

Syllabus

Course Description

Course Title	Educational Linguistics
Course Code	82021
Course Title Additional	
Scientific-Disciplinary Sector	GLOT-01/A
Language	Italian
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	Training course 30 CP - Italian section
Lecturers	Prof. Silvia Dal Negro, Silvia.DalNegro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12838
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	2
Teaching Hours	12
Lab Hours	0
Individual Study Hours	38
Planned Office Hours	0
Contents Summary	The course deals with the subject of educational linguistics in the Italian context, briefly outlining its history and then focusing on a number of crucial issues from the perspective of teaching Italian in the secondary school, including the problem of the norm and linguistic variation, reflection on language and the space to be given to grammar within the curriculum.
Course Topics	<ul style="list-style-type: none"> - The Italian linguistic landscape from Unification to the present day from the perspective of language education; - The problem of the norm between standard and neo-standard

	<p>also in relation to error correction;</p> <ul style="list-style-type: none"> - "Doing grammar" and reflecting on language at school; - Review of some particularly critical grammatical topics.
Keywords	<p>Standard language Language variation Grammar Language Education</p>
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	<p>Lectures and discussion of relevant examples in small groups and in plenary.</p>
Mandatory Attendance	<p>In accordance with the regulation</p>
Specific Educational Objectives and Learning Outcomes	<p>The course is one of the core subjects falling within the teaching of the disciplines and methodologies of the A012 competition class. The course takes up the themes and objectives of language education in the Italian context and aims to make students reflect on some particularly problematic aspects with which the Italian teacher must deal in school practice: the norm, variation, the role to be assigned to the explicit teaching of grammar.</p> <p>At the end of the course one must possess transversal competences relating to awareness of language use and its evaluation in the school context, and disciplinary competences in the strict sense relating to the teaching of Italian for secondary education.</p> <p>Disciplinary skills At the end of the course, the student has a good knowledge of the subject of language education with particular reference to contemporary Italian.</p> <p>Knowledge and understanding At the end of the course the student has acquired familiarity with the representation models of the Italian linguistic space, including the positioning of the standard and the reference norm. Furthermore, they are able to recognise and describe the main characteristics of neo-standard Italian.</p>

	<p>Ability to apply knowledge and understanding At the end of the course, the student is able to apply the acquired knowledge to the analysis and evaluation of the language used by the students, as well as to propose teaching activities aimed at the appreciation and discovery of rules, norms and variation.</p> <p>Transversal/soft skills</p> <p>Autonomy of judgement At the end of the course, the student has attained disciplinary, critical and interpretative skills that enable him/her to independently evaluate teaching proposals from a language education perspective.</p> <p>Communication skills At the end of the course the student has acquired specific communicative skills, in particular formal and terminological accuracy in the treatment of topics related to linguistic variation and reflection on language. Both the study of the reference bibliography and the analysis and discussion of data in plenary and small groups contribute to the refinement of these skills.</p> <p>Learning skills At the end of the course, students have developed a greater awareness of the Italian linguistic landscape and how it can be exploited in the teaching context: the theoretical and analytical tools acquired during the course enable teachers to update themselves and to independently investigate issues relating to linguistic variation and teaching methods aimed at enhancing it.</p>
<p>Specific Educational Objectives and Learning Outcomes (additional info.)</p>	
<p>Assessment</p>	<p>Written examination with open and closed questions on the course content.</p>
<p>Evaluation Criteria</p>	<p>For the written test, the following are considered and assessed: ability to critically analyse and reflect on disciplinary content, relevance of analysis, clarity of argumentation.</p>

Required Readings	Lo Duca, Maria G. 2004. <i>Esperimenti grammaticali. Riflessioni e proposte sull'insegnamento della grammatica dell'italiano</i> . Rome: Carocci.
Supplementary Readings	Loiero, Silvana & Edoardo Lugarini (eds.). 2019. <i>Tullio De Mauro: Dieci tesi per una scuola democratica</i> (I Quaderni Del GISCEL 1). Florence: Franco Cesati editore.
Further Information	
Sustainable Development Goals (SDGs)	No poverty