



UNIVERSITÀ DI PAVIA

Anno Accademico 2016/2017

ENGLISH LINGUISTICS	
Enrollment year	2014/2015
Academic year	2016/2017
Regulations	DM270
Academic discipline	L-LIN/12 (ENGLISH LANGUAGE AND TRANSLATION)
Department	DEPARTMENT OF HUMANITIES
Course	MODERN LANGUAGES AND CULTURES
Curriculum	LINGUISTICO-FILOLOGICO-LETTERARIO
Year of study	3°
Period	2nd semester (27/02/2017 - 01/06/2017)
ECTS	6
Lesson hours	36 lesson hours
Language	English
Activity type	ORAL TEST
Teacher	PAVESI MARIA GABRIELLA (titolare) - 6 ECTS
Prerequisites	B2-level competence in English
Learning outcomes	The course aims to 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. 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</p>

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

Lectures and seminars.

Attending students will be able to give presentations during the course which will replace part of the final examination.

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.

Pavesi M., 2015. "From the screen to the viewer-Learner. Audiovisual input as a context for second language acquisition". In Sandra Campagna, Elana Ochs, 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.

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.

Non 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.

	<p>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.</p> <p>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). <i>Languaging in and across Communities: New Voices, New Identities. Studies In Honour of Giuseppina Cortese</i>. Bern: Peter Lang.</p> <p>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.), <i>Content and foreign language integrated learning. Contributions to multilingualism in European Contexts</i>. Bern: Lang, pp. 103-127.</p>
Assessment methods	<p>Course knowledge will be assessed by a final oral examination on the course contents and on the reading list.</p> <p>Attending students who give a presentation during the seminar at the end of the course will be tested on a shortened reading list.</p>
Further information	<p>Course knowledge will be assessed by a final oral examination on the course contents and on the reading list.</p> <p>Attending students who give a presentation during the seminar at the end of the course will be tested on a shortened reading list.</p>
Sustainable development goals - Agenda 2030	<p>\$Ibl legenda sviluppo sostenibile</p>