



# UNIVERSITÀ DEGLI STUDI DI PALERMO

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|-------------------------|---|---------------------------------|------------------|
| DEPARTMENT              | Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione   |                                 |                  |
| ACADEMIC YEAR           | 2022/2023   |                                 |                  |
| 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    | <p><b>D'AGOSTINO MARIA</b><br/>Tuesday 9:00 11:00 Complesso S.Antonino, Studio 1° Piano</p> <p><b>MATRANGA VITO</b><br/>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><b>PINELLO VINCENZO</b><br/>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> |                                 |                  |

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| <b>PREREQUISITES</b>      | <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>   |
| <b>LEARNING OUTCOMES</b>  | <p>1° module: LINGUISTICA: prof. V. Matranga (A-L), V. Pinello (M-Z)</p> <ul style="list-style-type: none"><li>- Knowledge and ability of understanding:<br/>Knowledge of the basic structures of the Italian language. Acquisition of the basics of sociolinguistics and variational issues related to the Italian linguistic community.</li><li>- Ability to apply knowledge and comprehension:<br/>Ability to analyze sociolinguistic phenomena through the appropriate use of specialized concepts and terminology.</li><li>- Ability in autonomy of judgment.<br/>To be able to value the extra-linguistic implications, especially the social ones, of linguistic phenomena.</li><li>- Communication abilities:<br/>Ability to expose the linguistic variation phenomena through theoretical arguments and examples from reality.</li><li>- Ability of learning:<br/>Ability of updating knowledge by reading scientific essays concerning variational linguistics and by attending workshops on sociolinguistic topics.</li></ul> <p>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)</p> <ul style="list-style-type: none"><li>- Knowledge and ability of understanding:<br/>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.</li><li>- Ability to apply knowledge and comprehension:<br/>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.</li><li>Ability in autonomy of judgment:<br/>Ability to evaluate the implications of multicultural and interlinguistic research in language teaching activities.</li><li>- Communication abilities:<br/>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.</li><li>Ability of learning:<br/>Ability of updating knowledge by reading scientific essays concerning Italian language teaching and by attending workshops on Language teaching topics.</li></ul> |
| <b>ASSESSMENT METHODS</b> | <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</p>   |

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|                         | <p>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 e lode 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> |
| <b>TEACHING METHODS</b> | Lectures, exercises and laboratory activities  |

## MODULE LINGUISTICS

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

### SUGGESTED BIBLIOGRAPHY

Marcello Aprile, Manuale di base di linguistica e grammatica italiana, il Mulino, 2021  
Mari D'Agostino, Sociolinguistica dell'Italia contemporanea, il Mulino, 2012

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|-------------------------------|-------------------|
| <b>AMBIT</b>                  | 70008-Linguistica |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 110               |
| <b>COURSE ACTIVITY (Hrs)</b>  | 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 of the contemporary Italian      |
| 6   | Multilingualism, plurilingualism, language acquisition |
| 6   | Language and society                                   |
| 6   | Language and ideology                                  |
| 8   | Language and linguistic skills in primary school       |

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

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

**SUGGESTED BIBLIOGRAPHY**

Maria G. Lo Duca, Viaggio nella grammatica. Esplorazioni e percorsi per i bambini della scuola primaria, Carocci, 2018  
R. Setti, C. De Santis, R. Cella, a cura di, Per una didattica della parola, Cesati, 2021

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|-------------------------------|-------------------|
| <b>AMBIT</b>                  | 70008-Linguistica |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 119               |
| <b>COURSE ACTIVITY (Hrs)</b>  | 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**

| <b>Hrs</b> | <b>Frontal teaching</b>                                |
|------------|--|
| 15         | Multilingualism, plurilingualism, linguistic variation |
| 15         | Language education: models and experiences             |
| 10         | Italian grammar (didactic)                             |

  

| <b>Hrs</b> | <b>Workshops</b>  |
|------------|---|
| 16         | Italian language as L2 - Teaching for Nursery School and Primary School |

**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

|                               |                   |
|-------------------------------|-------------------|
| <b>AMBIT</b>                  | 70008-Linguistica |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 110               |
| <b>COURSE ACTIVITY (Hrs)</b>  | 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**

| <b>Hrs</b> | <b>Frontal teaching</b>                  |
|------------|--|
| 10         | Birth and spread of the Italian language |
| 10         | Structures of the Italian language       |
| 16         | Linguistic variation                     |

  

| <b>Hrs</b> | <b>Practice</b>               |
|------------|-------------------------------|
| 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**

Maria G. Lo Duca, Viaggio nella grammatica. Esplorazioni e percorsi per i bambini della scuola primaria, Carocci, 2018  
 R. Setti, C. De Santis, R. Cella, a cura di, Per una didattica della parola, Cesati, 2021

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|-------------------------------|-------------------|
| <b>AMBIT</b>                  | 70008-Linguistica |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 119               |
| <b>COURSE ACTIVITY (Hrs)</b>  | 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**

| <b>Hrs</b> | <b>Frontal teaching</b>   |
|------------|---|
| 5          | Italian language L1/L2. Introduction  |
| 5          | Identify a theoretical framework for the teaching of reflection on the language |
| 30         | Good practices  |
| <b>Hrs</b> | <b>Workshops</b>  |
| 8          | Laboratorio   |