UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	ITALIAN STUDIES
SUBJECT	ITALIAN LANGUAGE TEACHING METHODOLOGY
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50326-Lingua e Letteratura italiana
CODE	16324
SCIENTIFIC SECTOR(S)	L-FIL-LET/12
HEAD PROFESSOR(S)	AMENTA LUISA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**AMENTA LUISA** Monday 12:00 13:00 Edificio 12 secondo piano stanza 2.06. Il ricevimento si svolgera in presenza e solo per eccezionali motivi potra essere concordato un incontro su teams. Friday 11:00 12:00 Edificio 12 secondo piano stanza 2.06. Il ricevimento si svolgera in presenza e solo per eccezionali motivi potra essere concordato un incontro su teams.

DOCENTE: Prof.ssa LUISA AMENTA

PREREQUISITES	Excellent knowledge of Italian grammar (C1 level of the QCER)
LEARNING OUTCOMES	Knowledge of the main grammatical patterns of contemporary Italian; Knowledge of the Italian language structures and problems related to their teaching. Ability to develop a meta-linguistic competence in relation to the reflection on the structures of language teaching Ability to recognize and to contextualize the main linguistic phenomena of contemporary Italian Learning skills: starting from the knowledge reflect on educational paths of reading and writing in school. Ability of developping teaching methodology of Italian language
ASSESSMENT METHODS	Only for students who attend lessons: Written tests (40%) + oral interview (60%) in which will be discussed a written essay For students who don't attend lessons: oral interview (100%) in which will be critically discussed arguments of the subject The written tests consists of semi-structured questions for the analysis of particular structures of the Italian language for the purposes of their teaching. The oral test consists of an interview, in order to check the achievemnt of skills and knowledge provided by the course. The discussion is based on the case studies examined in the written essay The evaluation is expressed in thirtieths. Description of evaluation methods: 30-30 cum laude: a) very good knowledge of the topics and critical understanding of the theories and the principles of the discipline b) advanced ability to apply the knowledge to analyze the linguistic data c) excellent use of the specific language d) Excellent ability to organize object of study, and to apply the knowledge for linguistic analysis. 26-29: a) Good knowledge of the topics combined with critical ability of analysis b) good ability to apply the knowledge and analyze the linguistic data c) good use of the specialistic language d) good ability to organize topics autonomously 22- 25: a) basic understanding of the main topics b) limited ability to apply methods and tools to solve the proposed analysis. c) basic knowledge of the specific language d) basic skills to organize the topics of the discipline. 18-21: a) Minimal knowledge of the main teaching topics b) Minimum ability 'to independently apply the knowledge acquired c) low ability to use the specific language of the discipline. d) Minimum ability to organize the topics of the discipline Less than 18:: a) No acceptable knowledge of the contents. b) No ability to argue and analyze the proposed linguistic data. c) No use of the specific language of the discipline The open and semi-structured questions intend to test the results of learning: a) knowledge acquired; b) problem solving ability; adequate ability of rgumentation and use a specific language.
EDUCATIONAL OBJECTIVES	The course aims to provide the tools to develop a teaching professionalism in the field of language education. It is expressly addressed to future teachers but also to those who want to continue their academic studies (PhD, second level master) or professions that require a solid competence in the field of metalinguistic reflection on Italian language. The aim of the course is to give tools to: - Describe and analyze the structures of the Italian language - teach the grammar of the italian language - Appropriately describe the variation of contemporary language - create paths of reflection on the learning process of reading, comprehension and writing
TEACHING METHODS	Frontal lessons + exercises during the frontal lessons.
SUGGESTED BIBLIOGRAPHY	De Mauro, T. L'educazione linguistica democratica, a cura di Silvana Loiero e Maria Antonietta Marchese, Laterza Editore, 2018, ISBN 9788858130728 LUCA CIGNETTI, SILVIA DEMARTINI, SIMONE FORNARA, MATTEO VIALE, Didattica dell'italiano come lingua prima, Il Mulino, 2022 978-88-15-29885-0

	Per ottenere i medesimi obiettivi formativi gli studenti non frequentanti possono studiare questo ulteriore testo / To achieve the same learning objectives, non-attending students can also study this further book: Lo Duca, Lingua italiana ed educazione linguistica, Carocci, II ed. 2013, ISBN 9788843068890

SYLLABUS

Hrs	Frontal teaching
5	Tools and methods to teach italian language
5	Grammar models
5	The model of "grammatica valenziale"
5	How to develop strategies for reading and comprehension. The process of reading The problems in the comprehension process
5	The Invalsi test and the comprehension
5	Writing in the school: how to improve writing process