



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2016/2017		
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)	SOTTILE ROBERTO	Professore Associato	Univ. di PALERMO
	MAUTHE DEGERFELD FABIO	Professore a contratto	Univ. di PALERMO
	MATRANGA VITO	Professore Ordinario	Univ. di PALERMO
	PINELLO VINCENZO	Ricercatore a tempo determinato	Univ. di PALERMO
CREDITS	13		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	4		
TERM (SEMESTER)	Annual		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<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> <p>SOTTILE ROBERTO Tuesday 9:00 13:00 Finche perdurera l'emergenza , il ricevimento continuera a svolgersi nella Stanza Teams "Prof Roberto Sottile - Gestione ricevimento". Gli studenti potranno prenotarsi tramite l'apposita funzione o scrivere una mail. Sara concordato un orario in base alle rispettive esigenze e verra consentito l'accesso alla Stanza mediante invio del link di collegamento..</p>		

PREREQUISITES	<p>The basic requirement for the students is a good knowledge of Italian at level C1 in all the basic skills (listening, speaking, reading and writing). Because of the absence in the previous syllabus of any theoretical linguistic study, at the beginnings of each module will be presented some basic linguistic concepts and terms necessary to the understanding of the specialized arguments discussed in the course.</p>
LEARNING OUTCOMES	<p>1st module prof. V. Matranga</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Knowledge of the historical and the social elements regarding the making and the spreading of the Italian with a special attention to the role of the school education. - Knowledge of the linguistic repertoire of Italians, with some views on the multilingualism, the dialects usage and the life of regional Italian varieties. - Knowledge of the dimensions (diamesic, diastratic, diaphasic, and diatopical) of the Italian varieties. - Knowledge of the methodological tools to analyze linguistic and communicative mistakes. <p>Applying knowledge and understanding</p> <p>Skills in the analysis of linguistic change and variation. Skills in enlarging student understanding of the coding of Italian and the acknowledgement of the role of external influence in the linguistic variation. Understanding the processes of the linguistic mistakes.</p> <p>Making judgements</p> <p>Skill in the autonomous evaluation of the language variation processes and in the understanding of the processes of recurrent linguistic mistakes;</p> <p>Communication</p> <p>Skills in discussing the aspects of the change and of the linguistic variation properly using specialized concepts and terminology.</p> <p>CSkills in teaching the aspects of the change and of the linguistic variation properly using specialized concepts and terminology.</p> <p>Lifelong learning skills</p> <p>Skills in updating the knowledge of the scientific publications in the language and variation research</p> <p>2nd module prof. A. Di Sparti</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Understanding of the role of the language education in childhood and primary school; • Knowledge of the bilingualism and of the language and cultural contact fundamentals in children teaching. • Specialized terminology acquisition of the interdisciplinary area formed by general and acquisitional linguistics, migration studies; • Understanding language and communicative skills of Italian as L2 learners; <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> • Projecting skills of multilingual and multicultural learning activities using computer-based tools; • Searching real life materials for language development and skills in guiding discussions in small and larger groups; • Skills in applying knowledge and understanding in textual and communicative competence; • Skills in guiding linguistic peculiarities of the classrooms in the Italian as Language 2; <p>Making judgements:</p> <ul style="list-style-type: none"> • Evaluation skills in applying the results of interlingual research in language teaching projects; • Skills in finding adequate solutions in pragmatic conflictual situations; <p>Communication:</p> <ul style="list-style-type: none"> • Skills in presenting multilingual and multicultural aspects of teaching to not-experts; • Skills in defending the role and the cognitive fall-out of a multilingual education; • Skills in cooperative learning in multiethnic contexts. <p>Lifelong learning skills:</p> <ul style="list-style-type: none"> • Skills in adapting teaching material and procedures to the local social changes; • Mastery of teaching techniques of Italian language;

	<ul style="list-style-type: none"> Skills in using computer and web-based tools to globalize students perspectives.
ASSESSMENT METHODS	<p>The mark will be numerical on the basis x/30.</p> <p>The final exam will be oral and the student will be requested to answer to at least 3 questions on the topics enclosed in the recommended textbooks. The aim is to evaluate the student ability in critical and autonomous discussing of the topics and the questions argued in the course.</p> <p>The exam will be considered passed (from 18/30 onwards) if the student will show a basic understanding of the questions.</p> <p>The evaluation will be proportionally improved following the critical and autonomous arguing shown by the student.</p> <p>After 20 teaching hours it will be a written exam requiring an open answer to a 5-7 questions.</p>
TEACHING METHODS	Lesson and Lab activities. The attendance will be recommended for the lessons and mandatory for the Lab activities.

MODULE ITALIAN LANGUAGE TEACHING METHODOLOGY FOR PRIMARY AND CHILDREN SCHOOL WITH WORKSHOP

Prof. ROBERTO SOTTILE - Lettere A-L, - Lettere A-L

SUGGESTED BIBLIOGRAPHY

Di Spati A. (2015), Web, globalization, identity and minorities. In M. Alba Nin o/R. Kailuweit (Hg) Medien für Minderheitensprachen. Mediensprachliche Überlegungen zur Entwicklung von Minderheitensprache, Freiburger Romanistische Arbeiten, Rombach, pp. 41-64

Diadori Insegnare italiano a stranieri; Mondadori Education, 2011

Di Spati A: Lingue a meta. Plurilinguismo e emigrazione di ritorno in Sicilia, CSFLS, Palermo, 1993, pp. 191-303 (fotocopie Centro Stampa ex Fac. di Lettere)

G. Giudizi, La lingua italiana per gli alunni stranieri, F. Angeli 2013

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

EDUCATIONAL OBJECTIVES OF THE MODULE

The main education goals to be attained in the course are:

- Knowledge acquisition of different aspects of multilingualism;
- Professional mastery of activities in language abilities recovery;
- Professional competence in integrating different languages competence (multicompetence);

SYLLABUS

Hrs	Frontal teaching
30	<p>Timetable LESSONS</p> <p>Italian teaching (I1-L2) e Lab. n. 40 hours (6 credits) prof Di Spati –</p> <p>1-2 Bilingualism and multilingualism: definitions and types.</p> <p>3-4 Evaluation and stereotypes on multilingual education – “Iceberg Metaphor” by Jim Cummins.</p> <p>5-6 Language acquisition and language learning. Similarities and differences in L1 and L2 learning.</p> <p>7-10 A brief history of language teaching theories.</p> <p>11-14 The EU language education policy. Framework and Portfolio.</p> <p>15-16 The language basic skills acquisition: listening, speaking, reading and writing.</p> <p>17-18 Acquiring lexical competence in Italian.</p> <p>19-20 Strategies and exercises to develop oral and written communication in migrant children.</p> <p>21-22 Language basic skills and a syllabus of Italian L2;</p> <p>22-23 Using computers, web and multimedia in language education;</p> <p>24-30 Contrastive language analysis and interlanguage in migrant children;</p>
Hrs	Workshops
16	<p>31-33 Pronunciation and orthographic structures; Corpus Di Spati (1993)</p> <p>34-36 Lexical and Noun Phrase Structures (Corpus Di Spati (1993)</p> <p>36-40 Verbal and Propositional Phrases (Corpus Di Spati (1993)</p> <p>41-42 Phonetic Diasystem</p> <p>43-44 Morphosyntactic Diasystem</p> <p>45-46 Phonetic Diasystem</p>

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

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
3	The linguistic repertoires: the plurilingualism
3	The Italian linguistic repertoire
4	Writing and speaking
3	Computer and mobile mediated communication
4	The social dimension of language
4	Registers and subcodes
4	The regional Italian language
4	The Italian language at school
4	The norm, the use and the linguistic error