



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2021/2022		
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)	MATRANGA VITO	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	D'AGOSTINO MARIA Tuesday 9:00 11:00 Complesso S.Antonino, Studio 1° Piano 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. 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.		

PREREQUISITES	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.
LEARNING OUTCOMES	1° module: LINGUISTICA: prof. V. Matranga (A-L), V. Pinello (M-Z) - Knowledge and ability of understanding: Knowledge of the basic structures of the Italian language. 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. 2° module: DID.DELL'ITAL.(L1-L2) PER LA SC.PRIMAR.E DELL'INFANZ.E LAB.I.: prof.ssa Mari D'Agostino (A-I), V. Pinello (M-Z) - 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	Before the oral exam, the student must take a written test aimed at demonstrating that they have acquired the fundamental notions of the discipline. 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. 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 The exam score is awarded by a vote expressed in 18 (min.)-30 (max) 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. 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.
TEACHING METHODS	Lectures, exercises and laboratory activities

MODULE LINGUISTICS

Prof. VINCENZO PINELLO - Lettere M-Z, - Lettere M-Z

SUGGESTED BIBLIOGRAPHY

M. D'Agostino, Sociolinguistica dell'Italia contemporanea, Il Mulino, 2012
C. Grassi, A. Sobrero, T. Telmon, Introduzione alla dialettologia italiana, Laterza, 2006 (solo cap. 1)
C. De Santis, Che cos'è la grammatica valenziale, Carocci, 2016

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

EDUCATIONAL OBJECTIVES OF THE MODULE

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.

SYLLABUS

Hrs	Frontal teaching
6	Linguistic variation
8	Linguistic repertoire
6	Multilingualism, plurilingualism, language acquisition
8	Language and society
6	Language and ideology
6	Research Methodology

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

Prof. VINCENZO PINELLO - Lettere M-Z, - Lettere M-Z

SUGGESTED BIBLIOGRAPHY

1. Educazione linguistica: modelli ed esperienze
 - M.G. Lo Duca, Educazione linguistica, Enciclopedia dell'Italiano Treccani: [http://www.treccani.it/enciclopedia/educazione-linguistica_\(Enciclopedia-dell'Italiano\)/](http://www.treccani.it/enciclopedia/educazione-linguistica_(Enciclopedia-dell'Italiano)/)
 - M. G. Lo Duca, I maestri e "I linguisti, in "Lingua italiana ed educazione linguistica", Carocci, Milano 2019, pp. 26-44.
 - Scuola di Barbiana, Lettera a una professoressa, Libreria editrice fiorentina (parti indicate a lezione)
 - Silvana Loiero, De Mauro, la variazione e la scuola, solo i paragrafi 3, 4, 6;
 - Glottodidattica ed educazione linguistica democratica: le 10 Tesi, in <https://www.ditals.com/glottodidattica-educazione-linguistica-10-tesi-giscel/ica/#quattro>
 - Lettura della Tesi GISCEL, <https://giscel.it/dieci-tesi-per-leducazione-linguistica-democrat>
2. DIALETTO E SCUOLA
 - M.G. Lo Duca, Dialetto e scuola, in Lo Duca 2019, pp. 74-81;
 - G. Ruffino, L'indialetto ha la faccia scura, Sellerio, Palermo 2007, le seguenti parti: del file "L'indialetto ha la faccia scura- Estratto", pp. 13-14; pp. 53-56 (escluso par. II); pp. 62-63; pp. 66-71; pp. 102-103".
3. NORMA, NORME ED ERRORE
materiali forniti dal docente
4. MODELLI DI EMERSONE DEL MULTILINGUISMO E VALORIZZAZIONE DEL REPERTORIO DI PARTENZA
 - Materiali forniti dal docente
 - Sette tesi per la promozione di politiche linguistiche democratiche Gruppo di studio sulle politiche linguistiche – Società di linguistica italiana, in Italiano LinguaDue, n. 1. 2013.
 - CARAP, Council of Europe – in Italiano LinguaDue, 2012. Competenze e risorse.
 - Di Benedetto L., Salvato V., Tiranno C. (2017). The value of Languages in Linguistic Autobiography. Teaching Experience with Low-educated Unaccompanied Multilingual Minors, in Sosinski M. (ed.), Alfabetización y aprendizaje de idiomas por adultos: investigación, política educativa y práctica docente, Granada, Universidad de Granada, 2017: 99-108.
 - García O. (2017). Problematising linguistic integration of migrants: the role of translanguaging and language teachers, in Beacco J.-C., Krumm H.-J., Little D., Thalgott Ph. (eds.), Linguistic Integration of Adult Migrants / L'intégration linguistique des migrants adultes Some lessons from research / Les enseignements de la recherche, Berlin - Boston, W. de Gruyter, 2017. Disponibile in: <https://rm.coe.int/the-linguistic-integration-of-adult-migrants-lessons-from-research-l-i/168070a67f>
5. FARE GRAMMATICA ALLA SCUOLA ELEMENTARE 1. Quale sillabo grammaticale nella scuola primaria?
 - Testo: Maria G. Lo Duca Viaggio nella grammatica. Esplorazioni e percorsi per i bambini della scuola primaria, Carocci 2019
 - T. De Mauro, Il nuovo vocabolario di base della lingua italiana, in Guida all'uso delle parole, Laterza, 2019, pp. 157-210): <https://www.internazionale.it/opinione/tullio-de-mauro/2016/12/23/il-nuovo-vocabolario-di-base-della-lingua-italiana>
 - V. Pinello, Tra sistema e testo. Percorsi di grammatica valenziale.
6. ITALIANO LINGUA 2:
Video didattica Centro Come di Milano <https://www.youtube.com/watch?v=Jw1IOfp38sA>
materiali:
 - A. Matromarco, A scuola: giocare, costruire, fare per ... imparare l'italiano con il metodo TPR!, Giunti, Firenze 2005, le seguenti parti: - 02- Il metodo TPR, solo pp. 1-4 escluso "Una motivazione personale"; p. 5 escluso "La lateralizzazione"; da p. 9 "Risposta Fisica Totale" a p. 10; p. 12 solo "Gli obiettivi"; pp. "15-16 Le tecniche".
 - TPR IN CLASSE: Scheda di analisi fornita dal docente.
 - TASK-BASED LANGUAGE LEARNING (TBLT)
Materiali forniti dal docente.
 - G. Paternostro, Pellitteri, Insegnare attraverso i Task: anatomia di una lezione, in "Italiano a Stranieri" n. 18/2015, pp. 3-6.

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

EDUCATIONAL OBJECTIVES OF THE MODULE

- The training objectives pursued through the cycle of lessons and laboratory activities are as follows:
- Promote good professional practices for teaching Italian in kindergarten and primary school.
 - introduce students to issues related to language reflection
 - identify a theoretical framework for the teaching of reflection on the language
 - Promote good practices for a laboratory teaching of reflection on the language
 - Search for observation and analysis of oral and written productions of Italian and foreign students

SYLLABUS

Hrs	Frontal teaching
15	1. Multilingualism, plurilingualism, linguistic variation
15	2. Language education: models and experiences
10	3. Italian grammar (didactic)
Hrs	Workshops

MODULE LINGUISTICS

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

SUGGESTED BIBLIOGRAPHY

M. Aprile, Manuale di base di linguistica e grammatica italiana, Il Mulino, Bologna 2021.

M. D'Agostino, Sociolinguistica dell'Italia contemporanea (seconda edizione), Il Mulino, Bologna 2016.

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

EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims at giving a general overview on contemporary Italian language, on its current linguistic features as well as on its variability in relation to contemporary Italian society linguistic uses and practices.

SYLLABUS

Hrs	Frontal teaching
8	Birth and spread of the Italian language
12	Structures of the Italian language
16	Linguistic variation
Hrs	Practice
4	Varieties of Italian language

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

Il corso presuppone nozioni di base di linguistica e sociolinguistica. Oltre che la conoscenza delle nozioni fondamentali di Storia e Geografia

1. Educazione linguistica: modelli ed esperienze

Testo: M.G. Lo Duca, Educazione linguistica, Enciclopedia dell'Italiano Treccani: [http://www.treccani.it/enciclopedia/educazione-linguistica_\(Enciclopedia-dell'Italiano\)/](http://www.treccani.it/enciclopedia/educazione-linguistica_(Enciclopedia-dell'Italiano)/)

M. G. Lo Duca, I maestri e "I linguisti, in "Lingua italiana ed educazione linguistica", Carocci, Milano 2019, pp. 26-44.

Scuola di Barbiana, Letteara a una professoressa, Libreria editrice fiorentina

"Silvana Loiero, De Mauro, la variazione e la scuola, solo i paragrafi 3, 4, 6;

"Glottodidattica ed educazione linguistica democratica: le 10 Tesi, in <https://www.ditals.com/glottodidattica-educazione-linguistica-10-tesi-giscel/ica/#quattro>

Lettura della Tesi GISCEL, <https://giscel.it/dieci-tesi-per-leducazione-linguistica-democrat>

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del file "L'indialetto ha la faccia scura- Estratto", pp. 13-14; pp. 53-56 (escluso par. II); pp. 62-63; pp. 66-71;

del file "Ruffino pp. 102-103",

3. NORMA, NORME ED ERRORE

materiali forniti dal docente

4. MODELLI DI EMERSONE DEL MULTILINGUISMO E VALORIZZAZIONE DEL REPERTORIO DI PARTENZA

materiali forniti dal docente

Sette tesi per la promozione di politiche linguistiche democratiche Gruppo di studio sulle politiche linguistiche – Società di linguistica italiana, in Italiano LinguaDue, n. 1. 2013.

CARAP, Council of Europe – in Italiano LinguaDue, 2012. Competenze e risorse.

Di Benedetto L., Salvato V., Tiranno C. (2017). The value of Languages in Linguistic Autobiography. Teaching Experience with Low-educated Unaccompanied Multilingual Minors, in Sosinski M. (ed.), Alfabetización y aprendizaje de idiomas por adultos: investigación, política educativa y práctica docente, Granada, Universidad de Granada, 2017: 99-108.

García O. (2017). Problematizing linguistic integration of migrants: the role of translanguaging and language teachers, in Beacco J.-C., Krumm H.-J., Little D., Thalgott Ph. (eds.), Linguistic Integration of Adult Migrants / L'intégration linguistique des migrants adultes Some lessons from research / Les enseignements de la recherche, Berlin - Boston, W. de Gruyter, 2017. Disponibile in: <https://rm.coe.int/the-linguistic-integration-of-adult-migrants-lessons-from-research-l-i/168070a67f> (consultato il 25/02/2020).

5. FARE GRAMMATICA ALLA SCUOLA ELEMENTARE 1. Quale sillabo grammaticale nella scuola primaria? 2.

Testo: Maria G. Lo Duca Viaggio nella grammatica. Esplorazioni e percorsi per i bambini della scuola primaria, Carocci 2019

T. De Mauro, Il nuovo vocabolario di base della lingua italiana, in Guida all'uso delle parole, Laterza, 2019, pp. 157-210; <https://www.internazionale.it/opinione/tullio-de-mauro/2016/12/23/il-nuovo-vocabolario-di-base-della-lingua-italiana>

V. Pinello, La grammatica valenziale (fornito dal docente)

6. ITALIANO LINGUA 2:

Video didattica Centro Come di Milano <https://www.youtube.com/watch?v=Jw1IOfp38sA>

materiali:

A. Mastromarco, A scuola: giocare, costruire, fare per ... imparare l'italiano con il metodo TPR!, Giunti, Firenze 2005, le seguenti parti: - 02- Il metodo TPR, solo pp. 1-4 escluso "Una motivazione personale"; p. 5 escluso "La lateralizzazione"; da p. 9 "Risposta Fisica Totale" a p. 10; p. 12 solo "Gli obiettivi"; pp. "15-16 Le tecniche".

- TPR IN CLASSE: elenco comandi e ricombinazioni.

b) TASK-BASED LANGUAGE LEARNING (TBLT)

G. Paternostro, Pellitteri, Insegnare attraverso i Task: anatomia di una lezione, in "Italiano a Stranieri" n. 18/2015, pp. 3-6;

Altri materiali saranno caricati sul portale.

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15	2. Language education: models and experiences

11	3.Italian grammar (didactic)
Hrs	Workshops
15	ITALIAN LANGUAGE AS L2