# Linguistica inglese

## Prof.ssa Francesca Costa

**Esercitazioni di Lingua Inglese 2**

### Dott.sse Chiara Canova, June Gibson, Costanza Peverati, Francesca Poli, Jenovia Smith, Angela Vasilovici

**Esercitazioni di Lingua Inglese 3**

Dott. sse Chiara Canova, Margaret Fox, June Gibson, Michelle Hanson, Francesca Pe, Jenovia Amisti Smith, Bonnie Tamplin, Angela Vasilovici

# Linguistica inglese

## Prof.ssa Francesca Costa

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims at providing an introduction to English Linguistics in terms of the theoretical and methodological tools necessary to describe the phonological, morphological, lexico-grammatical and textual features of contemporary English as well as English language acquisition processes, intercultural awareness, translanguaging pedagogies, the role of English as an international language and its use as a medium of instruction at all levels.

The intended learning outcomes are that participants are expected to be able to:

* discuss the theoretical underpinnings of the course contents;
* be aware of language acquisition processes;
* be aware of translanguaging processes;
* discuss the intercultural role of English in the international context also as a medium of instruction;
* participate actively in the class context.

***COURSE CONTENT***

The course will cover the following topics:

– definition, branches, and research methods of English linguistics;

– aspects of English as an international language in segmental and supra-segmental phonology;

– aspects of morphology, semantics, syntax, and pragmatics;

– English lexis and vocabulary acquisition processes;

– conversation, discourse and multimodal analysis;

– the interconnections between culture and language;

– English language acquisition processes also in study abroad contexts;

– translanguaging, codeswitching and the alternation between the L1 and the L2

– the role of English as lingua franca in the internationalisation context;

– English as a medium of instruction at all levels of education (BE, CLIL, EMI).

Active participation and group work will be an integral part of the course.

***READING LIST***

Compulsory texts:

T. Herbst, *English linguistics,* De Gruyter Mouton, Berlin 2010.

Collection of articles available on the course area of Blackboard.

One of the following books:

F. Costa, *CLIL (Content and Language integrated learning) through English in Italian higher education,* LED, Milan 2016. [*Acquista da VP*](https://libreria.vitaepensiero.it/scheda-libro/costa-francesca/clil-content-and-language-integrated-learning-through-english-in-italian-higher-education-9788879167857-256876.html)

F. Costa, *Enjoy teaching English. Insegnare inglese nella scuola primaria,* Giunti Scuola, Firenze 2019.

F. Costa, *Alternation between L1 (Italian) and L2 (English) in three CLIL and EMI contexts,* Cambridge Scholars, Newcastle upon Tyne 2021.

Z. Dornyei, *Research methods in applied linguistics,* OUP, Oxford 2007.

R. Ellis, *Second language acquisition*. Oxford University Press, Oxford 2012.

D. Lasagabaster- A. Doiz, (Eds.), *Language use in English-Medium Instruction at university. International perspectives on teacher practice*, Routledge, London 2021.

A. Llinares-T. Morton, (eds.) *Applied linguistics perspectives on CLIL*, John Benjamins, Amsterdam 2017.

S. Maci, *English tourism discourse,* Milano, Hoepli 2020.

A. Murphy-H. Bowles, (Eds.), *English-medium instruction and the internationalisation of universities,* Palgrave Macmillan, Basingstoke 2020.

M. Pavesi- e. Ghia, *Informal contact with English*, Edizioni ETS, Pisa 2020.

P. Seargeant- C. Tagg, (eds.),*The language of social media: Identity and community on the internet,* Palgrave Macmillan, Basingstoke 2014.

N.B. Additional information about the reading list will be given in class and posted on *Blackboard*.

***TEACHING METHOD***

A range of the following: lectures, videolectures, audiovisual materials, tasks, seminars, group discussions, revisions, group and peer-to-peer-work presentations and self study.

***ASSESSMENT METHOD AND CRITERIA***

Continuous assessment and final oral exam. The final oral exam is based on the reading list of the course. The final mark is out of 30. Students will be assessed on 1) a formative assessment project work in the form of a PPT presentation on the book of their choice in the reading list. This will count for 55% of the mark 2) the students’ knowledge of the contents of the course. This will count for 45% of the mark. Both disciplinary content and language skills in terms of fluency and accuracy will be assessed.

***NOTES AND PREREQUISITES***

Students are expected to have a B2 level (CEFR) of English.

The course is taught in English and all students must enrol for the course on Blackboard. It is suitable for Erasmus and exchange students.

*Place and time of office hours*

During the semester office hours take place on a weekly basis, as as publicised on the University webpages.

**Esercitazioni di Lingua Inglese 2**

### Dott.sse Chiara Canova, June Gibson, Costanza Peverati, Francesca Poli, Jenovia Smith, Angela Vasilovici

### **COURSE AIMS AND EXPECTED LEARNING OUTCOMES**

*Course aims*

This course in English language aims to consolidate the linguistic skills acquired in the previous year in the areas of lexis, grammar, phraseology, syntax, pronunciation, reading and writing skills. Students should reach a level that is comparable to B2.2 in the Common European Framework of Reference for Languages.

Additionally, students of the Esperto Linguistico per il Turismo profile will be offered 10 hours of classes with a special focus on the language of tourism, with emphasis being placed on a selection of prototypical texts and communicative events in this sector. Part of this focus will be dedicated to the main issues regarding tourist translation.

*Expected learning outcomes*

At the end of the course students are expected to:

* be able to demonstrate comprehension of a passage read aloud in various accents of English and the ability to transcribe the passage correctly in the Roman alphabet;
* be able to show knowledge of the grammatical structures and phraseology of English and areas of vocabulary contained in the course books;
* be able to summarise a written text correctly in English, showing knowledge of the grammatical and lexical cohesive devices of written English;
* be able to translate a text from Italian to English demonstrating knowledge of grammatical structures and lexis taught at the expected level;
* be able to prove their oral and aural comprehension skills at the expected level;
* (for students from the tourism stream) have learnt about the textual and discourse features of a range of written and oral texts created for tourists. They will also have analysed a repertoire of functional language used by professionals in a selection of communicative situations, with special focus on tour guiding.

*Transferable skills*

At the end of the course students are expected to have enhanced their communicative skills by participating actively in tasks in the classroom and at home.

***COURSE CONTENT***

- Grammatical and lexical cohesive devices;

- Syntactic structures;

- Phraseological constructions, collocations, phrasal verbs and idioms;

- Summary writing;

- Reading comprehension skills;

- (for those in the tourism stream) Text analysis of tourist texts;

- Translation skills;

- Practising the correct transcription of a text read aloud.

***READING LIST***

# -J. Hughes; P. Dummett; H. Stephenson, *Life Advanced Student’s Book and App,* National Geographic Learning (2019), second Edition (ISBN: [9781337286336](about:blank))

-M. Swan, *Practical English Usage*. *Book and Online Practice*. Oxford University Press. (Fourth Edition) ISBN 9780194202411

**-***Summary Writing Exercises* (All Groups) – Lingua Inglese 2 – 2022/2023 (Available at the Copy Centre)

**-***Translation L1**- L2* (All Groups) – Lingua Inglese 2 – 2022/2023 (Available at the Copy Centre)

Students should possess *both* a monolingual and a bilingual dictionary.

Recommended monolingual dictionaries:

*Longman Dictionary of Contemporary English (6th Edition)*

*Cambridge Advanced Learner’s Dictionary (4th Edition)*

*Oxford Advanced Learner’s Dictionary (10th Edition)*

*Macmillan English Dictionary for Advanced Learners (New Edition)*

*Collins COBUILD Advanced Learner’s Dictionary (9th Edition)*

Recommended bilingual dictionaries (to be checked):

*Il Sansoni Inglese. Italiano-Inglese, Sansoni (ultima edizione)*

*Grande Dizionario di Inglese. Inglese-Italiano, Italiano-Inglese, con CD-ROM. Hoepli (ultima edizione)*

*Il Ragazzini 2021. Dizionario Inglese Italiano, Italiano Inglese, Zanichelli*

*Oxford Paravia. Il dizionario inglese-italiano, italiano-inglese (ultima edizione)*

***TEACHING METHOD***

The lessons are interactive, requiring pair work and group work. Self-study is fundamental, using the course books and extra materials made available on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The *language exams* are called *prove intermedie* (intermediate tests) to indicate that they are a step towards the end of year exam in either English Linguistics or English Literature, according to the student’s curriculum. The grades in the written and oral language exams contribute to the final single mark awarded for the whole second year programme.

The second year written language exam tests listening comprehension, spelling and punctuation through a dictation exercise, knowledge of grammar, lexis and phraseology at the expected level, summary writing skills, and translation into English.

During the oral exam, conducted in English, students are assessed on their ability to communicate at a B2+ level. The assessment focuses on correct pronunciation, effective communication skills, the ability to use appropriate lexis as well as students’ knowledge of the content of the assigned readings. The final mark out of 30 points reflects the level reached, based on performance in the exam.

***NOTES AND PREREQUISITES***

The courses are taught in English. Students must enrol in the 2022-23 courses on the Blackboard platform to be able to access the course contents and practice materials.

Students must have completed the English exams of the first year before they attempt any English exams in the second year. They must pass the oral and the written language exams before they can take the second year Morphosyntax / Lexis or Literature exams.

It is important that students remain in the course assigned to them so as to ensure groups with similar numbers of participants.

Any students who do not succeed in passing their written exams are required to attend the remedial courses (corso di recupero) in the following semester.

*Place and time of consultation hours*

The language teachers are available to talk to students after lessons.

**Esercitazioni di Lingua Inglese 3**

Dott. sse Chiara Canova, Margaret Fox, June Gibson, Michelle Hanson, Francesca Pe, Jenovia Amisti Smith, Bonnie Tamplin, Angela Vasilovici

***COURSE AIMS AND EXPECTED LEARNING OUTCOMES***

*Course aims*

The aim of this course is to help undergraduate students of English to develop their oral and written language competence to a level that is comparable to C1 in the Common European Framework of Reference for Languages in areas useful to their professional development. Particular attention is given to building vocabulary and idiomatic expressions.

*Expected learning outcomes*

*Knowledge and understanding*

At the end of the course students are expected to have gained working knowledge of authentic texts (in various media) in English and Italian relevant to their curriculum.

*Ability to apply knowledge and understanding*

At the end of the course students are expected to be able to:

* understand, write and speak in correct English about written or spoken texts related to their curriculum;
* understand, write and speak in correct English about videos on current topics;
* translate short written passages from English to Italian and vice versa on topics related to their curriculum.

*Transferable skills*

At the end of the course students are expected to have enhanced their ability to interact with others effectively, to structure an argument, to develop greater sensitivity to and tolerance for other cultures; they are also expected to have enhanced their creative thinking skills and be better at problem solving.

***COURSE CONTENT***

A range of up-to-date materials from a variety of sources are used for reading comprehension, discussion, and text production. The course also includes a translation component, both into English and into Italian, in which authentic texts that are relevant to students’ field of study are translated in class and at home. Videos of current topics are also used for class discussion and writing activities.

***READING LIST***

**Translation L1-L2 (All Curricula)**

-M. Fox and J Gibson (ed.) *Translation L1-L2* (available from the Copy Centre)

**Translation L2-L1 (All Curricula)**

-Materials for Translation into Italian supplied on Blackboard

**Reading and Professional Writing (All Curricula)**

- Nigel A. Caplan - Scott R. Douglas, *Q SKills for Success Reading and Writing, Level 5.* *Student Book with iQ Online Practice*. Oxford University Press. (Third Edition) (ISBN 9780194903967)

- C. Bell, M. Fox, J. Gibson, J. Smith (eds.) *Professional Writing Revised* (available at the Copy Centre)

**Video-based Summary, Listening and Speaking (All Curricula)**

Susan Earle-Carlin, *Q SKills for Success Listening and Speaking, Level 5*. *Student Book. With iQ Online Practice*. Oxford University Press. (Third Edition) ISBN 9780194905176

Further materials will be communicated by the teachers at the beginning of the courses and made available on the Blackboard platform.

Students should possess *both* a monolingual and a bilingual dictionary.

Recommended monolingual dictionaries:

*Longman Dictionary of Contemporary English (6th Edition)*

*Cambridge Advanced Learner’s Dictionary (4th Edition)*

*Oxford Advanced Learner’s Dictionary (10th Edition)*

*Macmillan English Dictionary for Advanced Learners (New Edition)*

*Collins COBUILD Advanced Learner’s Dictionary (9th Edition)*

Recommended bilingual dictionaries:

*Il Sansoni Inglese. Italiano-Inglese, Sansoni (ultima edizione)*

*Grande Dizionario di Inglese. Inglese-Italiano, Italiano-Inglese, con CD-ROM. Hoepli (ultima edizione)*

*Il Ragazzini 2021. Dizionario Inglese Italiano, Italiano Inglese, Zanichelli*

*Oxford Paravia. Il dizionario inglese-italiano, italiano-inglese (ultima edizione)*

***TEACHING METHOD***

Lessons in the classroom and in the multimedia labs in pairs and groups; individual self-study at home using the course materials, in print and on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The *language exams* are called *prove intermedie* (intermediate tests) to indicate that they are a step towards the end of year exam in either English Linguistics or English Literature, according to the student’s curriculum.

The third-year written language exam consists of three parts. The first part consists of two tasks: a written passage with comprehension questions, and a writing exercise, such as an email, formal letter, report, newsletter, press release. In the second part, a short video is shown two times, and students fill in a vocabulary exercise linked to the video. In the third part, there are two translations, one from English to Italian, the other from Italian to English. Both monolingual and bilingual dictionaries may be used, but not special dictionaries (such as exam dictionaries or collocations dictionaries).

At the oral exam, students must be able to discuss readings selected during the year. They are assessed on their listening and speaking skills, including pronunciation, fluency, grammatical accuracy, use of appropriate vocabulary and general communicative ability. Students must demonstrate that they know the contents of the readings and are able to discuss related themes.

***NOTES AND PREREQUISITES***

Students must have completed the English exams of the second year before they attempt any English exams in the third year.

All students must enroll in the course on Blackboard.

It is important that students remain in the course assigned to them so as to ensure groups with similar numbers of participants.

Any students who do not succeed in passing their written exams are required to attend the remedial courses (*corso di recupero*) in the following semester.

*Place and time of consultation hours*

The language teachers are available to talk to students after lessons.