



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2019/2020		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
INTEGRATED COURSE	ITALIAN LINGUISTICS AND ITALIAN LANGUAGE DIDACTICS (L1-L2) FOR PRIMARY AND CHILDREN SCHOOL WITH WORKSHOP		
CODE	18228		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	L-FIL-LET/12		
HEAD PROFESSOR(S)	D'AGOSTINO MARIA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	MATRANGA VITO	Professore Ordinario	Univ. di PALERMO
	PINELLO VINCENZO	Ricercatore a tempo determinato	Univ. di PALERMO
	D'AGOSTINO MARIA	Professore Ordinario	Univ. di PALERMO
CREDITS	13		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	4		
TERM (SEMESTER)	Annual		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>D'AGOSTINO MARIA Tuesday 9:00 11:00 Complesso S.Antonino, Studio 1° Piano</p> <p>MATRANGA VITO Monday 10:00 13:30 Stanza del docente al II piano dell'ed. 12. E' possibile ricevimento a distanza (su Teams) in seguito ad accordi con il docente.</p> <p>PINELLO VINCENZO Monday 10:00 13:00 Complesso Universitario S. Antonino, Piazza S. Antonino n. 1, primo piano, stanza del docente, prenotazione a mezzo e-mail e sul portale. Chi ne avesse necessita puo richiedere il ricevimento a distanza.</p>		

PREREQUISITES	<p>A fundamental prerequisite for students is a good knowledge of Italian in the four basic skills (listening, speaking, reading and writing (level: C1). To understand the contents and the objectives of the course the student should be able to follow the argumentations debated by perceiving the cognitive challenges provided in the classroom by the lecturer. Beside this he/she has to interpret and develop the arguments explained in the textbooks properly. In any case, to adapt the teaching to the students' knowledge, at the beginning of each of the two modules information and basic arguments indispensable for deepening the course topics will be provided. It is required the knowledge of the main Italian political, economic and literary events and the correct use of the basic metalanguage for the description of the Italian language.</p>
LEARNING OUTCOMES	<p>1° module ("Linguistica", prof. V. Matranga).</p> <ul style="list-style-type: none">- Knowledge and ability of understanding: Acquisition of the basics of sociolinguistics and variational issues related to the Italian linguistic community.- Ability to apply knowledge and comprehension: Ability to analyze sociolinguistic phenomena through the appropriate use of specialized concepts and terminology.- Ability in autonomy of judgment. To be able to value the extra-linguistic implications, especially the social ones, of linguistic phenomena.- Communication abilities: Ability to expose the linguistic variation phenomena through theoretical arguments and examples from reality.- Ability of learning: Ability of updating knowledge by reading scientific essays concerning variational linguistics and by attending workshops on sociolinguistic topics. <p>2° module (DID.DELL'ITAL.(L1-L2) PER LA SC.PRIMAR.E DELL'INFANZ.E LAB.I. prof. Sottile)</p> <ul style="list-style-type: none">- Knowledge and ability of understanding: Knowledge of the importance in primary schools language teaching of an approach based on Linguistic education. Acquisition of notions such as bilingualism, linguistic and intercultural contact. Ability to use the terminology of specialized disciplines such as linguistics, acquisitional linguistics, sociology of migration, psychology of migration. Ability to interpret the linguistic and communicative skills of learners of Italian as a second language.- Ability to apply knowledge and comprehension: Ability to organize multilingual and multicultural activities involving the use of web oriented technologies; ability to select materials for classrooms activities; ability to deal with the linguistic specificities when the classroom includes learners who are not Italian mother-tongue speakers.Ability in autonomy of judgment: Ability to evaluate the implications of multicultural and interlinguistic research in language teaching activities.- Communication abilities: Ability to expose multilingual and multicultural issues in relation to language teaching. Ability to support the importance of cognitive and social aspects in the activities concerning multilingual education.Ability of learning: Ability of updating knowledge by reading scientific essays concerning Italian language teaching and by attending workshops on Language teaching topics.
ASSESSMENT METHODS	<p>Before the oral exam, the student must take a written test aimed at demonstrating that they have acquired the fundamental notions of the discipline.</p> <p>After the written test, the student must answer (in a oral exam) at least three questions about the whole programme and the themes dealt with in the works included in the reading list.</p> <p>The exam (written and oral) aims at assessing if the student knows and understands the topics he/she has been asked, if he/she is able to make judgments on cases provided by the lecturer and if he/she has reached the expected targets</p>

	<p>The exam score is awarded by a vote expressed in 18 (min.)-30 (max)</p> <p>The exam is passed if the student knows and understands the topics dealt with in the course at least in general terms, and if he/she has minimal application skills to solve concrete issues. Moreover, he/she must have speaking and arguing abilities in order to communicate the lecturer his/her knowledge. Below this threshold, the exam will be considered failed. The more the student is able to interact with the lecturer through his/her communicative skills, to show a detailed knowledge of the topics dealt with, autonomy in judgement and ability to apply knowledge, the more the assessment will be positive.</p> <p>The final exam aims at assessing if the student knows and masters the topics of the questions he or she has been asked and if he/she has reached the expected targets. The exam is passed if the student shows that he/she knows and understands the topics dealt with in the course at least in their general aspects. Marks: 30/30 s/he expresses herself/himself with extremely clear and effective language, excellent knowledge of the course subjects, good analytical and problem solving skills; 26-29 s/he expresses herself/himself with clear and effective language, good knowledge of the course subjects, fine analytical and problem solving skills; 24-25 s/he expresses herself/himself properly, has basic knowledge of the course subjects and acceptable problem solving skills; 21-23 imperfect knowledge of the course subjects, low analytical and problem solving skills; 18-20 minimal knowledge of the course subjects; INSUFFICIENTE the student has unsatisfactory knowledge of the course subjects.</p>
TEACHING METHODS	Lectures, exercises and laboratory activities

<p style="text-align: center;">MODULE</p> <p style="text-align: center;">ITALIAN LANGUAGE (L1-L2) TEACHING METHODOLOGY FOR PRIMARY AND CHILDREN'S SCHOOL</p> <p style="text-align: center;"><i>Prof. VINCENZO PINELLO - Lettere M-Z, - Lettere M-Z</i></p>	
SUGGESTED BIBLIOGRAPHY	
Bono C. - La Marca A. (2020) Espressione scritta e sviluppo delle 4C. Brescia: Morcelliana Bono C. - La Marca A. (2019) Grammatica italiana all'Universita' ebook	
AMBIT	70008-Linguistica
INDIVIDUAL STUDY (Hrs)	119
COURSE ACTIVITY (Hrs)	56
EDUCATIONAL OBJECTIVES OF THE MODULE	
The course will focus on some theoretical and methodological issues concerning the analysis of the linguistic and communicative competence and teaching tools for an appropriate linguistic education particularly for kindergarten and Primary school.	

SYLLABUS

Hrs	Frontal teaching
4	Didactics of the written text
3	Compared text types
3	Identification of the specific typological characteristics
3	The essay as a text typology (Recipient, purpose, argument, operation of the analysis, operation of writing)
4	Didactics of Italian Language and Developing the Critical Capacity
3	Didactics of Italian Language and Argumentation
4	Written expressions and collaborative learning
4	Lexicon and syntax
4	The use of the connectives and connectors
4	Written expression and orthographic correction
4	Deepening linguistics aspects and grammar through the written text

MODULE LINGUISTICS

Prof. VITO MATRANGA - Lettere A-L, - Lettere A-L

SUGGESTED BIBLIOGRAPHY

M. D'Agostino, Sociolinguistica dell'Italia contemporanea.

G. Antonelli, L'italiano nella società della comunicazione 2.0

C. Grassi, A. Sobrero, T. Telmon, Introduzione alla dialettologia italiana, Laterza – solo CAP. I

AMBIT	70008-Linguistica
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40

EDUCATIONAL OBJECTIVES OF THE MODULE

The course will focus on some theoretical and methodological issues concerning the analysis of the linguistic and communicative competence and of the sociolinguistic variability in the Italian society today. Its aim is to provide cognitive strategies to approach the multilingual and multicultural Italian reality and to identify paths and teaching tools for an appropriate linguistic education particularly for kindergarten and Primary school.

After some introductory lessons, aimed to outline the historical background of the Italian linguistic repertoire, issues related to development and the definition of diasystems of language contact will be dealt with: from the competence and practice of the dialect to the variability and uses of the Italian language. We will analyze the contemporary architecture of Italian and the implication of the different varieties of the linguistic repertoire. Theoretical issues will be verified through the analysis of examples taken from the communication experience of the learners.

SYLLABUS

Hrs	Frontal teaching
4	The development of dialects and of the Italian language
3	The spread of Italian language
2	The linguistic repertoires: the plurilingualism
3	The Italian linguistic repertoire
4	Writing and speaking
2	Computer and mobile mediated communication
4	The social dimension of language
2	Registers and subcodes
4	The regional Italian language
2	The Italian language at school
4	The norm, the use and the linguistic error
Hrs	Practice
2	the use of language registers
2	Analysis of language errors in school papers
2	Linguistic and sociolinguistic analysis of Italian films

MODULE ITALIAN LANGUAGE (L1-L2) TEACHING METHODOLOGY FOR PRIMARY AND CHILDREN'S SCHOOL

Prof.ssa MARIA D'AGOSTINO - Lettere A-L, - Lettere A-L

SUGGESTED BIBLIOGRAPHY

- Marina Chini, Cristina Bosio (a cura di), Fondamenti di glottodidattica. Apprendere e insegnare le lingue oggi, Carocci, Roma, 2014;
- Pierangela Diadori Insegnare italiano a stranieri; Mondadori Education, 2011;
ALTRO MATERIALE sara' messo a disposizione dal docente durante le lezioni.

AMBIT	70008-Linguistica
INDIVIDUAL STUDY (Hrs)	119
COURSE ACTIVITY (Hrs)	56

EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims at guiding students to recognize and give value to a multilingual approach and to the Italian teaching as L2 in kindergarten and primary school. It also focusses on the possible learning paths addressed to foreign students in order to single out the appropriate means to support and reinforce their learning.

Moreover, the course offers the theoretical background of an education based on multiculturalism and multilingualism according to the following educational objectives:

- Acquisition of knowledge related to linguistic, psycholinguistic and social phenomena of multilingualism.
- Acquisition of professional skills to support language learning in relation to research, teaching and experimentation;
- Meta-linguistic reflection on linguistic production and lexical enrichment;
- Fostering linguistic-communicative ability;
- Fostering the ability to comprehend the students' linguistic and communication skills;
- Fostering the knowledge and comprehension of the conceptualization steps of written language acquisition and of social interactions useful to increase literacy;
- Giving the means to detect the non-Italian speaking pupils' communication obstacles;
- Promoting learning processes through metacognition and specific learning strategies;
- Development of skills essential to support the acquisition of reading, writing and speaking abilities by kindergarten and primary school pupils;
- Fostering assessment skills useful to primary school and kindergarten teachers.

SYLLABUS

Hrs	Frontal teaching
2	La competenza linguistica, psicolinguistica e sociolinguistica del docente di scuola dell'infanzia e primaria
2	L'interazione comunicativa
4	L'educazione plurilingue e interculturale: lingua materna, lingua di scolarizzazione e lingue europee
4	Lo sviluppo delle competenze linguistiche: oralità, lettura e scrittura
4	Lo sviluppo delle competenze linguistiche: acquisizione ed espansione del lessico, elementi di grammatica esplicita e riflessione sugli usi della lingua
4	Le strategie meta cognitive, affettive, pratiche e riflessive per l'apprendimento della lingua
4	Didattica della lingua 2 : meta cognizione e apprendimento linguistico
4	Strategie, tecniche e attività utili per lo sviluppo delle competenze linguistiche
2	Itinerari didattici per la compensazione delle lacune e per il consolidamento delle abilità possedute dagli alunni
4	Strategie utili a potenziare le competenze scritte e orali in classi plurilingue di alunni immigrati
2	Le competenze di programmazione, di monitoraggio e di valutazione
4	La didattica della lingua italiana attraverso le tecnologie informatiche