

# Syllabus

## *Course Description*

<b>Course Title</b>	Multilingual didactics and translanguaging
<b>Course Code</b>	87019
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	L-LIN/14
<b>Language</b>	German
<b>Degree Course</b>	Training course for teachers of German as a second language in Italian-speaking primary schools in the province of Bozen-Bolzano
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Dr. Alexander Glück, Alexander.Glueck@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/35490">https://www.unibz.it/en/faculties/education/academic-staff/person/35490</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	All semesters
<b>Course Year/s</b>	3
<b>CP</b>	3
<b>Teaching Hours</b>	30
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	45
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	The lecture offers an overview of different forms of multilingualism and their occurrence in the classroom in the form of multilingual teaching models and multilingual teaching materials with a focus on teaching German as a second language.
<b>Course Topics</b>	1. Forms of multilingualism - individual multilingualism - social multilingualism - institutional multilingualism - territorial multilingualism

	<p>2. Multilingualism and teaching models</p> <ul style="list-style-type: none"> <li>- additive vs. subtractive multilingualism</li> <li>- recursive vs. dynamic multilingualism</li> </ul> <p>3. Multilingualism and teaching materials</p> <ul style="list-style-type: none"> <li>- code switching</li> <li>- translanguaging</li> </ul>
<b>Keywords</b>	multilingualism; teaching models; teaching materials
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	/
<b>Teaching Format</b>	The teaching format comprises frontal lectures, presentations and discussions, which take place partly in person and partly online, but always synchronously.
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Development of disciplinary and transversal skills</p> <p>Disciplinary skills:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Students can recognise forms of multilingualism in teaching situations.</li> </ul> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Students can analyse forms of multilingualism in teaching situations.</li> </ul> <p>Transversal skills:</p> <p>Judgement</p> <ul style="list-style-type: none"> <li>- Students can assess forms of multilingualism in teaching situations.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>- Students can reflect on forms of multilingualism in teaching situations.</li> </ul> <p>Learning strategies</p> <ul style="list-style-type: none"> <li>- Students can develop strategies for implementing forms of multilingualism in teaching situations.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	Formative assessment: oral presentation (30 min)

	Summative assessment: oral exam (3 open questions)
<b>Evaluation Criteria</b>	The final mark is the average of the marks for the parts of the exam. In both cases, the assessment is based on correctness of content and correctness of language.
<b>Required Readings</b>	at the beginning of the lecture on TEAMS
<b>Supplementary Readings</b>	in the course of the lecture on TEAMS
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Quality education