

General Information	
Academic subject	English Language and Translation I
Degree course	
Curriculum	Lingue, Culture e Letterature Moderne (LCLM)
ECTS credits	12
Compulsory attendance	No
Language	Italian and English

Subject teacher	Name Surname	Mail address	SSD
	Anna Vita Bianco	annavita.bianco@uniba.it	L-LIN/12

ECTS credits details			
Basic teaching activities	L-LIN/12		

Class schedule	
Period	I and II term
Year	I
Type of class	Lecture- workshops

Time management	
Hours measured	300
In-class study hours	60
Out-of-class study hours	240

Academic calendar	
Class begins	September 27 ^h 2021
Class ends	May 27 ^h 2022

Syllabus	
Prerequisites/requirements	It is advisable, though not compulsory, that students have a general knowledge of European culture. It is also hoped their competence in logical and grammatical analysis
Expected learning outcomes (according to Dublin Descriptors) (it is recommended that they are congruent with the learning outcomes contained in A4a, A4b, A4c tables of the SUA-CdS)	<ul style="list-style-type: none"> -Adequate knowledge and understanding of the Italian and English written and oral system -Knowledge and understanding of the use and usefulness of the English monolingual dictionary to study both the oral and written language -Ability to apply morphological, syntactic, grammatical and lexical choices when translating from and to English written and oral texts dealing with topics of cultural and linguistic interest -Ability to gather relevant data/knowledge and to make judgements from and on written and multimodal texts dealing with the English and Italian language and

	<p>culture</p> <ul style="list-style-type: none"> -Ability to communicate ideas and discuss issues of cultural and linguistic interest in a correct and precise written/oral form -Learning skills and ability to integrate knowledge about linguistic and intercultural areas through the acquired tools (English monolingual dictionary, grammar books and contrastive grammar books, multimodal texts, mind maps) - Ability to think about, identify and take note of their own emotions and thoughts/beliefs to evaluate the benefits or negative effects on the resulting actions (such as doing exercises, learning the language, etc.)
<p>Contents</p>	<ul style="list-style-type: none"> -Linguistic contrastive analysis which includes: phonetics, English and Italian phonology, morphology and techniques of word-formation, syntax, grammar, semantics -Theory and applying translation strategies when translating from and to English, avoiding linguistic interference -Structuring and writing short texts/compositions on cultural issues - Focusing on individual emotions and of the class as a whole to better understand the emotional meanings conveyed through words when people speak/write -Focusing on individual thoughts/beliefs about oneself and others (the whole class, cultures, etc.) which often prevent openness to others as well as from learning a foreign language -Developing students' awareness of their own emotions and beliefs in order to open their mind towards others and other cultures
<p>Course program</p>	<p>General title: Language: Creativity, Emotions and Awareness</p> <p>Phonetics, Phonology and Word-Formation</p> <ul style="list-style-type: none"> -Collins B., Mees I.M. (2003), <i>Practical Phonetics and Phonology. A Resource Book for Students</i>, London and New York, Routledge. -Crystal D. (2003), <i>The Cambridge Encyclopedia of the English Language</i>, Cambridge, Cambridge University Press. <p>Emotions and open-mindedness towards others/other cultures</p> <ul style="list-style-type: none"> -David S. (2016) <i>Emotional Agility. Get Unstuck, Embrace</i>

	<p><i>Change and Thrive in Work and Life</i>, Great Britain: Penguin Life.</p> <p>-Deutscher G. (2010) <i>Through the Language Glass. Why the World Looks Different in Other Languages</i>, London: Arrow Books.</p> <p>-Eco U. (1994), “A Rose by Any Other Name”, in “Guardian Weekly”, January, 16th.</p> <p>-Goleman D. (2004) <i>Emotional Intelligence. Why it Can Matter More than IQ</i>, USA: Random House.</p> <p>-O’ Driscoll J. (2017), <i>Britain for Learners of English</i>, 3rd edition, Oxford, Oxford University Press.</p> <p>How to prepare for the exam:</p> <p>-Salvo M. (2015), <i>Metti il turbo alla tua mente con le mappe mentali</i>, Milano, Gribaudo.</p> <p>-Nardone G. (2018), <i>Problem Solving Strategico</i>, 9th edition, Milano, Adriano Salani Editore.</p> <p>Grammar Books and Exercise Books:</p> <p>- Murphy R. (2019) <i>English Grammar in Use. Book with Answers and Interactive eBook. A Self-study Reference and Practice Book for Intermediate Learners of English</i>, 5th Edition, Cambridge University Press. ISBN: 9781108586627.</p> <p>-Latham-Koenig C., Oxenden C., Lambert J., Chomacki K. (2020), <i>English file Digital Gold B2. Student's book. Workbook. With key. E-book + Ready for Seconda Prova</i>, fourth edition, Oxford University Press. ISBN: 9780194039413</p> <p>Monolingual Dictionaries:</p> <p>-Longman Dictionary of Contemporary English for Advanced Learners (the more recent edition)</p> <p>-Oxford Advanced Learner's Dictionary (the more recent edition)</p> <p>NB. Only Erasmus students who do not master Italian are allowed to use the bilingual dictionary (i.e. Italian/Polish-Polish/Italian, Italian/Greek and so on) during the written test</p>
Bibliography	
Notes	A paper file containing all the topics dealt during the course will be available at the beginning of the academic year
Teaching methods	Lectures, translation workshops, online assignments through the E-learning platform and

	Microsoft Teams, lab, multimodal tools, mind maps
Assessment methods (indicate at least the type written, oral, other)	A preparatory written test and an oral exam
Evaluation criteria (<u>Explain for each expected learning outcome what a student has to know, or is able to do, and how many levels of achievement there are.</u> for each learning outcome expected said, describe what you expect the student knows or is able to do and at what level, in order to demonstrate that a learning outcome has been achieved and at what level)	<p>The written test lasts 3 hours. It aims to assess whether the students will be able to:</p> <ul style="list-style-type: none"> - understand a text by replying to related questions in a correct and precise form - organize and write a syntactically and lexically correct composition on cultural topics inserting critical insights - apply English syntactic and grammatical structures through exercises of reformulation and of verbal tenses - use the English monolingual dictionary, namely to look for syntactic, grammatical and lexical information and apply it in all the sections of the written test <p>The oral exam aims to assess whether the students will be</p> <ul style="list-style-type: none"> - aware enough of their own emotions and thoughts/beliefs and of the benefits or negative effects on the resulting actions (such as doing exercises, learning the language, etc.) - able to explain the topics discussed during the course by also applying phonetic, phonological, syntactic, grammatical rules and an adequate lexis accordingly
Further information	<p>Receiving hours: Tuesday 18.00-19.30 (on Microsoft Teams/Skype)</p> <p>NB. Student workers are invited to send an email and to arrange alternative receiving hours.</p> <p>Check dr. Bianco's page for any notices about/during the course at the following link (click on the section "Didattica"):</p> <p>https://manageweb.ict.uniba.it/docenti/bianco-anna-vita</p>