# Lingua inglese II (Lingua, morfosintassi e lessico)

## Gr. A-K and L-Z: Prof. Sonia Rachele Piotti

### **COURSE AIMS and INTENDED learning outcomes**

*Course Aims*

The course is addressed to undergraduate students of English as a foreign language.

The course introduces students to basic concepts of linguistics – morphology, vocabulary, grammar, syntax – that are relevant to a synchronic description and analysis of present-day English through authentic spoken and written English examples, and to ideas and approaches that are relevant in these contexts. Given the wide range of different subjects and the great number of theoretical and methodological approaches comprised by linguists, a selection is made with respect to the topics and approaches that can be appropriate to an introductory course.

The course also includes aspects of the analysis of English that appear relevant in a foreign language context. These include occasional references to the other foreign language(s) students are learning – particularly German –; references to the history of English with respect to aspects that pose problems for a synchronic analysis and have their causes in earlier stages of the language and subsequent historical developments; an introduction to the monolingual learner’s dictionaries of English available for the study of the language.

*Expected learning outcomes*

Knowledge and understanding

Students completing the course are expected to have acquired the following:

- an understanding of the importance of historical variation and of its impact on some aspects of present-day English

-an understanding of the formation of English words (morphology and vocabulary) and of their classification and grammatical modification (grammar)

- a comprehension of the phrase grammar structure of English (grammar and syntax);

- a knowledge of the structure and content of English learner’s dictionaries and an appreciation of their role in language learning (dictionaries/lexicography)

- an understanding of the central aspects of the academic study of the English language and the terminology used for the analysis of the respective fields.

Ability to apply knowledge and understanding

At the end of the course students are expected to have acquired the appropriate theoretical and methodological approaches to be able to discuss how English compares to the other foreign language(s) they are learning with respect to the core areas detailed in the course contents.

In addition, students are expected to become aware of the fact that sometimes there are no easy or straightforward answers or solutions to some aspects of language.

Transferable skills

By participating actively in the analysis and observation tasks in the classroom, students are also expected to have enhanced their critical thinking skills, communicative competence and learning skills.

***COURSE CONTENTS***

**1. The English language**

\* Facts about English

-Historical variation

\* The character of English

- English as a Germanic language

- Language typology

**2. Morphology and lexis**

\* Morphs, morphemes, allomorphs

\* Morphological realisation rules

\* Inflectional morphology: historical background

\* Problems of morphological analysis

\* Derivational morphology and word formation

\* Formal and productive types of word formation

\* Phraseology

\* Multi-word units and idioms

**3. Grammatical categories and word classes in English**

\* Nominal grammatical categories

\* Verbal grammatical categories

\* Word classes

**4. English syntax**

\* Phrase structure grammar of English

\* Noun Phrase

\* Adjective phrase

\* Adverb phrase

\* Prepositional phrase

\* Verb phrase

Postverbal prepositional phrases: types and functions

**5. English lexicography**

\* Dictionaries of English: development and features

\* Types of Dictionaries of English

***READING LIST***

T. Herbst, *English linguistics,* De Gruyter Mouton, Berlin 2010. [Ch. 8; 9 (pp. 95-105); ch. 10 (134-140)] (E-book available from UCSC Library Catalogue)

Laurel J. Brinton-Donna M. Brinton, *The Linguistic Structure of Modern English*, John Benjamins, Amsterdam/Philadelphia, 2010. [Ch. 7; Ch. 8 (220-225)] (E-book available from UCSC Library Catalogue)

Shigeru Yamada,“Monolingual Learners’ Dictionaries-Where Now?”, in H. Jackson (ed.), *The Bloomsbury Companion to Lexicography*, Bloomsbury, 2013, pp. 188-212. (only for optional assignment on dictionaries)

-Lessons

-Materials available on the course on Blackboard.

***TEACHING METHOD***

The teaching method includes technology-enhanced lectures, using print and visual materials and mobile learning tools, pair and/or group work, individual analysis and observation tasks, self-study.

***ASSESSMENT METHOD AND CRITERIA***

For the exam, all students have to take a written test on Blackboard.

Optionally, students can also submit an assignment on learner’s dictionaries.

Written test (mandatory for all students)

Students may choose between two options:

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

Whichever option students choose (1 or 2), the written test will be administered through Blackboard. In the test, all students must be able to identify and explain the features of the English language detailed in the Course Contents section (topics 1-4) (cfr. Herbst; Brinton-Brinton; lessons), using appropriate terminology.

Assignment on learner’s dictionaries (optional)

The assignment must be submitted via Blackboard and be due by the date which will be set and communicated during the course. Students have only one date per academic year to submit their assignment.

For this part of the exam, all students are required to describe the structures and features of select monolingual learner’s dictionaries of English detailed in the Course contents section (topic 5) (cfr. Yamada) and following the guidelines provided on the course on Blackboard.

The final mark for Lingua Inglese 2 (12 CFU) reflects the student’s:

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

b. score on the written test on Blackboard

c. score on the optional dictionary assignment (only for the students who choose to submit the assignment)

d. knowledge and understanding of course contents.

***NOTES AND PREREQUISITES***

*Notes*

With the exception of incoming Erasmus students from other universities, students must have passed the written and the oral language prove intermedie of the second year before they attempt Lingua, Morfosintassi e Lessico. For Erasmus students, the course in Lingua, Morfosintassi e Lessico (30 hours) is worth 5 CFU.

All students must enrol in the course on Blackboard.

*Prerequisites*

The course does not assume any background in linguistics. Students are required to learn the technical vocabulary of grammar and linguistics, but all necessary terms and concepts are presented during the course.

*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 Milan (as indicated on Blackboard).