

COURSE OF STUDY: Sciences and Techniques in Psychology (L-24)
ACADEMIC YEAR: 2023-2024
ACADEMIC SUBJECT: Scientific English + Additional Linguistic Abilities LABORATORY
“READING AND UNDERSTANDING SCIENTIFIC PAPERS EFFICIENTLY AND CRITICALLY”
[2 CFU]

General information	
Year of the course	1st Year
Academic calendar (starting and ending date)	Second Semester
Credits (CFU/ETCS):	6+2
SSD	Language and Translation – English Language (L-LIN/12)
Language	English
Mode of attendance	Voluntary

Professor/ Lecturer	
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Department and address	Chiaia Napolitano Building, 3rd floor, office n. 315
Virtual room	Platform Teams. Code: 9z4kr8p
Office Hours (and modalities: e.g., by appointment, on-line, etc.)	On Wednesdays from 10 to 11 a.m. It can change according to the academic year timetable and specific needs of the students and/or the professor in charge of the laboratory.

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
40 + 10	40	10	<i>As wished by the student</i>
CFU/ETCS			
6+2	6	2	<i>As wished by the student</i>

Learning Objectives
<p>The course provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist language they need to participate successfully within a psychology department (attending lectures, seminars) reading scientific literature in the field of psychology and analysing linguistic strategies which are of critical importance for the writing of a research article (topic distribution within the IMRaD model, use of verb tenses, etc.). There is also a focus throughout on the key psychology terminology that students will need.</p> <p>Extended listening exercises come from lectures held by scholars in the field of</p>

	<p>psychology and all the research articles are taken from the same field of expertise.</p> <p>Listening: how to understand and take effective notes on extended lectures or plenaries, including how to follow the argument and identify the speaker's point of view.</p> <p>Speaking: how to participate effectively in a variety of realistic situations, from seminars to presentations, including how to develop an argument and use stance markers.</p> <p>Reading: how to understand a wide range of texts, from academic textbooks to research articles taken from open access journals, including how to analyze complex sentences and identify such aspects as the writer's stance.</p> <p>Writing: how to produce coherent and well-structured assignments, including such skills as paraphrasing and the use of the appropriate academic phrases.</p> <p>Terminology: a wide range of activities to develop students' knowledge and use of key terminology, both in the field of psychology and of academic study in general.</p> <p>Terminology and Skills banks: a reference source to provide students with revision of the key words and phrases and communicative skills in the field of psychology.</p> <p>Full transcripts of all listening exercises.</p>
Course prerequisites	A2/B1 Level of English proficiency

Teaching strategies	Frontal Lesson, Dialogue Lesson, Group Work, Problem Analysis, Problem Solving, Cooperative Learning.
Expected learning outcomes in terms of	
Knowledge and understanding on:	S/he can understand the main points of clear specialized speech on familiar matters regularly encountered in work. S/he can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. S/he can understand specialised articles and longer technical instructions, even when they do not relate to his/her field. S/he can understand texts that consist mainly of job-related language. S/he can understand the description of events, feelings and wishes expressed by adults and children.
Applying knowledge and understanding on:	S/he can deal with most situations likely to arise whilst travelling in an area where the language is spoken. S/he can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events), or that deal with specific professional topics.
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> S/he can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. S/he can give reasons and explanations for opinions and plans. S/he can express themselves fluently and spontaneously without much obvious searching for expressions. S/he can use language flexibly and effectively for social and professional purposes. S/he can formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers. • <i>Communicating knowledge and understanding</i> S/he can narrate a story, a case study, or relate the summary of a specialized book or lecture held in an international conference and describe his or her reactions. S/he can write structured and connected texts on topics which are familiar or of personal scientific interest. S/he can present clear, detailed

	<p>descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.</p> <ul style="list-style-type: none"> • <i>Capacities to continue learning</i> <p>S/he can write, read, and understand authentic texts (handbooks, abstracts of scientific articles, radio and TV programmes, lectures held in international conferences) with a good level of understanding. S/he can write about complex subjects in a letter, an essay, or a report, underlining what s/he considers to be the salient issues and selects a style appropriate to the reader/audience in mind.</p>
Syllabus	
Content knowledge	<p>For the written essay: Reading and Analysis of scientific articles referring to the scientific literature in the field of ESP (English for Specific Purposes), which helps the student to identify the order of the sections within a research article (IMRaD); the structure underlying the distribution of topics within each section (for example, the 4 and 5 move-structure (Bathia 1993; Hyland 2004) for the abstract, the CARS model (Swales 2004) for the introduction) ; the appropriate use of tenses and modal verbs, abbreviations and acronyms, the active and passive voice, the use of "I" or "we", citations etc. Important terminological, phraseological, syntactic, and textual aspects are analyzed such as monoreferentiality, semantic uniqueness, accuracy and transparency of terms and noun phrases, expressive conciseness, nominalization, theme and rheme, etc.</p> <p>For the Oral Interview: What is a Mind? Listening to free online video lessons held by prof. Mark Solms (University of Cape Town), who explores important questions to understand our mind. Listening activities are implemented by in-depth reading, activities such as quizzes, summaries, comprehension questionnaires and discussion forums. The lessons take a multidisciplinary approach to explore four properties that define the mind: subjectivity, consciousness, intentionality, and agency.</p>
Texts and readings	<p>Research articles taken from international open access journals (https://www.apa.org/pubs/highlights/sample) and PowerPoint Presentations created ad-hoc to facilitate the understanding of the contents related to scientific articles and video lessons.</p>
Notes, additional materials	
Repository	<p>The teaching material is available for a period of three years after the delivery of the laboratory in the Teams class (folder entitled teaching material) and/or in paper form in the professor's office.</p>

Assessment	
Assessment methods	<p>A Preliminary written essay (Analysis of a section of a scientific article) and an oral interview.</p>
Assessment criteria	<p>The exam includes a written essay that aims to verify the level of knowledge of the contents, methods and models illustrated during the course. Furthermore, this test is followed by an interview on topics that are not the subject of the written test. This spoken interview aims to evaluate the ability to present the contents orally and to critically reason on topics, approaches and interdisciplinary knowledge addressed during the course.</p>
Final exam and grading criteria	<p>Theoretical-practical references to the Literature in the field of TEYLs and appropriate use of Academic English</p>
Further information	
	<p>Mid-term tests conceived in order to improve writing, listening and communicative skills.</p>