Syllabus

Course Description

Course Title	First Language: Linguistics and Didactics
Course Code	13405
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian; Ladin; German
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Paul Videsott, Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24 Dr. Ruth Videsott, RuVidesott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32182 dr. Matteo Largaiolli, Matteo.Largaiolli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47495 Prof. Dr. Birgit Alber, Birgit.Alber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41363
Teaching Assistant	
Semester	Second semester
Course Year/s	1.
CP	10
Teaching Hours	80
Lab Hours	20
Individual Study Hours	150

Planned Office Hours	30
Contents Summary	The Linguistics and Didactics of L1 module in the Ladin Section deals with the Ladin, Italian and German languages from the point of view of linguistics. In addition, for Ladin it addresses the topic of language acquisition and language teaching and education. The aim of the module is to provide future teachers with a solid basis of skills and knowledge in the field of linguistics.
Course Topics	See individual course modules
Keywords	Linguistics of Ladin, Italian, German Sociolinguistics Language Acquisition Didactics of Language Language Education
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures and LAB
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The students - develop a scientific approach to language and are able to reflect on the relationship between norm and usage in relation to the Ladin, Italian and German languages and their varieties; - they have acquired the tools that enable them to observe, describe, evaluate and study in depth (also after the university course) the structures of the three named languages, also taking into account the point of view of variation, linguistic change and the complexity of linguistic repertoires; - they are aware of the stages in the process of acquiring Ladin as a first language and of the variety of language learning contexts and the relevance of this in language education in pre-school and primary school; - they are familiar with the legal framework of language education in primary and pre-primary schools in Ladin localities; - they are able to select and transfer linguistic, sociolinguistic, acquisitive and pedagogical knowledge in Ladin didactics, in the interaction with the pupils and in the evaluation of their developing language productions.

	Expected learning outcomes and competences: Knowledge and understanding of the most important structures of the Ladin, German and Italian languages Applying knowledge and understanding knowing how to relate the most important structures of the Ladin language synchronically and diachronically with the parallel and divergent structures of the neighbouring languages, German and Italian. Autonomy of judgement expressed through the ability to reflect, discuss and deepen the treated contents and through the use of appropriate and scientifically rigorous language in oral and written expositions. Communication skills Expressed by the ability to present acquired knowledge in an effective and argued manner, both orally and in writing. Learning strategies Expressed by the ability to use acquired knowledge to independently deepen and broaden the topics covered.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written. The examination takes into account any tests or assignments to be carried out in progress (closed and open written tests and possible oral expositions; for the L1 acquisition and didactics workshop, the preparation of a teaching unit on a topic indicated by the lecturer is a prerequisite), which focus on knowledge of the topics and concepts covered, the ability to apply knowledge and understanding, critical analysis and reflection.
Evaluation Criteria	The examination provides a single final mark. For the written examination, the following are considered and assessed: relevance, logical structure, clarity of argument, lexical appropriateness and completeness. In relation to the oral examination, the following are considered

	and assessed: relevance, clarity of argument, critical analysis, ability to revise and reflect. The originality of the paper, the correctness and completeness of the notions conveyed and the ability to reflect in the presentation are considered. Im Fall einer negativen Beurteilung des Gesamtmoduls werden allenfalls positiv bewertete Modulteile beim nächsten Antritt zur Modulprüfung angerechnet. Bitte beachten Sie aber, dass eine negative Beurteilung auch in diesem Fall in die Zählung der Prüfungsversuche einfließt. Laut Prüfungsordnung führt das dreimalige Antreten ohne zu bestehen zu einer Sperrung für drei Prüfungstermine. (sehen Sie dazu auch den Artikel 6, Absatz 4 der gültigen Prüfungsordnung).
Required Readings	• Videsott, Paul; Videsott, Ruth; Casalicchio, Jan: *Manuale di Linguistica ladina*. Berlin: De Gruyter (2020) • P. D'Achille, *L'italiano contemporaneo*, il Mulino, Bologna 2010 (solo le parti che verranno indicate a lezione). • Alber, Birgit (2022). Linguistik des Deutschen kompakt und kontrastiv, QuiEdit, Verona (Teil I) . • Tracy, Rosmarie: (2007). Wie Kinder Sprachen lernen. Und wie wir sie dabei unterstützen können. Tu¨bingen: Narr. • Ciliberti, Anna (2012): *Glottodidattica. Per una cultura dell'insegnamento linguistico*. Roma.
Supplementary Readings	• Berruto G., "Le varietà del repertorio", in Sobrero A. A., *Introduzione all'italiano contemporaneo. La variazione e gli usi*, Roma-Bari, Laterza: 1993: 3-36.
Further Information	
Sustainable Development Goals (SDGs)	Gender equality, Quality education

Course Module

Course Constituent Title	Ladin Linguistics
Course Code	13405A
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Prof. Dr. Paul Videsott,

	Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course aims to impart basic knowledge about the most important elements of the internal linguistic history of Ladin.
Course Topics	Language typology, the major European language families Romance languages, Ladin varieties The dimensions of language variation and language change From Latin to Ladin: internal linguistic history of the most notable phenomena, in particular phonetics The structures of the Ladin language with particular reference to morphological, morphosyntactic and syntactic characteristics The constitutive criteria of the Ladin geotype: Ladin as a language of distance Problems of the Ladin norm: Ladin as a language of recent elaboration
Teaching Format	Frontal, with participatory mode and open discussion; independent study of the reference bibliography
Required Readings	Craffonara, Lois: Sellaladinische Sprachkontakte. In: Kattenbusch, Dieter (Hg.): Minderheiten in der Romania. Wilhelmsfeld: Egert (1995) 285-329. [Pro Lingua, 22]. Casalicchio, Jan: Il ladino e i suoi idiomi. In: Videsott, Paul; Videsott, Ruth; Casalicchio, Jan: Manuale di Linguistica ladina. Berlin: De Gruyter (2020) 144-200 [Manuals of Romance Linguistics] Goebl, Hans: *Il ladino e i ladini: glotto- e etnogenesi*. In: Videsott, Paul; Videsott, Ruth; Casalicchio, Jan: Manuale di Linguistica ladina. Berlin: De Gruyter (2020) 35-66 [Manuals of Romance Linguistics]

	Videsott, Paul: Brauchen die Dolomitenladiner eine gemeinsame Schriftsprache? Überlegungen zu einer weiterhin aktuellen Streifrage. In: Der Schlern 85, 9 (2011) 18-37..
Supplementary Readings	

Course Module

Course Constituent Title	Italian Linguistics
Course Code	13405B
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	dr. Matteo Largaiolli, Matteo.Largaiolli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47495
Teaching Assistant	
Semester	Second semester
CP	1
Responsible Lecturer	
Teaching Hours	10
Lab Hours	0
Individual Study Hours	15
Planned Office Hours	3
Contents Summary	The teaching of Italian Linguistics provides an introduction to the structures of the Italian language, with particular reference to language use, according to a descriptive and theoretically grounded approach. The teaching emphasises the contexts of language use, the peculiarities of spoken versus written language and the question of norm and standard.
Course Topics	- The diasystem of Italian: written and spoken varieties, regional varieties, the standard - Morphology and syntax of contemporary Italian; the lexicon of Italian (formation, stratification, uses, tools of the discipline)
Teaching Format	Frontal, with participatory mode and open discussion; independent study of the reference bibliography

Required Readings	P. D'Achille, *L'italiano contemporaneo*, il Mulino, Bologna 2010 (solo le parti che verranno indicate a lezione).
Supplementary Readings	Berruto G., "Le varietà del repertorio", in Sobrero A. A., *Introduzione all'italiano contemporaneo. La variazione e gli usi*, Roma-Bari, Laterza: 1993: 3-36.

Course Module

Course Constituent Title	German Linguistics
Course Code	13405C
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Prof. Dr. Birgit Alber, Birgit.Alber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41363
Teaching Assistant	
Semester	Second semester
CP	1
Responsible Lecturer	
Teaching Hours	10
Lab Hours	0
Individual Study Hours	15
Planned Office Hours	3
Contents Summary	The German Linguistics course is an introduction to the structures of the German language with a special focus on language use from a descriptive point of view.
Course Topics	- Basic structures of the German language: selected aspects of phonology, morphology, semantics; - Language varieties and language variants; diglossia situation and varieties in South Tyrol.
Teaching Format	Lecture with media support, discussion, partner work, in-depth study of literature
Required Readings	Lecture with media support, discussion, partner work, in-depth

	study of literature
Supplementary Readings	

Course Module

Course Constituent Title	First-Language Acquisition and Teaching
Course Code	13405D
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Dr. Ruth Videsott, RuVidesott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32182
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course provides basic notions with respect to the process of acquiring Ladin as a first language, taking into consideration linguistic and cognitive aspects relating to the phases of language development and the relevant factors of the learning context (family, social environment, school), including the specificities of the local sociolinguistic context. As far as schools are concerned, the course deals with the national and local regulatory framework, the principles of first language teaching and the critical and informed analysis of teaching materials. The course deals with the differences between language directed at children (form and functions of parental speech; form, functions and applications of teacher talk) and children's language. This is both from the point of view of speech reception, with the effects this has on the didactics of listening, and from the point of view of speech production, in order to gain awareness of the most

	favourable periods for the acquisition of certain skills and competences.
Course Topics	- First language acquisition processes: reception and production; - aspects of the sociolinguistic context relevant to acquisition (e.g.: bi-lingualism, diglossia; family, school, environment, ...); - parental speech and teacher talk and teaching implications; - principles and methods of first language teaching and classroom interaction; - analysis of the regulatory framework (national and provincial indications) and reflection on the teaching implications.
Teaching Format	Frontal, with participatory mode and open discussion; independent study of the reference bibliography
Required Readings	Tracy, Rosemarie (2008). *Wie Kinder Sprachen lernen. Und wie wir sie dabei unterstützen können.* Tübingen. Ciliberti, Anna (2012): *Glottodidattica. Per una cultura dell'insegnamento linguistico*. Roma.
Supplementary Readings	

Course Module

Course Constituent Title	First-Language Acquisition and Teaching (Lab.)
Course Code	13405E
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Dr. Ruth Videsott, RuVidesott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32182
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20

Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop deals with the various topics related to language education in primary and pre-primary schools, starting from the theoretical assumptions of first language acquisition and didactics. In the workshop, the design of teaching activities in relation to different language skills (listening, reading, speaking, writing, interaction) and language reflection is tested, taking due account of the most recent reference models. Finally, examples of teaching materials and classroom interactions are analysed in the workshop, stimulating a critical and conscious approach in the students.
Course Topics	- Language education in primary and pre-primary schools; - language skills (listening, reading, speaking, writing, interaction) and language reflection; - design of teaching units; - analysis of teaching materials
Teaching Format	Workshop, with practical exercises
Required Readings	Materials are provided directly during the workshop
Supplementary Readings	