Syllabus

Descrizione corso

Titolo insegnamento	Linguistica e Didattica della L1
Codice insegnamento	12405
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	GERM-01/C
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	Dr. habil. Andreas Hapkemeyer, andreas.hapkemeyer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/890 prof. dr. Andrea Abel, Andrea.Abel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12496 dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116 prof. dr. Birgit Alber, Birgit.Alber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41363 dr. Lucia Assenzi, Lucia.Assenzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53712
Assistente	
Semestre	Secondo semestre

Anno/i di corso	1.
CFU	10
Ore didattica frontale	60
Ore di laboratorio	40
Ore di studio individuale	150
Ore di ricevimento previste	30
Sintesi contenuti	The courses in the "Linguistics and Didactics of German L1" module aim to teach relevant content and academic and teaching methods relating to German as a subject of linguistics, language pedagogy and didactics. The aspects are selected from the point of view of the necessary professional knowledge and competences for specialists in kindergarten and primary school.
Argomenti dell'insegnamento	See the individual course modules
Parole chiave	Linguistics, German, language acquisition, L1 didactics
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Lectures and laboratories (in person)
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	The students - develop a scientific approach to the structure of language, reflect on the norm and use of the German language and its varieties and sharpen their own language awareness; - know the structure of German (phonology, morphology and syntax), also with regard to regional variation, language change and the complexity of the different language repertoires; - know the stages of language acquisition with special consideration of German as a first language and are aware of the different contexts in language acquisition; - know the legal requirements of the Autonomous Province of Bolzano for kindergarten and primary school; - reflect on the necessary language-related competences of professionals in kindergarten and primary school - can observe and analyse communication processes in kindergarten and school and teaching processes in the classroom and also critically question their own language and communication behaviour;

	- can apply the basic knowledge they have acquired from linguistics, sociolinguistics, language acquisition research, language pedagogy and didactics in the planning of educational activities (kindergarten) and teaching units (primary school), on communication and interaction in the group and in the observation and assessment of pupils' performance. Expected learning outcomes and competences: Knowledge and understanding - Students know the basic structures of the German language (phonology, morphology and syntax). They know about the variation of German at different linguistic levels (standard language, regional language and dialect). - Through their knowledge of linguistic and language acquisition theory concepts (pragmatic, discursive, semantic and other competences), students learn to understand how these are implemented in didactic contexts in kindergarten and primary school. They can differentiate between text/writing and discourse/orality in relation to the acquisition of language. - They can competently utilise and evaluate scientific knowledge resources. - They understand their own professional and structural contexts against the background of differing regional, national, European and global educational structures. Applying knowledge and understanding - Students can recognise and analyse the basic structures of the German language. - They can reflexively apply the acquired knowledge and extended understanding to professional fields of pedagogy as well as to educational issues and educational practices and gain inspiration for their own teaching practice and its academic analysis. - They will be able to competently assess the linguistic competences of children and young people on the basis of current research findings on German language acquisition and know the basic "milestones" of children's language acquisition in monolingual and multilingual situations. - They are able to harmonise the acquired knowledge with the didactic orientations specified in the "Framework Guidelines" and in

	other documents relevant to the school context. Judgement - Students are able to form a reflected judgement on pedagogical discourses, language policy strategies and educational institutions in the past and present. - They can make a reflective, pedagogically and linguistically based judgement about their own, regional and local educational area by critically analysing and comparing international, cultural and historical research results. - They can critically and reflexively receive and evaluate empirical language data on children's language acquisition with regard to their own didactic interventions. Communication - When discussing questions of language acquisition and the didactics of German as a first language, students are able to express themselves verbally and in writing in an appropriate and academically reflective manner. - They have the ability to change perspectives on theoretical grounds and to use communicative strategies for cognitive differentiation, relativising strategies and intercultural communication. Learning strategies - Students learn to reflect on their own learning strategies by working on concepts of linguistics and language acquisition research, in particular on the German language. - They are aware that language(s) are subject to temporal and cultural-spatial changes and must always be analysed, reflected on and shaped anew. - They are able to use the available academic knowledge resources and digital media professionally, critically and competently and to develop their own learning processes.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Written examination (written exam, duration: 90 minutes) on the contents of the lectures; observation protocol in the laboratories

	The written examination includes two related sections: - Section 1 on the contents of the lecture Linguistik des Deutschen (45 minutes): The written exam consists of a series of closed tasks on basic concepts of linguistics and on analysing the structures of German (multiple choice, insertion and assignment tasks). - Section 2 of the lecture Spracherwerb und Didaktik der L1 (45 minutes): The written examination consists of an open question on the topics covered in the module section "Language acquisition and didactics of L1". This question must be answered in the form of a structured continuous text. Sample questions for the exam, which serve as a guide to the type and complexity of the examination tasks, will be made available on Teams before the first examination date.
Criteri di valutazione	There is an overall assessment for the module on the basis of the written exam and the written assignments for the two laboratories (see description of the laboratories). The following criteria are used throughout the assessment applied: Ability to analyse linguistically, correctness of content, logical structure, clear argumentation, reference to the scientific literature, ability to critically analyse and (self-)reflect, linguistic correctness, use of scientific terminology, independent and reasoned judgement. In accordance with the examination regulations of the faculty, the assessment for each individual course belonging to the module must also be positive for a positive overall assessment of the module performance. In the event of a negative assessment of the overall module, the entire module examination must be repeated. Please note that according to the examination regulations, three attempts without passing will result in a block for three examination dates (see also article 6, paragraph 4 of the valid examination regulations).
Bibliografia obbligatoria	**For the area of 'German Linguistics' (Birgit Alber):** • Alber, Birgit (2022). Linguistik des Deutschen - kompakt und kontrastiv, QuiEdit, Verona (Part I)

	For the area of 'Language acquisition and didactics L1' (Andrea Abel): • Kauschke, Christina (2012): Kindlicher Spracherwerb im Deutschen. Verläufe, Forschungsmethoden, Erklärungsansätze. Berlin - Boston: De Gruyter. • Fix, Martin (2008): Texte schreiben: Schreibprozesse im Deutschunterricht. Paderborn: Schöningh • Ammon, Ulrich et al. (2016): Die Voll-, Halb- und Viertelzentren des Deutschen. In: Ammon, Ulrich/Bickel, Hans/Lenz, Alexandra Nicole (eds): Variantenwörterbuch des Deutschen: Die Standardsprache in Österreich, der Schweiz, Deutschland, Liechtenstein, Luxemburg, Ostbelgien und Südtirol sowie Rumänien, Namibia und Mennonitensiedlungen. Berlin: De Gruyter. XXXIX-LXII From the school context: • Rahmenrichtlinien für die deutschen Kindergärten (Kapitel „Bildungsvision: kommunikationsfreudige und medienkompetente Kinder“) /Grundschulen in Südtirol (Kapitel „Sprachlich-künstlerisch-expressiver Bereich – Deutsch“) • Sprachenkonzept für die deutschen Kindergärten und Grundschulen in Südtirol (2007ff), herausgegeben vom Deutschen Schulamt und Pädagogischen Institut
Bibliografia facoltativa	Students who are unable to regularly attend the lecture **'German Linguistics' (Prof Alber)** are advised to study the content of the lecture using the following texts: • Glück, Alexander, Mara Maya Victoria Leonardi & Claudia Maria Riehl. 2019. Südtirol. In Beyer, Rahel & Albrecht Plewnia (eds.). Handbuch des Deutschen in West- und Mitteleuropa. Tübingen: Narr Francke Attempto Verlag. 245-280. • Kehrein, R. im Druck. Deutsche Dialekte, Regionalsprachen und ihre Erforschung im 21. Jahrhundert. Unsere Sprache. Beiträge zur Geschichte und Gegenwart der deutschen Sprache. Köthen. • Lameli, Alfred. 2010. Deutsch in Deutschland: Standard, regionale und dialektale Variation. In: H. Krumm, C. Fandrych, B. Hufeisen & C. Riemer (eds.). Handbuch Deutsch als Fremd- und Zweitsprache (Neubearbeitung). Berlin, New York: Mouton de Gruyter. (Handbücher zur Sprach- und Kommunikationswissenschaft 19.) pp. 385-398. • Lanthaler, Franz. 1997. Varietäten des Deutschen in

	Südtirol. In Stickel, G. (ed.). Varietäten des Deutschen. Regional- und Umgangssprachen. De Gruyter, Berlin. 364-383. • Lanthaler, Franz. 2007. Die deutsche Sprache in in Südtirol - einige soziolinguistische Aspekte. In Drumbl, J. & H. Sitta (2012) (ed.). Franz Lanthaler. Texte zu Sprache und Schule in Südtirol (1974-2012). Edizioni alphabeta Verlag, Meran. 207-234. • Meibauer, Jörg, Ulrike Demske, Jochen Geilfuß-Wolfgang, Jürgen Pafel, Karl Heinz Ramers, Monika Rothweiler & Markus Steinbach (2007²). Einführung in die germanistische Linguistik. 3rd edition. J.B. Metzler Verlag, Stuttgart/Weimar. Chapters 2-4. • Additional material: available on OLE **For the area "First-Language Acquisition and Teaching" (Prof. Abel)** • Bredel, Ursula et al. (2006): Didaktik der deutschen Sprache - Band 1& 2: Ein Handbuch. Paderborn: Schöningh. • Riehl, Claudia Maria (2014): Mehrsprachigkeit: eine Einführung. Darmstadt: Wissenschaftliche Buchgesellschaft. • Tracy, Rosemarie (2008²): Wie Kinder Sprachen lernen. Und wie wir sie dabei unterstützen können. Tübingen: Narr Francke
Altre informazioni	Additional literature may be announced during the course
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Linguistica tedesca
Codice insegnamento	12405A
Settore Scientifico-Disciplinare	GERM-01/C
Lingua	Tedesco
Docenti	prof. dr. Birgit Alber, Birgit.Alber@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/41363
Assistente	
Semestre	Secondo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	The course 'Linguistics of German' focuses on the linguistic structures of German. This includes above all the sound structure (phonology) and the formal structure of words (morphology) and sentences (syntax). The linguistic structures of German are presented taking into account their variation in space (regional variation) and in the vertical dimension (standard language, regional language, dialect), whereby reference is made to the special linguistic situation of South Tyrol. The linguistic structures are also presented in the context of children's language acquisition and their relevance for teaching at primary level.
Argomenti dell'insegnamento	Basic phonological, morphological and syntactic structures of German ; The varieties of German: Variation in the horizontal and vertical dimension; basic concepts of linguistic variation (standard language, regional language, dialect); overview of the German dialect landscape. Varieties of German in South Tyrol: features of the Tyrolean dialect, variation in regional language and standard usage. Relevance of linguistic structures of German in language acquisition and teaching
Modalità di insegnamento	Lecture with media support, discussion, exercises
Bibliografia obbligatoria	• Alber, Birgit (2022). Linguistik des Deutschen kompakt und kontrastiv, QuiEdit, Verona (Teil I) • additional material: accessible on OLE
Bibliografia facoltativa	Students who are unable to attend lectures regularly are advised to

	study the content of the lecture using the following texts: • Glück, Alexander, Mara Maya Victoria Leonardi & Claudia Maria Riehl. 2019. Südtirol. In Beyer, Rahel & Albrecht Plewnia (Hg.). Handbuch des Deutschen in West- und Mitteleuropa. Tübingen: Narr Francke Attempto Verlag. 245-280. • Kehrein, Roland. 2018. Deutsche Dialekte, Regionalsprachen und ihre Erforschung im 21. Jahrhundert. Unsere Sprache. Beiträge zur Geschichte und Gegenwart der deutschen Sprache. Köthen. 89–123. • Lameli, Alfred. 2010. Deutsch in Deutschland: Standard, regionale und dialektale Variation. In: H. Krumm, C. Fandrych, B. Hufeisen & C. Riemer (Hg.). Handbuch Deutsch als Fremd- und Zweitsprache (Neubearbeitung). Berlin, New York: Mouton de Gruyter. (Handbücher zur Sprach- und Kommunikationswissenschaft 19.) S. 385-398. • Lanthaler, Franz. 1997. Varietäten des Deutschen in Südtirol. In Stickel, G. (Hg.). Varietäten des Deutschen. Regional- und Umgangssprachen. De Gruyter, Berlin. 364-383. • Lanthaler, Franz. 2007. Die deutsche Sprache in in Südtirol - einige soziolinguistische Aspekte. In Drumbl, J. & H. Sitta (2012) (Hg.). • Lanthaler, Franz. Texte zu Sprache und Schule in Südtirol (1974-2012). Edizioni alphabeta Verlag, Meran. 207-234. • Meibauer, Jörg, Ulrike Demske, Jochen Geilfuß-Wolfgang, Jürgen Pafel, Karl Heinz Ramers, Monika Rothweiler & Markus Steinbach (2007²). Einführung in die germanistische Linguistik. 3. Auflage. J.B. Metzler Verlag, Stuttgart/Weimar. Kap. 2-4. • Rabanus, Stefan, Ermenegildo Bidese & Silvia Dal Negro. 2019. Deutsch als Minderheitensprache in Italien. In J. Herrgen & J.E. Schmidt (Hg.). Sprache und Raum: Ein internationales Handbuch der Sprachvariation. Band 4: Deutsch, Vol. 30.4. 1096-1114. De Gruyter Mouton, Berlin/Boston.

Modulo del corso

Titolo della parte costituente del corso	Linguistica tedesca (lab.)
Codice insegnamento	12405B
Settore Scientifico-Disciplinare	GERM-01/C

Lingua	Tedesco
Docenti	prof. dr. Andrea Abel, Andrea.Abel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12496 prof. dr. Birgit Alber, Birgit.Alber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41363 dr. Lucia Assenzi, Lucia.Assenzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53712 dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116
Assistente	
Semestre	Secondo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1: Prof. Dr. Birgit Alber (15 Stunden) und Prof. Dr. Andrea Abel (5 Stunden) Gruppe 2 und 4: Dr. phil. Claudia Bettina Scochi Gruppe 3: dr. Lucia Assenzi
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	In the laboratory, students are familiarised with the methods and strategies of linguistics in practical application. The linguistic structures presented in the lecture are analysed and described in the laboratory with the help of linguistic data. The aim of the laboratory is to learn how to deal with linguistic data. Part of the laboratory is also the preparation of a written observation report in linguistics, in connection with the internship completed during the first year of study. Students who do not

	complete an internship can arrange an alternative written production with the laboratory lecturers. The submission of an appropriate text in accordance with the specified guidelines is a prerequisite for successfully completing the module.
Argomenti dell'insegnamento	Analysis of linguistic data in the domains of phonology, morphology and syntax, taking into account language variation and children's linguistic production.
Modalità di insegnamento	Exercises and discussion
Bibliografia obbligatoria	• Alber, Birgit (2022). Linguistik des Deutschen kompakt und kontrastiv, QuiEdit, Verona (Teil I) • Exercises, accessible on OLE
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Acquisizione e Didattica della L1
Codice insegnamento	12405C
Settore Scientifico-Disciplinare	GERM-01/C
Lingua	Tedesco
Docenti	prof. dr. Andrea Abel, Andrea.Abel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12496
Assistente	
Semestre	Secondo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	The course deals with the principles of language acquisition and first language didactics, also with regard to aspects of multilingualism. It deals with competence-orientation in the

	working areas of the school subject. It analyses and reflects on pedagogical educational activities, lessons and school materials.
Argomenti dell'insegnamento	- Stages of language acquisition: language reception and language production; - Biographical, social and sociolinguistic aspects of language acquisition; - German (didactics) in the context of multilingualism; - The concept of competence, competences for the subject's areas of work in the legal documents (framework guidelines); - Instruments for the description and assessment of language competences; - Reflection on pedagogical educational activities in connection with language acquisition and promotion.
Modalità di insegnamento	Lecture with media support, discussion, partner work, in-depth study of literature
Bibliografia obbligatoria	• Kauschke, Christina (2012): Kindlicher Spracherwerb im Deutschen. Verläufe, Forschungsmethoden, Erklärungsansätze. Berlin - Boston: De Gruyter. • Fix, Martin (2008): Texte schreiben: Schreibprozesse im Deutschunterricht. Paderborn: Schöningh • Ammon, Ulrich et al. (2016): Die Voll-, Halb- und Viertelzentren des Deutschen. In: Ammon, Ulrich/Bickel, Hans/Lenz, Alexandra Nicole (Hg.): Variantenwörterbuch des Deutschen: Die Standardsprache in Österreich, der Schweiz, Deutschland, Liechtenstein, Luxemburg, Ostbelgien und Südtirol sowie Rumänien, Namibia und Mennonitensiedlungen. Berlin: De Gruyter. XXXIX-LXII From the school context: • Rahmenrichtlinien für die deutschen Kindergärten (Kapitel „Bildungsvision: kommunikationsfreudige und medienkompetente Kinder“) /Grundschulen in Südtirol (Kapitel „Sprachlich-künstlerisch-expressiver Bereich – Deutsch“) • Sprachenkonzept für die deutschen Kindergärten und Grundschulen in Südtirol (2007ff), herausgegeben vom Deutschen Schulamt und Pädagogischen Institut
Bibliografia facoltativa	• Bredel, Ursula et al. (2006): Didaktik der deutschen Sprache

	- Band 1& 2: Ein Handbuch. Paderborn: Schöningh. • Riehl, Claudia Maria (2014): Mehrsprachigkeit: eine Einführung. Darmstadt: Wissenschaftliche Buchgesellschaft. • Tracy, Rosemarie (2008²): Wie Kinder Sprachen lernen. Und wie wir sie dabei unterstützen können. Tübingen: Narr Francke Additional literature may be announced during the course.

Modulo del corso

Titolo della parte costituente del corso	Acquisizione e Didattica della L1 (lab.)
Codice insegnamento	12405D
Settore Scientifico-Disciplinare	GERM-01/C
Lingua	Tedesco
Docenti	prof. dr. Andrea Abel, Andrea.Abel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12496 Dr. habil. Andreas Hapkemeyer, andreas.hapkemeyer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/890 dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116
Assistente	
Semestre	Secondo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1 und 2: Prof. Dr. Andrea Abel Gruppe 3: Dr. phil. Claudia Bettina Scochi

	Gruppe 4: Dr. habil. Andreas Hapkemeyer
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The laboratory course deepens the practical content presented in the lecture. It deals with the various aspects of children's language acquisition, language education in kindergarten and language didactic principles in primary school in an analytical and operational form. The laboratory sharpens the ability to analyse and observe language status, forms of communication and educational activities. Exercises for planning educational activities, teaching units and language support measures are discussed. In addition, didactic materials are analysed and reflected upon in the laboratory. Part of the laboratory is also the preparation of a written observation report on language acquisition/didactics, in connection with the internship completed during the first year of study. Students who do not complete an internship can arrange an alternative written production with the laboratory lecturers. The submission of an appropriate text in accordance with the specified guidelines is a prerequisite for successfully completing the module.
Argomenti dell'insegnamento	- Analysing children's language and communication, different approaches to literacy; - Observing and analysing communication and interaction in the group and in the classroom; - Competency orientation in the subject's areas of work; - Description and assessment of linguistic competences; - Planning pedagogical educational activities, selected aspects of teaching units, language support measures; - Analysing and reflecting on didactic materials.
Modalità di insegnamento	Workshop work with various forms of feedback; literature review
Bibliografia obbligatoria	• Kauschke, Christina (2012): Kindlicher Spracherwerb im Deutschen. Verläufe, Forschungsmethoden, Erklärungsansätze. Berlin - Boston: De Gruyter. • Fix, Martin (2008): Texte schreiben: Schreibprozesse im Deutschunterricht. Paderborn: Schöningh • Ammon, Ulrich et al. (2016): Die Voll-, Halb- und Viertelzentren des Deutschen. In: Ammon, Ulrich/Bickel, Hans/Lenz, Alexandra Nicole (Hg.): Variantenwörterbuch des Deutschen: Die Standardsprache in Österreich, der

	Schweiz, Deutschland, Liechtenstein, Luxemburg, Ostbelgien und Südtirol sowie Rumänien, Namibia und Mennonitensiedlungen. Berlin: De Gruyter. XXXIX-LXII From the school context: • Rahmenrichtlinien für die deutschen Kindergärten (Kapitel „Bildungsvision: kommunikationsfreudige und medienkompetente Kinder“) /Grundschulen in Südtirol (Kapitel „Sprachlich-künstlerisch-expressiver Bereich – Deutsch“) • Sprachenkonzept für die deutschen Kindergärten und Grundschulen in Südtirol (2007ff), herausgegeben vom Deutschen Schulamt und Pädagogischen Institut
Bibliografia facoltativa	• Bredel, Ursula et al. (2006): Didaktik der deutschen Sprache - Band 1& 2: Ein Handbuch. Paderborn: Schöningh. • Riehl, Claudia Maria (2014): Mehrsprachigkeit: eine Einführung. Darmstadt: Wissenschaftliche Buchgesellschaft. • Tracy, Rosemarie (2008²): Wie Kinder Sprachen lernen. Und wie wir sie dabei unterstützen können. Tübingen: Narr Francke Additional literature may be announced during the course.