Syllabus

Course Description

Course Title	Comparative Linguistics, Second-Language Acquisition and Didactics
Course Code	13415
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 Prof. Dr. Rico Mathias Cathomas, Rico.Cathomas@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/780 Dr. phil. Francesca Mercuri, Francesca.Mercuri@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/13335 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
Course Year/s	3.
CP	10
Teaching Hours	78
Lab Hours	20

Individual Study Hours	152
Planned Office Hours	30
Contents Summary	The module is designed as a linguistic module with a focus on the didactics of Italian and German in Ladin schools, language comparison and the Ladin language and culture.
Course Topics	See the individual course modules.
Keywords	Comparative linguistics Didactics of German Didactics of Italian Ladin language and culture
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures and LAB
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	In the courses on the didactics of German and Italian at Ladin schools, students should acquire the ability to plan, develop and implement language support measures for language lessons based on knowledge of the different forms of language acquisition, which take into account the circumstances of German and Italian lessons at Ladin schools. Students should gain an insight into the most important structural similarities and differences between the Ladin, Italian and German languages. Students should gain an in-depth overview of the possibilities and didactic means of dealing with topics relating to the Ladin language and culture in Ladin schools and kindergartens. Expected learning outcomes and competences: Knowledge and understanding: Solid knowledge of the topics covered in the courses; understanding of the underlying general phenomena Application of knowledge and understanding Ability to implement what has been learnt in concrete professional practice Independent judgement

	expressed through the ability to reflect on, discuss and deepen the content covered and through the use of appropriate and scientifically rigorous language in oral and written statements Communication skills: Being able to make strategic decisions and communicate them in a student-appropriate way; being able to clarify successful learning and support arrangements in L2/L3 through competence-orientated task development. Learning strategies: Being able to find answers to related and further questions on the basis of acquired knowledge and competences.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Periodic review of knowledge within the framework of the courses; assessment of practical work assignments; final module examination, which may consist of the results of several partial examinations (written or oral).
Evaluation Criteria	Criteria for the assessment of the written examination: - Completeness - Deepening and reflection - Clarity of argumentation - Correctness of content and language In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. 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	See the individual course modules.
Supplementary Readings	
Further Information	
Sustainable Development	Peace, justice and strong institutions, Quality education

Goals (SDGs)	

Course Module

Course Constituent Title	Italian Language Teaching at Ladin Schools
Course Code	13415A
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Dr. phil. Francesca Mercuri, Francesca.Mercuri@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/13335
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	51
Planned Office Hours	9
Contents Summary	The teaching of the basic principles of Italian didactics in Ladin schools and the critical and conscious analysis of teaching materials.
Course Topics	- Language education in primary and pre-primary schools - Teaching Italian L2: basic concepts - acquisition / learning - stages of Second Language Acquisition and syllabus of Italian L2 - interlanguage - language competences and skills - Language skills (listening, reading, speaking / interaction, writing) and reflection on language - Strategies, tools, tasks and techniques for experiencing linguistic situations - Glottodidactic play as a resource for extending and consolidating language skills - Planning, analysis and reflection of pathways for learning/acquisition of Italian

	- Manuals in use and online resources
Teaching Format	Lecture with exercises, plenary discussions and personal contributions
Required Readings	Lecture slides, worksheet, supplementary reference materials (in hard copy and online) available on TEAMS. Further information will be provided during the course.
Supplementary Readings	on request

Course Module

Course Constituent Title	German Language Teaching at Ladin Schools
Course Code	13415B
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	2
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	26
Planned Office Hours	6
Contents Summary	The course is based on the legal requirements (framework guidelines for Ladin primary schools in South Tyrol). It enables students - on the basis of scientific findings on L1 and L2 acquisition and multilingualism - to plan, develop, implement and reflect on language support measures for DaM/DaZ/DaF in primary schools.
Course Topics	Framework guidelines for the Ladin primary school for German L1/L2;

	Theories of first and second language acquisition and their impact on didactic models; Differentiation between DaM, DaZ and DaF at international level and application profiles in South Tyrol; Common European Framework of Reference for Languages and its significance for DaZ/DaF lessons at primary school - basic competences GK2 and GK4; Differences and similarities between DaM, DaZ and DaF didactics; Promoting the four language skills of reading, listening, writing and speaking in German lessons; DaM/DaZ/DaF practical exploration projects/action research projects in primary schools; Language assessment and support horizons: profile analysis; Language input as a quality criterion for teaching: LIOS II observation sheet for peer observation at primary schools; Language-sensitive teaching in all subjects.
Teaching Format	Lecturer input, group work, autonomous deepening and presentation in plenary, discussion.
Required Readings	The compulsory reading list for the German language laboratory at Ladin schools is uploaded to OLE.
Supplementary Readings	Ahrenholz, Bernt; Oomen-Welke, Ingelore (2014): Deutschunterricht in Theorie und Praxis. Deutsch als Zweitsprache. Schneider Verlag, Hohengehren

Course Module

Course Constituent Title	Comparative Grammar of the Ladin School Languages
Course Code	13415C
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 provides an overview of the parallels and structural differences between the languages Ladin, Italian, German and where relevant also English. It also addresses the characteristics and consequences of local language contact, which often causes grammar structure upheaval in the example of majority languages.
Course Topics	Contrastative and comparative analysis of the most relevant grammar features of the Ladin, Italian, German and where relevant English languages in the following fields: - lexical characteristics - morphology and morphosyntax - Order of words - Tempus, modus and aspect - Negation - Discursive particles - Spoken vs. written language
Teaching Format	The lesson takes place remotely. Frontal lesson
Required Readings	Gsell, Otto: Unpersönliche Konstruktion und Wortstellung im Dolomitenladinischen. In: Ladinia 8 (1984) 67-98. Gsell, Otto: Formen der Negation im Dolomitenladinischen. In: Ladinia 26-27 (2002-03) 283-295.
Supplementary Readings	- Grammar of each participants own dialect + Grammar*Junde* - Further materials for the VL *Gramatica comparada* will be uploaded to the platform OLE

Course Module

Course Constituent Title	Ladin Language and Culture, Multilingual Language Teaching (Lab.)

Course Code	13415D
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Prof. Dr. Rico Mathias Cathomas, Rico.Cathomas@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/780
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 main purpose of this teaching is to acquire specific professional competences related to the teaching of Ladin and the use of integrated language teaching in primary schools and kindergardens.
Course Topics	The language components and their transfer into teaching. The social and pedagogical factors of language learning The importance of the mother tongue for foreign language learning. The importance of Ladin in Ladin schools. Provincial educational and teaching institutions. Provincial guidelines for teaching Ladin, curricula. Presentation of teaching material for teaching Ladin. Presentation of teaching methodologies for teaching Ladin. Use of Ladin as language of learning documentation. Practical and concrete implementation of materials for teaching Ladin. Forms of assessment and analysis of teaching material and/or teaching units. Integrated linguistics as a method to promote multilingualism
Teaching Format	Laboratory with individual and grup work
Required Readings	Cathomas, R., Todisco, V., Caglia, D., Moskopf-Janner, M. C. &

	Oberholzer, S. (2022). Integrierte Mehrsprachigkeitsdidaktik. Auf dem Weg zu einer gestaltungsorientierten Definition. In: J. Robin & M. Zimmermann (Hrsg.), Fremdsprachendidaktik in der Schweizer Lehrer*innenbildung: an welchen wissenschaftlichen Positionen orientiert sich die Praxis? Bern: Lang, S. 101-121. Cathomas, R. (2015). Das Projekt „Schritte in die Mehrsprachigkeit“: Ein (geglückter) Versuch, die theoretischen Grundlagen einer integrierenden Mehrsprachendidaktik aus der Praxis und für die Praxis zu entwickeln. In C. Villiger & U. Trautwein (Hrsg.), Zwischen Theorie und Praxis: Ansprüche und Möglichkeiten in der Lehrer(innen)bildung. Münster: Waxmann, S. 147-167.
Supplementary Readings	