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|  |  |  |  | **UNIVERSITY OF BANJA LUKA**    **FACULTY OF PHILOLOGY** | |
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|  | | **Graduate academic studies** | | | |
| **Study program** | |  | | |  |

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| **Subject** | **Didactics of Italian language** | |  |  |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
| DIJ | E | IX | 2+2 | 5 |
| **Professors** | Danilo Kapaso, Ass. professor | |  |  |

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| **Conditioned by other subjects** | | | | | |
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| **Objectives of studying the subject:** | | | | | |
| The goal is for students to become familiar with basic topics related to didactics of the Italian language and with modern theoretical and scientific approaches to study through lectures, reading professional literature, discussions and assignments in small groups. | | | | | |
| **Learning outcome (Acquired knowledge):** | | | | | |
| Students will be competent to engage in any activity related to the didactics of the Italian language. | | | | | |
| **Course content:** | | | | | |
| The content includes the following topics: the concept of didactics applied to the Italian language; science of didactics; types and forms of didactics of the Italian language; conceptualizations and definitions of didactics of the Italian language; didactics of the Italian language as L2 and LS to Italians and foreigners. | | | | | |
| **Teaching methods and mastering the material:** | | | | | |
| Teaching takes place in groups of up to 40 student,s consists of lectures and seminars.  At the beginning of the session, the teacher introduces the topic and encourages the students to talk briefly reflection/discussion. The teacher's presentation follows, after which there is a discussion supported by questions or tasks prepared by the teacher or one of the students. In the seminar part, the emphasis is on establishing a connection between the treated topic and translation practice. Part of the student's duties takes place in a virtual environment on the faculty's website, where the teacher leaves materials that the students need to study, students submit assignments, conduct discussions on the forum, etc.  ​ | | | | | |
| **Literature:** | | | | | |
| Favaro, G., 2002, **Insegnare l’italiano degli alunni stranieri**, La Nuova Italia, Firenze  Chini, M., 2005, **Che cos'e la linguistica acquisizionale**, Roma, Carocci Coonan, C. M., 2002, **La lingua straniera veicolare,** Torino, UTET uise, M.C., 2003, “Studiare in un ambiente facilitante: l’approccio ludico e cooperativo per la lingua dello studio”, in Grassi, R. / Valentini, A. / Bozzone Costa, R., **L’italiano per lo studio nella scuola plurilingue: tra semplificazione e facilitazione**, Perugia, Guerra  Ciliberti, A., 2003, “Collaborazione e coinvolgimento nella classe multilingue”, in Ciliberti, A., Pugliese, R., Anderson, L. (a c. di) **Le lingue in classe**, Carocci, Roma  Pallotti, G., 2000, "Favorire la comprensione dei testi scritti", in P. E. Balboni (a c. di), **ALIAS. Approccio alla lingua italiana per allievi stranieri**, Torino, Petrini, | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
| Students are expected to attend classes regularly, be prepared for classes and actively participate in classes, especially in seminar work. During classes, students are also required to submit assignments in electronic form, depending on the specific instructions of the professor. The final grade is awarded on the basis of the written exam, and the work in the seminar is also taken into account. | | | | | |
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| **Special indication for the subject:** | | | | | |
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| **Name and surname of the professor who prepared the data: Danilo Kapaso**  **​** | | | | | |