In a higher education context where a course on *Contrastive German Syntax* is taken as a mandatory subject, students from two different Degrees come together in class. *Information structure* topics are part of the course syllabus and, depending on the Degree of the participants, there are different expectations regarding what should be considered, and for what reasons, canonical and non-canonical expressions of the current informational dichotomies given vs. new, topic vs. comment and focus vs. background. Moreover, the languages under contrast are manifold. In addition to English as First Foreign Language for all attendees and the two vernaculars Catalan/Spanish as well as some Migration Languages (Arabic, Russian), contrasts are favored with those Third Languages for which students of both Degrees must enroll in a number of ECTS identical to their commitment in the field of German as a Foreign Language (English, Catalan, Spanish, Russian, French, Galician/Portuguese, Italian).

Three areas have been detected for which both the grammaticography of each single language and the contents in manuals and outlines of an updated bibliography for Bachelor level studies show some shortcomings (descriptions are not always interleaveable to each other, examples have been often invented, etc.) when it comes to their use for collaborative work in a course design where students must actively participate in obtaining contrasts from remarks and data compiled in the grammars and in the syntax manuals of each of the contrasted languages.

The three areas for which improvements in the didactic presentation and in the design of the activities have turned out to be most necessary are: (1) the diagrammatic visualization of connections between the discursive management of information and its expression in linear structures, (2) similarly at the interface between syntax and discourse, lack of a heuristic for analyzing expressions of informational dichotomies (resp. of its scalarity) that could apply to authentic examples and (3) attention to a constructional approach under which constructicographies of informational structure patterns should be viewed as an important desideratum.

Ensuing from these observations, the following research question arises: What contributions can make a series of contrastive studies on the information structure of the language pairings German-Spanish, German-Catalan, German-Romance languages, and to a lesser extent German-Russian and German-Arabic, to each of the three above mentioned areas of inquiry: visualization of reference tracking, topicalization and focalization patterns, establishing a set of heuristic rules for their strategic identification and contrasting them from a Constructional Grammar approach?

The research methodology is the systematic literature review. Selection criteria for the reviewed contrastive studies, the developed review protocol and the results of the systematic literature review will be reported.

The purpose of the study is to provide feedback for delimiting the scope of the range of issues covered by the original wording of the initial research question and to refine it in order to obtain bundles of research questions suitable for being dealt with within the time constraints of teaching/learning activities in class or in autonomous work based on parallel corpora consultation.