



ENGLISH LINGUISTICS	
Enrollment year	2017/2018
Academic year	2017/2018
Regulations	DM270
Academic discipline	L-LIN/12 (ENGLISH LANGUAGE AND TRANSLATION)
Department	DEPARTMENT OF HUMANITIES
Course	THEORETICAL AND APPLIED LINGUISTICS; LINGUISTICS AND MODERN LANGUAGES
Curriculum	PERCORSO COMUNE
Year of study	1°
Period	1st semester (25/09/2017 - 10/01/2018)
ECTS	6
Lesson hours	36 lesson hours
Language	English
Activity type	ORAL TEST
Teacher	PAVESI MARIA GABRIELLA (titolare) - 6 ECTS
Prerequisites	<p>Students should have a competence in English corresponding to a B2 level of the Common European Framework of Reference for Languages (CEFR).</p> <p>Students are expected to have passed the examination of General linguistics.</p>
Learning outcomes	The course aims to systematically describe a topic of English linguistics with special reference to its acquisitional, sociolinguistic, pragmatic, cross-linguistic and cross-cultural dimensions.
Course contents	<p>Contexts of acquisition of English as a second language</p> <p>The course offers an overview of key notions in the field of English as a second language, including spontaneous and classroom second language acquisition (SLA), interlanguage and English Lingua Franca,</p>

the internal and external variables in the acquisition of L2 English. It focuses on input, that is the language data learners obtain through exposure to English, and its relationship to output or language production. Topics covered include the main input types in naturalistic, classroom and multimedial contexts (e.g. native-native interactions, simplified input, non interactional language). The resulting acquisitional processes and outcomes will be discussed with special emphasis on incidental learning in EMI- English as a Medium of Instruction at university - contexts and through exposure to audiovisual input.

Teaching methods

The course comprises lectures and seminars. During lectures students will be encouraged to take active participation to discussion.

In the final part of the course. attending students will be able to give presentations which will replace part of the final examination. In their presentations students will discuss the contents of an article taken from a list provided during the course.

Recommended or required readings

Attending students

Lightbown, P., Spada, N. 2013 (Fourth edition). How languages are learnt. Oxford. Oxford University Press. Chapters 1,2,3,4,5,7.

Ellis, R. 2008. The Study of Second Language Acquisition. Second edition. Oxford: Oxford University Press. Ch. 3. pp. 67-102.

Formentelli, M., 2012. English Lingua Franca: reality or fiction? Assessing the debate on the status of English as language of global communication. SILTA, XL1, 19-47.

Formentelli, M., 2017. Taking stance in English as a Lingua Franca: Managing interpersonal relations in academic lectures. Newcastle upon Tyne: Cambridge Scholars. Chapter 1, pp. 1-38.

Pavesi M., 2015. "From the screen to the viewer-Learner. Audiovisual input as a context for second language acquisition". In Sandra Campagna, Elana Ochse, Virginia Pulcini, Martin Solly (eds). *Languaging in and across Communities: New Voices, New Identities. Studies In Honour of Giuseppina Cortese*. Bern: Peter Lang.

Verspoor, M.H., de Bot, K. van Rein, E., 2011. "The role of out-of-school language input". In A. De Houwer, A. Wilton (eds.), *English in Europe today. Sociocultural and educational perspectives*. Amsterdam/Philadelphia: Benjamins, 147-166.

Non-attending students

Ellis, R. 2008. The Study of Second Language Acquisition. Second edition. Oxford: Oxford University Press. Ch. 3. pp. 67-102.

Lightbown, P., Spada, N. 2013 (Fourth edition). How languages are learnt. Oxford. Oxford University Press. Chapters 1,2,3,4,5,7.

Formentelli, M., 2012 English Lingua Franca: reality or fiction? Assessing the debate on the status of English as language of global communication. SILTA, XL1, 19-47.

Ilis, R. 2008. The Study of Second Language Acquisition. Second edition. Oxford: Oxford University Press. Ch. 3. pp. 67-102.

Formentelli, M., 2012. English Lingua Franca: reality or fiction? Assessing the debate on the status of English as language of global communication. SILTA, XL1, 19-47.

Formentelli, M. , 2017. Taking stance in English as a Lingua Franca: Managing interpersonal relations in academic lectures. Newcastle upon Tyne: Cambridge Scholars. Chapter 1, pp. 1-38.

Pavesi M., 2002. "Per una didattica naturale: strategie discorsivi nell'insegnamento integrato di lingue e contenuti". In F. Maggi, C. Mariotti, M. Pavesi (a cura di), Le lingue straniere come veicolo di apprendimento nella scuola. Como: Ibis, 47-63.

Pavesi M., 2015. "From the screen to the viewer-Learner. Audiovisual input as a context for second language acquisition". In Sandra Campagna, Elana Ochse, Virginia Pulcini, Martin Solly (eds). Languaging in and across Communities: New Voices, New Identities. Studies In Honour of Giuseppina Cortese. Bern: Peter Lang.

Pérez Vidal, C., 2011. "Language acquisition in three different contexts of learning: Formal instruction, Stay abroad, and semi-immersion (CLIL)". In Y. Ruiz de Zarobe, J. M. Sierra, F. Gallardo del Puerto (eds.), Content and foreign language integrated learning. Contributions to multilingualism in European Contexts. Bern: Lang, pp. 103-127.

Assessment methods

Course knowledge will be assessed by a final oral examination on the course contents and on the reading list.
Attending students who give a presentation during the seminars at the end of the course will be tested on a shortened reading list.
The examination will be in English.

Further information

The course ppt presentations will be available at the end of the course at the linguistics library.

Sustainable development goals - Agenda 2030

[\\$ibl legenda sviluppo sostenibile](#)