Syllabus

Course Description

Course Title	Comparative Linguistics, Second-Language Acquisition and Didactics
Course Code	11415
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Aggregato Daniela Veronesi, Daniela.Veronesi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/5362 Prof. Lorenzo Spreafico, Lorenzo.Spreafico@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/13255 dr. Loredana Schettino, Loredana.Schettino@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49952 Dott. Mag. Nadia Chiocchetti, Nadia.Chiocchetti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35942
Teaching Assistant	
Semester	Second semester
Course Year/s	3
CP	10
Teaching Hours	60
Lab Hours	40

Individual Study Hours	150
Planned Office Hours	30
Contents Summary	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	Second language learning and teaching
Recommended Prerequisites	Knowledge of the contents of the course in Linguistica e didattica della L1
Propaedeutic Courses	
Teaching Format	Online and in person with lectures and labs.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The module, in the linguistic area, focuses on the acquisition and didactics of the second language (L2), on contrastive linguistics, on Ladin language and culture. The module intends to provide students with the necessary knowledge to understand the acquisition processes of Italian L2 and, above all, the skills to plan, elaborate and conduct didactic activities in the field of Italian L2. Given the peculiarities of the regional context, the module will also deal in depth with the main structural differences and affinities between the Italian and German languages, as well as with the Ladin language and culture of the Dolomite valleys, with particular reference to the multilingual school system and the methods of integrated language teaching. Disciplinary skills Knowledge and understanding At the end of the module, students have a good knowledge of the principles, methods and contents of acquisitional linguistics, educational linguistics and contrastive linguistics, with particular reference to Italian L2 in the context of interaction with German and Ladin. Ability to apply knowledge and understanding At the end of the course, students are able to reflect on the linguistic development in Italian L2 of infants and children in pre-school and primary school, they are able to evaluate the resources available for language education in Italian L2 in pre-school and primary school and they are able to independently produce materials for language education in Italian L2 in primary school.

	They can also reflect contrastively on Italian, German and Ladin. Transversal skills Autonomy of judgement At the end of the module, students have attained critical and interpretative skills that enable them to make observations and formulate autonomous judgments on children's language learning in Italian L2 and on the teaching of Italian L2 in pre-school and primary school, with particular reference to the context of interaction with German and Ladin. Communicative skills At the end of the module, the students acquired specific communicative skills, in particular formal accuracy of exposition and selection of terms, argumentative ability and the ability to summarise in Italian. The insistence on linguistic topics stimulates greater control of the linguistic resources available, including for L2 teaching. The workshop activities, in plenum and in small groups, contribute to developing specific communicative skills such as argumentative capacity, formal accuracy and the ability to synthesise. Learning skills At the end of the module, the students have acquired specific knowledge and reflective skills that enable them to update and deepen their study of the processes of acquisition and teaching of Italian L2 autonomously, as well as to update themselves critically on the proposals of language education for Italian L2, with particular reference to speakers of German or Ladin L1. Furthermore, the didactic methodologies experimented during the workshops develop the capacity for linguistic reflection and didactic application spendable in the future profession of L2 teachers.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written tests on the contents of the teaching of Acquisition and didactics of Italian L2, of Comparative grammar of Italian and German and of the labs of Didactics of Italian L2 and linguistic education in the fields of experience; elaboration of didactic activities on the contents of the labs of Didactics of Italian L2 and linguistic education in the fields of experience and of Ladin

	language and culture, integrated language didactics. The assessments of the individual parts will contribute to the calculation of the weighted arithmetic mean according to the value of the CFUs attributed to each teaching and laboratory, which will constitute the starting point for the final assessment.
Evaluation Criteria	The examination provides a single final mark. The following are considered and assessed: relevance, completeness, capacity for critical analysis and independent reworking, originality, clarity of argument, lexical and grammatical appropriateness of answers and papers. The active participation shown by students in the workshops is also taken into account. In the event of a failing grade for the entire module, any successfully passed partial examinations will be considered as already passed at the next attempt to take the entire module examination. It should be borne in mind that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations).
Required Readings	· Lecturer's slides available in MS Teams and/or OLE. · Chini M. & Bosisio C. (2015/2025*). Fondamenti di glottodidattica*. Carocci. NB: only the chapters that will be indicated during the course. · Sobrero A., Miglietta A. (2006), *Introduzione alla linguistica italiana*, Bari, Laterza (chapter 1 “Dal latino ai volgari”, pp. 7-11; chapter 2 “La nascita dei volgari in Italia”, pp. 15-21; chapter 3 “Dante, Petrarca, Boccaccio e l’affermazione del fiorentino”, pp. 22-28). · Bosco Coletsos S., Costa M. (a cura di) (2013), *Italiano e tedesco. Questioni di linguistica contrastiva*, Alessandria, Dall’Orso (“Introduzione”, pp. IX-XIV; chapter I “Foni, fonemi e strutture prosodiche”, pp. 3-19; chapter III “Morfologia e sintassi”, pp. 39-91). · Gavioli L. (1999), “Alcuni meccanismi di base dell’analisi della conversazione”. In: Galatolo R., Pallotti G. (a cura di), *La conversazione*, Milano, Cortina, pp. 45-65. · Moroder T.(a cura di) *(2019), I Ladini delle Dolomiti* Folio

	Editore, Vienna/Bolzano 2019 or Marcantoni M. (2006) *Nuovo Atlante Ladino*. IASA 2006. · Further readings will be provided during the course.
Supplementary Readings	Videsott P. & Videsott R. & Casalicchio J. (a cura di) *Manuale di linguistica ladina,* De Gruyter 2020
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Introduction to Italian as an L2
Course Code	11415A
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Prof. Lorenzo Spreafico, Lorenzo.Spreafico@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/13255
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 deals with the acquisition process of Italian L2 by adopting the perspective of acquisitional linguistics, discussing its relevance and implications for the learning and teaching of Italian L2.
Course Topics	- Italian L2 acquisition and learning; - Glottodidactic approaches, methods and techniques; - Skills assessment

Teaching Format	Online.
Required Readings	• Lecturer's slides available in MS Teams • Chini M. & Bosisio C. (2015/2025) Fondamenti di glottodidattica. Carocci. NB: only the chapters that will be indicated in class.
Supplementary Readings	

Course Module

Course Constituent Title	Didactics of Italian as an L2 and Linguistic Education (Lab.)
Course Code	11415B
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	dr. Loredana Schettino, Loredana.Schettino@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49952
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppi 1, 2 e 3: Dr. Loredana Schettino
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Based on the topics covered in the lectures, teaching activities for language promotion will be designed, developed, analysed and discussed in the workshop.
Course Topics	Basic principles of subject-specific teaching concerning teaching Italian as a second language (L2) in primary and pre-primary schools: • Analysis of examples of teaching activities based on the CEFR; • Analysis of materials, textbooks, games and digital media for teaching Italian L2; • Design of teaching materials and activities for Italian L2;

	• Observation of educational courses for improving Italian L2, and materials for assessment and constructive error management.
Teaching Format	In-person teaching. Introductory lectures, exercises and group work, discussions, analysis and preparation of materials during the teaching lab.
Required Readings	• Lecturer's slides available in OLE. • Chini M. & Bosisio C. (2015/2025) Fondamenti di glottodidattica. Carocci, Roma. (selected sections). • Further readings will be provided in class.
Supplementary Readings	

Course Module

Course Constituent Title	Comparative Grammar of German and Italian
Course Code	11415C
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Prof. Aggregato Daniela Veronesi, Daniela.Veronesi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/5362
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	By adopting a contrastive analysis approach, the course offers an introduction to the main characteristics of Italian and German languages, with particular focus on phenomena that are relevant for the acquistion/learning and the teaching of Italian as a second language for German-speaking learners.

Course Topics	- Contrastive linguistics and its possible usefulness in the area of language teaching. - Contrastive analysis of Italian and German (also with respect to the specificities of South Tyrol), with particular reference to the levels of: - phonetics and phonology: segmental and suprasegmental aspects - morphology: word formation and inflection - syntax: constituents, constituent order, forms of negation, information structure; - lexis: elements potentially supporting or hindering language learning (modal verbs, verb classes and argument structure, collocations, 'false friends', borrowings) - pragmatics/interaction: discourse markers; fundamental mechanisms of face-to-face interaction (turn-taking, repair, actions/speech acts and preference, multimodal aspects); the case of classroom interaction; resources for teaching Italian L2 pragmatics
Teaching Format	Dialogic whole-class instruction modality, complemented by data analysis (spoken and written data), plenary and small group discussions, and students' readings presentations on specific topics (optional, with evaluation); independent study of required readings.
Required Readings	Sobrero A., Miglietta A. (2006), *Introduzione alla linguistica italiana*, Bari, Laterza (chapter 1 “Dal latino ai volgari”, pp. 7-11; chapter 2 “La nascita dei volgari in Italia”, pp. 15-21; chapter 3 “Dante, Petrarca, Boccaccio e l’affermazione del fiorentino”, pp. 22-28). Bosco Coletsos S., Costa M. (a cura di) (2013), *Italiano e tedesco. Questioni di linguistica contrastiva*, Alessandria, Dall’Orso (“Introduzione”, pp. IX-XIV; chapter I “Foni, fonemi e strutture prosodiche”, pp. 3-19; chapter III “Morfologia e sintassi”, pp. 39-91). Gavioli L. (1999), “Alcuni meccanismi di base dell’analisi della conversazione”. In: Galatolo R., Pallotti G. (a cura di), *La conversazione*, Milano, Cortina, pp. 45-65.

Supplementary Readings	Further supplementary readings will be indicated during the course.

Course Module

Course Constituent Title	Ladin Language and Culture, Multilingual Language Teaching (Lab.)
Course Code	11415D
Scientific-Disciplinary Sector	FLMR-01/B
Language	Italian
Lecturers	Dott. Mag. Nadia Chiocchetti, Nadia.Chiocchetti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35942
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppi 1, 2 e 3: Dott. Mag. Nadia Chiocchetti
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop conveys the basics of Ladin language and culture in the Dolomite area. It also offers an introduction to the Ladin school system and the integrated language didactics practised there. The proposed synthesis will deal with elements of the linguistic history of Ladin and its current sociolinguistic status (knowledge of the Ladin language, understood as active linguistic competence, will not be the subject of the course), and will also offer the main basics on the history and culture of the Ladins. The Ladin school system will be presented in more detail, with a particular focus on integrated language teaching and the teaching materials used to carry it out.
Course Topics	- Basics on language, culture, literature, folklore, history and geography of the Ladin community;

	- Presence of Ladin outside the current Ladin-speaking territory; - Main features of the Ladin school system; - Didactic methods of the Ladin school (from pre-school to secondary school); - The principles of integrated language didactics; - The teaching materials used; - The textbooks used for integrated language teaching; - A basic knowledge of Ladin for simple interpersonal communication; - (if possible from an organisational point of view:) on-site visit to a Ladin pre-school or primary school.
Teaching Format	Participative lessons, group work, presentation and discussion of teaching materials, planning of teaching units based on Ladin culture or integrated language teaching.
Required Readings	Moroder, Tobia (a cura di) *I Ladini delle Dolomiti* Folio Editore, Vienna/Bolzano 2019 or Marcantoni, Mauro *Nuovo Atlante Ladino* IASA 2006
Supplementary Readings	For further information Videsott, Paul - Videsott, Ruth - Casalicchio, Jan (a cura di) *Manuale di linguistica ladina* De Gruyter 2020