with three official languages of instruction: Italian, German, and English. Undergraduate students are required to reach the C1 level (according to the CEFR) in their "first" and "second" languages and B2 in their third language by the end of their studies, but must reach B1 in their "third" language before the second year of study. In order to support students in meeting these requirements, the non-credit, elective language curriculum offered by the Language Centre alternates between intensive and extensive courses throughout the academic year.

For most students, the first encounter with unibz is a 120-hour three-week intensive course in September, before the beginning of the first semester. An additional 160 hours of intensive instruction are offered in February and July, during the semester breaks.

After experimenting with this model for three years, the Language Centre is organizing this symposium in order to stimulate reflection on best practice in intensive language teaching and learning, with a particular eye to curriculum design, teaching methods, efficacy, and effects on motivation in this and similar contexts. Are "intensive" language programs as effective as traditional "extensive" language courses in terms of fostering language acquisition? How and when can intensive courses best be organized? Which pedagogical approaches are the most effective for an intensive course? How do teachers and students perceive intensive courses in comparison to extensive courses?

The symposium aims to stimulate discussion on these and other questions by bringing together university language instructors and researchers in order to share and explore approaches, methods, and practices which have emerged within diverse contexts of intensive language teaching and learning.

## STEERING COMMITTEE

Elena Bonetto, Cristina Boscolo, Michael Joseph Ennis, Dietmar Unterkofler, Andrew Wimhurst.

## INTERNATIONAL SCIENTIFIC COMMITTEE

Shahid Abrar-ul-Hassan (University of the Fraser Valley), Marilisa Birello (Universitat autònoma de Barcelona), Michele Dalosis (Università di Parma), Ismael Fazel (Simon Fraser University), Francesca Gallina (Università di Pisa), Britta Hufeisen (TU Darmstadt), Greg Kessler (Ohio University), Jennifer Majorana (Saginaw Valley State University), Gina Petrie (Eastern Washington University), Marieta Simeonova-Pissaro (University of Nevada, Las Vegas), Ulrike Jessner-Schmid (Universität Innsbruck), Ethel Swartley (University of Denver), Eddy White (University of Arizona), Lawrence Zwier (Michigan State University).

Organized and hosted  
by the **Language Centre**  
of the Free University  
of Bozen-Bolzano

## PARTNERS



## PROGRAMME

8:45 – 9:15	<b>Registration</b>
9:15 – 9:30	<b>Welcome and introduction</b>
9:30 – 10:30	<b>Keynote address</b> <b>Susan Gass</b> (Michigan State University) <b>Title:</b> To Do Intensive or Not To Do Intensive: That is The Question
10:30 – 11:30	<b>Coffee break / poster session / book exhibition</b>
11:30 – 13:00	<b>Parallel session 1</b>
13:00 – 14:30	<b>Lunch break</b>
14:30 – 16:00	<b>Parallel session 2</b>
16:00 – 17:00	<b>Coffee break / poster session / book exhibition</b>
17:00 – 18:00	<b>Parallel workshops</b>
18:00 – 18:30	<b>Roundtable discussion</b>

## PARALLEL SESSIONS 11:30 — 13:00

### Course Design and Teaching Approaches in Intensive English Programs

#### A pilot course with project-based learning in an intensive English program

Kim Anne Barchi (University of Padua, Italy), Michael Ennis (Free University of Bozen-Bolzano, Italy), Alfonso Merello Astigarraga (University of Innsbruck, Austria), & Andrew Wimhurst (Free University of Bozen-Bolzano, Italy)

#### Weekly syllabus and assessment for a two-month program for A2 level

Zeynep Rana Turgut & Siray Lengerli Aydemir (Atılım University, Turkey)

### Deutsch im Studium – Kompetenzen und curriculare Vorgaben

#### Anstrengend, aber effektiv? Empirische Einblicke in intensives vs. extensives Deutsch als L2 Lernen und Lehren an der Hochschule

Birgit Simschitz, Ingrid Unterhauser, Eva Seidl (treffpunkt Sprachen, Graz)

#### Arbeitstechniken für Studierende ohne Vorkenntnisse im studienbegleitenden Deutschunterricht – eine Herausforderung für Lehrende?

Karmelka Barić, Silvia Serena (Univerzitet u Novom Sadu, Università Bocconi Milano)

### Uso delle tecnologie in corsi intensivi di italiano L2/LS

#### Le tecnologie nei corsi intensivi di lingua straniera: come utilizzarle consapevolmente?

Alessandra Giglio, Dalarna University, Libera Università di Bolzano.

#### Corsi di lingua intensivi in modalità blended. Potenzialità e sfide secondo uno studio esplorativo all'università di Erlangen-Norimberga.

Daniele Polizio, Friedrich-Alexander-Universität Erlangen-Nürnberg.

## PARALLEL SESSIONS 14:30 — 16:00

### Intensive Programs for German, Polish and Spanish as a Foreign Language

#### An examination of the reactions of FL Spanish instructors and teaching assistants to hybrid teaching training for intensive courses.

Ana Capanegra (Cleveland State University, United States)

#### Peer interactions as progress predictors in intensive language courses.

Michał B. Paradowski (University of Warsaw, Poland), Andrzej Jarynowski (Interdisciplinary Research Institute, Poland), Jeremi Ochab (Jagiellonian University, Poland), Chih-Chun (University of Cambridge, England), Karolina Czopek (University of Warsaw, Poland), Magdalena Jelińska (University of Warsaw, Poland), & Agnieszka Cierpich (Jagiellonian University, Poland)

### Intensives Sprachenlernen an der Freien Universität Bozen

#### Qualitätssicherung im handlungsorientierten Unterricht durch Onlineplattformen.

Marjan Asgari, Brigitte Widmann (Freie Universität Bozen)

#### Sprachtandem – aber wie? Erfahrungen, Strategien und Herausforderungen

Renata Cavosi, Laura Cont, Alessandra Giglio (Freie Universität Bozen)

#### Die Variable Motivation in (unibz-) Intensivkursen

Daniel Gallo, Michaela Gindl (Freie Universität Bozen, Universität Klagenfurt)

### Scelte didattiche in corsi intensivi di italiano L2: università a confronto

#### Il corso intensivo di italiano L2 in ambito universitario: un contenitore o un laboratorio?

Katia Raspollini e Maurizio Sarcoli – Università per Stranieri di Siena, Libera Università di Bolzano.

#### Un confronto tra didattica per task o progetto e studio autonomo guidato.

Clara Piovaccari e Teresa Anna Pellegrino, Libera Università di Bolzano, Università di Bologna.

#### Applicabilità del Task-based language learning nei corsi intensivi Marco Polo/Turandot. Creazione di una web radio e sviluppo della prosodia.

Gaia Napoli, Emanuela Paterna – CLA Università degli Studi di Torino.

## PARALLEL WORKSHOP 17:00 — 18:00

### On informal versus formal learning and effects on motivation

Rosmarie De Monte Frick (Free University of Bozen-Bolzano, South Tyrolean German Education Department, Italy)

### Motivation und didaktische Ansätze in den Intensivkursen der Freien Universität Bozen

Sabine Stricker (Freie Universität Bozen)

### Un'attività didattica motivante e completa: il quiz

Annalisa Iannelli, Libera Università di Bolzano.

### Change the World, One Small Problem at a Time: Proposal Writing in IEP

Anita Selec (University of Banja Luka, Bosnia and Herzegovina)

## POSTER SESSION

### “Guilty as Charged!” – Mock Trials in IEP

Anita Selec (University of Banja Luka, Bosnia and Herzegovina)

### Cameroon's bilingual degree under the BMD system in Cameroon: Challenges, stakes, and exigencies of professionalization

Herbert Rostand Ngouo (University of Maroua, Cameroon)

### Curriculare Rahmenbedingungen als Anforderungs- und Hilfsmodell bei der Gestaltung des studienbegleitenden Deutschunterrichts

Karmelka Barić, Silvia Serena (Univerzitet u Novom Sadu, Università Bocconi Milano)