Syllabus

Course Description

Course Title	Comparative Linguistics, Second-Language Acquisition and Didactics
Course Code	12415
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Aggregato Renata Zanin Scaratti, renata.scaratti-zanin@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3628 Dr. Mara Maya Victoria Leonardi, Mara.Leonardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/27967 Dr. Alexander Glück, Alexander.Glueck@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35490 Dr. Marjan Asgari, Marjan.Asgari@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35903 Ilke Senoner, Ilke.Senoner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38323 Prof. Dr. Birgit Alber, Birgit.Alber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41363

	Dott. Carla Willeit, Carla.Willeit@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49184
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	Didactics of German as a second language/German as a foreign language, learning scenarios, comparative grammar German Italian, languages of migration, Ladin culture, plurilingual Ladin Parity Model
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Frontal teaching with exercises, synchronous online teaching, autonomous in-depth study in the labs
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The courses in the module "Comparative linguistics, acquisition and didactics of L2" have three main focuses: 1) The course and laboratory on the introduction to DaZ/DaF and on the didactics of L2 are based on the legal requirements (framework guidelines for German and Italian kindergarten, for German and Italian primary school in South Tyrol). They enable students to plan, develop, implement and reflect on language support measures for L2 (DaZ/DaF) in kindergarten and school on the basis of scientific findings on L2 acquisition and multilingualism. 2) The course Comparative Grammar of German and Italian provides an insight into the most important structural similarities and differences between the Italian and German languages, also

	with regard to the didactics of German. 3) The laboratory Ladin language and culture, integrated language didactics provides an insight into the Ladin language and culture as well as into the multilingual Ladin school system including integrated language didactics. Expected learning outcomes and competences: Knowledge and understanding Students have a solid knowledge of the topics covered in the courses; they can independently and competently deepen new scientific resources and analyse and evaluate them with regard to their relevance and applicability in their professional field. Applying knowledge and understanding Students can analyse and reflect on the knowledge they have acquired and apply it to the teaching unit in kindergarten and to teaching practice at school; They are able to adapt and implement the multilingualism curriculum to the requirements of the group and class situation in kindergarten and school; they can link the different contents of the module and use them successfully in their everyday work. Judgement Students are able to analyse the language policy strategies adopted in South Tyrol in the area of L2 acquisition and L2 didactics and to make a reflected judgement - also with regard to other European border regions; thanks to the knowledge and skills they have acquired, they are able to initiate practical exploration projects and action research projects in the classroom, critically question them and use them to optimise their teaching. Communication Students are able to communicate strategic decisions in the subject area appropriately to teachers and pupils; they are able to express themselves in an appropriate and scientifically sound manner on the subject areas covered in the

	module and answer related questions. Learning strategies Students are able to analyse and critically question their own learning strategies with regard to L2 acquisition; they have a professional approach to the available scientific resources and can combine new scientific findings with their knowledge and thus generate new knowledge.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final overall assessment of the module performance on the basis of the following certificates: 1. Lectures (6 ECTS in total) Introduction to DaZ/DaF and Comparative Grammar of German and Italian: Written examination (Klausur) on the contents of the two lectures (150 minutes). Introduction to DaZ/DaF: three examination tasks: Profile analysis 8 points, language-sensitive teaching 12 points, question on compulsory literature 10 points. Comparative grammar exam: Multiple choice test. 2. Laboratory (2 ECTS) Didactics of German DAF+DAZ and language education in the learning fields: Planning, elaboration and writing of a learning scenario for kindergarten or primary school, final reflection. 3. Laboratory (2 ECTS) Ladin language and culture, integrated language didactics: Term paper: development of a didactic unit based on the principles of integrated language didactics (deadline to be announced on OLE at the beginning of the semester).
Evaluation Criteria	Criteria for the assessment of the written examination and the written work in the laboratories: - Completeness - Deepening and reflection - Clarity of argumentation - Correctness of content and language The assessments of the written examination and the assignments are included in the overall assessment.

	In accordance with the examination regulations of the faculty, the assessment of 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 current examination regulations).
Required Readings	For the sub-module 'Einführung Didaktik DaZ/DaF' (Renata Zanin): Ahrenholz, Bernt (2017): Erstsprache - Zweitsprache - Fremdsprache - Mehrsprachigkeit. De Cillia, Rudolf (2013): Spracherwerb in der Migration Deutsch als Zweitsprache. Krumm, Hans Jürgen (2003): „Mein Bauch ist italienisch ...“ Kinder sprechen über Sprachen. Krumm, Hans Jürgen, Reich, Hans H. (2011): Curriculum Mehrsprachigkeit Seiten 1-11, Primarstufe 1-2, S.1-4, Primarstufe 3-4, S.1-4 Nodari, Claudio (2009): Deutsch als Fremdsprache/ Deutsch als Zweitsprache/Deutsch als Muttersprache – Perspektiven Einer Deutschdidaktik. Grießhaber, Wilhelm (2013): Die Profilanalyse für Deutsch als Diagnoseinstrument zur Sprachförderung Feilke, Helmut (2009): Wörter und Wendungen: kennen, lernen, können. Praxis Deutsch 218. Spiegel, Ute (2009) Wörter erkunden. Praxis Deutsch 218. Apeltauer, Ernst (2007): Das Kieler Modell: Sprachliche Frühförderung von Kindern mit Migrationshintergrund. Apeltauer, Ernst (2012): Wortschatzarbeit in mehrsprachigen Gruppen. Tajmel, Tanja (2019): Das Konkretisierungraster. Tajmel, Tanja, Hägi-Mead, Sara (2017): Sprachbewusste Unterrichtsplanung. Prinzipien, Methoden und Beispiele für die Umsetzung. Waxmann, Förmig Material, Band 9. (S.74-82)

	Becker Mrotzek, Michael/Böttcher, Ingrid (2006): Schreibkompetenz entwickeln und beurteilen. Berlin: Cornelsen, S.130-140. Festman, Julia et al.(2023): Texte verfassen in der Primarstufe. Münster: Waxmann, S.225-237. For the sub-module 'Vergleichende Grammatik des Deutschen und Italienischen' (Birgit Alber): - Alber, B. 2022. Linguistik des Deutschen, kompakt und kontrastiv, Edizione QuiEdit, Verona. Second revised and expanded edition. ISBN 978-88-6464-676-3. [Part II] - Exercises: available on OLE For the laboratory 'Didaktik Deutsch DAF+DAZ und sprachliche Bildung in den Lernfeldern' - Hoelscher, Petra; Roche, Jörg; Simic, Mirjana (2009): Szenariendidaktik als Lernraum für interkulturelle Kompetenzen für erst-, zweit- und fremdsprachigen Unterricht. In: Zeitschrift für interkulturellen Fremdsprachenunterricht 14. Jg, H. 2., S. 43-54. - Tajmel, Tanja, Hägi-Mead, Sarah 2017.Sprachbewusste Unterrichtsplanung. Prinzipien, Methoden und Beispiele für die Umsetzung. FörMig Material, Volume 9. Waxmann, Münster. For the laboratory 'Ladinische Sprache und Kultur, integrierte Sprachdidaktik' Moroder, Tobia, 2016. Die Dolomitenladiner. Istitut Ladin "Micurà de Rü", San Martin de Tor:
Supplementary Readings	**Einführung Didaktik DaZ/DaF** Hoffmann, Ludger et al. (eds.). 2017. Deutsch als Zweitsprache. Ein Handbuch für die Lehrerausbildung. Erich Schmidt Verlag, Berlin. **Vergleichende Grammatik des Deutschen und des Italienischen** Students who are unable to attend the lectures regularly are advised to work through the teaching script for the sub-module 'Vergleichende Grammatik des Deutschen und Italienischen' with the help of the following texts:

	Alber, Birgit. 2007. Einführung in die Phonologie des Deutschen. Edizione QuiEdit, Verona. Alber, Birgit. 2004. Einführung in die Morphologie des Deutschen. QuiEdit, Verona. Gaeta, Livio. 2017. Lineamenti di grammatica tedesca. Carrocci Editore, Roma. Gallmann, Peter, Siller-Runggaldier, Heidi, Sitta, Horst (2008-2018). Sprachen im Vergleich. Deutsch – Ladinisch – Italienisch. Volumes 1-4. Tomaselli, Alessandra. 2013. Introduzione alla sintassi del tedesco. QuiEdit, Verona. **Ladin Language and Culture** Pescosta, Werner. 2013. Geschichte der Dolomitenladiner. Istitu Ladin "Micurà de Rü", San Martin de Tor
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education

Course Module

Course Constituent Title	Introduction to German as an L2
Course Code	12415A
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Prof. Aggregato Renata Zanin Scaratti, renata.scaratti-zanin@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3628

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 aim of the course is to enable students to plan, develop, implement and reflect on language support measures for the L2 (DaZ/DaF) area in kindergarten and primary school on the basis of scientific findings on L2 acquisition and multilingualism and taking into account the legal requirements (framework guidelines for German and Italian kindergarten, for German and Italian primary school in South Tyrol).
Course Topics	Theories of second language acquisition and their impact on didactic models. Differentiation between GFL (DaF) and GSL (DaZ) at an international level and in South Tyrol. The Common European Framework of Reference for Languages (CEFR) and its significance for DaF/DaZ lessons at primary school, focusing on basic competences GK2 and GK4 (ÖSZ); Differences and similarities between DaE, DaZ and DaF didactics. Profile analysis and support horizons according to Grießhaber; Promoting the four language skills: reading, listening, writing and speaking in DaZ/DaF. Learning scenarios for DaZ/DaF lessons. Assessment and error correction in DaZ/DaF lessons. Practice exploration projects/action research projects in kindergarten and primary school. Language input as a quality criterion for teaching: IQOS/LIOS I and TIOS/LIOS II for kindergarten and primary school. Language-sensitive teaching in all subjects.
Teaching Format	The lesson takes place remotely. Lecture with exercises
Required Readings	Ahrenholz, Bernt (2017): Erstsprache - Zweitsprache -

	Fremdsprache - Mehrsprachigkeit. De Cillia, Rudolf (2013): Spracherwerb in der Migration Deutsch als Zweitsprache. Krumm, Hans Jürgen (2003): „Mein Bauch ist italienisch ...“ Kinder sprechen u¨ber Sprachen. Krumm, Hans Jürgen, Reich, Hans H. (2011): Curriculum Mehrsprachigkeit Seiten 1-11, Primarstufe 1-2, S.1-4, Primarstufe 3-4, S.1-4 Nodari, Claudio (2009): Deutsch als Fremdsprache/ Deutsch als Zweitsprache/Deutsch als Muttersprache – Perspektiven Einer Deutschdidaktik. Grießhaber, Wilhelm (2013): Die Profilanalyse für Deutsch als Diagnoseinstrument zur Sprachförderung Feilke, Helmut (2009): Wörter und Wendungen: kennen, lernen, können. Praxis Deutsch 218. Spiegel, Ute (2009) Wörter erkunden. Praxis Deutsch 218. Apeltauer, Ernst (2007): Das Kieler Modell: Sprachliche Frühförderung von Kindern mit Migrationshintergrund. Apeltauer, Ernst (2012): Wortschatzarbeit in mehrsprachigen Gruppen. Tajmel, Tanja (2019): Das Konkretisierungraster. Tajmel, Tanja, Hägi-Mead, Sara (2017): Sprachbewusste Unterrichtsplanung. Prinzipien, Methoden und Beispiele für die Umsetzung. Waxmann, Förmig Material, Band 9. (S.74-82) Becker Mrotzek, Michael/Böttcher, Ingrid (2006): Schreibkompetenz entwickeln und beurteilen. Berlin: Cornelsen, S.130-140. Festman, Julia et al.(2023): Texte verfassen in der Primarstufe. Münster: Waxmann, S.225-237.
Supplementary Readings	Hoffmann, Ludger et al. (Hg.) (2017): Deutsch als Zweitsprache. Ein Handbuch für die Lehrerausbildung. Erich Schmidt Verlag, Berlin.

Course Constituent Title	Didactics of German as an L2 and Linguistic Education (Lab.)
Course Code	12415B
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Dr. Mara Maya Victoria Leonardi, Mara.Leonardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/27967 Dr. Alexander Glück, Alexander.Glueck@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35490 Dr. Marjan Asgari, Marjan.Asgari@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35903
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1 und 2: Dr. Mara Maya Victoria Leonardi Gruppe 3: Dr. Marjan Asgari Gruppe 4: Dr. Alexander Glück
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Based on the topics covered in the lectures, language support activities for kindergarten and primary school are designed, developed, discussed and reflected on in the laboratory. As proof of performance, students plan and develop a learning scenario for kindergarten or primary school in groups of two. In the final reflection, the challenges with regard to phonology, lexis, semantics, morphology, syntax, text linguistics and pragmatics are to be recorded. The students show that they have dealt intensively and independently with the linguistic challenges and linguistic input in kindergarten and primary school with regard to DaZ/DaF.

Course Topics	Practical implementation of the various methods of language promotion DaZ/DaF in connection with the educational fields of the framework guidelines; Use of didactic materials, games and digital media for DaZ/DaF in kindergarten and primary school; Transfer of DaM exercises and DaM material to DaZ/DaF and limits of transfer. DaZ/DaF exercises to promote the four language skills: listening, speaking, reading and writing; Concretisation of language-sensitive teaching at primary school in all subjects (everyday language, educational language, technical language, continuous language education, scaffolding, multilingualism curriculum); Design of learning scenarios for kindergarten with language exercises for DaZ/DaF; Design of learning scenarios for primary school with language exercises and tasks for DaZ/DaF.
Teaching Format	Exercises in plenary sessions, discussions, small group work, material review and development, also in the Multilab.
Required Readings	Hoelscher, Petra; Roche, Jörg; Simic, Mirjana (2009): Szenariendidaktik als Lernraum für interkulturelle Kompetenzen für erst-, zweit- und fremdsprachigen Unterricht. In: Zeitschrift für interkulturellen Fremdsprachenunterricht 14. Jg, H. 2., S. 43-54. Tajmel, Tanja, Hägi-Mead, Sarah 2017. Sprachbewusste Unterrichtsplanung. Prinzipien, Methoden und Beispiele für die Umsetzung. FörMig Material, Band 9. Waxmann, Münster.
Supplementary Readings	Further literature will be announced or made available on OLE.

Course Module

Course Constituent Title	Comparative Grammar of German and Italian
Course Code	12415C
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	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The topic of this course is the didactically relevant structural differences between the German and Italian languages in phonology, morphology, syntax and lexis, which are analysed using the methods of comparative linguistics.
Course Topics	Contrastive analysis of the most important structural differences between German and Italian at the following grammatical levels of analysis: - Phonetics and phonology: sound inventory, suprasegmental structure and relevant phonological processes; - Morphology: word formation and inflectional morphology; - Syntax: Phrase structure, sentence structure, negation, information structure - Lexical level: selected aspects such as collocations, false friends, particles and modal verbs Overview of the heritage languages spoken by L2 learners of German in South-Tyrol. Discussion of the structural differences of these heritage languages with respect to German and Italian.
Teaching Format	Lecture with exercises
Required Readings	• Alber, B. 2022. Linguistik des Deutschen, kompakt und kontrastiv, Edizione QuiEdit, Verona. Zweite überarbeitete und erweiterte Auflage. ISBN 978-88-6464-676-3. [Teil II] • Exercises and additional material: accessible on OLE
Supplementary Readings	Students who are unable to attend lectures regularly are advised to study the content of the lecture using the following texts: • Alber, Birgit. 2007. Einführung in die Phonologie des

	Deutschen. Edizione QuiEdit, Verona. • Alber, Birgit. 2004. Einführung in die Morphologie des Deutschen. QuiEdit, Verona. • Gaeta, Livio. 2017. Lineamenti di grammatica tedesca. Carrocci Editore, Roma. • Gallmann, Peter, Siller-Runggaldier, Heidi, Sitta, Horst (2008-2018). Sprachen im Vergleich. Deutsch – Ladinisch – Italienisch. Band 1-4. • Krifka, Manfred, et al. 2014. Das mehrsprachige Klassenzimmer. Über die Muttersprache unserer Schüler. Springer Verlag, Berlin/Heidelberg. • Tomaselli, Alessandra. 2013. Introduzione alla sintassi del tedesco. QuiEdit, Verona.

Course Module

Course Constituent Title	Ladin Language and Culture, Multilingual Language Teaching (Lab.)
Course Code	12415D
Scientific-Disciplinary Sector	FLMR-01/B
Language	German
Lecturers	Dott. Mag. René Pescoll, Rene.Pescoll1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35860 Ilke Senoner, Ilke.Senoner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38323 Dott. Carla Willeit, Carla.Willeit@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49184
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20

	Gruppe 1, 2 und 3: Dott. Carla Willeit Gruppe 4: Ilke Senoner
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory provides an overview of the Ladin language and culture of the Dolomite valleys. It provides an insight into elements of the linguistic history of Ladin and its current sociolinguistic situation as well as the most important elements of Ladin history and culture. The Ladin school system and integrated language didactics are presented and analysed and reflected upon with regard to their applicability in other school systems.
Course Topics	Basic elements of the Ladin language, culture, history and geography; Ladin traces outside the Ladin area; Ladin school system; Didactic methods at the Ladin school and in the Ladin kindergarten; Principles of integrated language didactics and language order. Planning and writing of a didactic unit according to the principles of integrated multilingual didactics.
Teaching Format	Keynote speeches, group work, presentation of teaching materials, design of didactic units based on integrated language didactics
Required Readings	Ladinische Sprache und Kultur Pescosta, Werner. 2013. Geschichte der Dolomitenladiner. Istitu Ladin „Micurà de Rü“, San Martin de Tor
Supplementary Readings	