# Lingua Inglese 3 (Lingua e Comunicazione Professionale)

# Curriculum: Esperto Linguistico d’Impresa; Esperto Linguistico per le Relazioni Internazionali

## Prof. ssa Sonia Rachele Piotti

**Esercitazioni di Lingua Inglese 3 (Tutti i curricula)**

Dott.sse Chiara Canova, Margaret Fox, June Gibson, Michelle Hanson, Jenovia Smith, Bonnie Tamplin

# Lingua Inglese 3 (Lingua e Comunicazione Professionale)

# Curriculum: Esperto Linguistico d’Impresa; Esperto Linguistico per le Relazioni Internazionali

## Prof. ssa Sonia Rachele Piotti

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

*Course aims*

The aim of this course is to provide undergraduate students of English with a basic introduction to selected constructs, methodologies and topics for the analysis of spoken and written workplace interaction in a wide variety of workplace contexts, with a focus on such issues as politeness, power, and consensus building.

Students are expected to become aware of the specific linguistic features in different genres of workplace discourse, such as decision-making, instructional discourse, briefing or masking arrangements, with extracts from real texts and naturally occurring spoken interactions.

*Expected learning outcomes*

Knowledge and understanding

At the end of the course students are expected to have acquired the following:

- an understanding of the effects of the context of situation upon the structure of the language within specific social and organizational contexts;

- an understanding of the importance of relationship building in workplace settings;

- an understanding of the interplay between speakers accomplishing tasks and maintaining relationships in the workplace;

- an understanding of the variety of ways in which English is used in professional and workplace settings;

- knowledge of specific issues at the forefront of current academic research and practice in workplace discourse.

Ability to apply knowledge and understanding

At the end of the course students are expected to be able to identify and analyse the characteristics of different types of workplace communication in a variety of social and organizational settings.

*Transferable skills*

At the end of the course students are expected to have enhanced their ability to analyse spoken and written language and interact with others effectively.

***COURSE CONTENT***

Constructs

- Context of situation

- Register

Methodologies

- Genre Analysis

- Critical Discourse Analysis

- Conversation Analysis

- Politeness theory

***READING LIST***

-C. Cucchi, *Insights into English Discourse,* EDUCatt, Milano, 2010. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/costanza-cucchi-monica-pedrola/insights-into-english-discourse-9788883117442-639856.html)

-[B-L. Gunnarsson](https://www.cambridge.org/core/search?filters%5BauthorTerms%5D=Britt-Louise%20Gunnarsson&eventCode=SE-AU), “Multilingualism in the Workplace”. In: Annual Review of Applied Linguistics (2013) 33, pp. 162-189. (Article from an e-journal available from UCSC Library)

- J. Holmes, *Power and Politeness in the workplace: A Sociolinguistic Analysis of Talk at work*, Routledge, London 2015 (2nd edition)

- A. Koester, *Workplace Discourse*, Continuum, London/New York 2010

(Monograph available as an e-Book from UCSC Library)

- Lessons.

***TEACHING METHOD***

Technology-enhanced lectures; pair and/or group work; individual analysis and observation tasks; self-study.

***ASSESSMENT METHOD AND CRITERIA***

For the exam, all students have to:

a) take a partial written test

b) finish with an oral exam.

1. Partial Written Test

Students may choose between two options:

1. taking the test *in itinere* at the end of the course (on a date set in January or February 2024 exam session; the test will be valid for one academic year, not later than the February 2025 exam session)
2. taking the test on any official exam date, before the oral exam, once they have passed the written and oral language exams (*prove intermedie*)

Whichever option they choose (1 or 2), in the partial written test all students must be able to identify and comment on the methodologies, topics and features of spoken and written professional genres in English detailed in the Course Contents section and in the linguistic works (Cucchi; Holmes; Koester, ch. 1-5) in the Reading List, using appropriate terminology.

1. Oral exam

At the oral exam, students will discuss the contents of the following materials in the Reading List:

-Gunnarson’s article

-Koester, ch. 6 (“*Communicating across cultures: English as an internal language of Work*”).

The oral exam can only be taken on official exam dates once students have passed the written and oral language exams (*prove intermedie*) and the partial written test. If students choose option 2) for the partial written test, the test and the oral exam can be taken on different exam dates and/or in different exam sessions within the academic year, i.e. not later than February 2025 exam session.

The final mark for Lingua Inglese 3 (Lingua e Comunicazione Professionale) (12.00 CFU) reflects the student’s:

a) written and oral communication skills as shown in the weighted average (*media ponderata*) of the language exams (*prove intermedie*)

b) score on the written test

c) score on the oral exam

d) knowledge and understanding of the features of spoken and written professional genres and course contents.

***NOTES AND PREREQUISITES***

Except for incoming Erasmus students from other universities, students MUST have passed Lingua Inglese 3 (prova intermedia scritta e orale) before they attempt Lingua e Comunicazione Professionale.

All students are asked to enroll to the course on Blackboard.

*Place and time of consultation hours*

Students wishing to talk to Prof. Piotti should go to her office hours as indicated on her UC webpage. Office hours are weekly in term time and take place in her office in Brescia (on the second floor in via Trieste).

**Esercitazioni di Lingua Inglese 3 (Tutti i curricula)**

Dott.sse Chiara Canova, Margaret Fox, June Gibson, Michelle Hanson, Jenovia Smith, Bonnie Tamplin,

***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:**

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

M. Fox (ed.) *Translation L1-L2 Altri curricula*(available from the Copy Centre).

**Translation L2-L1:**

Materials prepared by the teachers and available on the Blackboard platform.

**Professional Writing**

**(ELI Students)**

M. O’Keeffe, *Market Leader (3rd Edition Extra)* *Advanced.* *Extra Coursebook with DVD-ROM,*Pearson ELT, 2016(ISBN: 9781292135274)

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

**(ELRI Students)**

C. Bell (ed.), *Reading Comprehension, 3rd Year International Relations* (available at the Copy Center)

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

**(LLS, ELT, LCM Students)**

M. Fox (ed.) *Professional Writing (Reading Texts*)(available at the Copy Centre)

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

**Oral Skills (All curricula):**

J. Gibson, J. Smith, C. Canova (eds.) *Oral Skills*(available at the Copy Centre)

 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*, 2014;

*Advanced Learners Dictionary*, Cambridge, 2015;

*Advanced Learners Dictionary*, Oxford, 2015;

*English Dictionary for Advanced Learners*, Macmillan, 2017;

*Advanced Dictionary*, Collins Cobuild, 2017.

Recommended bilingual dictionaries:

*Il Sansoni Italiano-Inglese*, Sansoni, ultima edizione,

*Grande Dizionario Hoepli Inglese con CD-ROM*, Hoepli, 2016.

*Il Dizionario Inglese Italiano Ragazzini*, Zanichelli, 2018. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/giuseppe-ragazzini/il-ragazzini-2023-dizionario-inglese-italiano-italiano-inglese-versione-base-9788808267351-710643.html?search_string=ragazzini&search_results=36)

*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 enrol 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.