

CORSO DI LAUREA LINGUE MODERNE PER IL WEB

Lingua e Traduzione Inglese I

A.A. 2004/2005

Semester: October / January

Teachers: *Benedetta Miracola*
Fabio Angelini

Prerequisites

Students are expected to have reached the competences and communicative skills at the *Waystage/Threshold (A2/B1)* level according to the European Framework. At least they should *understand* sentences and frequently used expressions related to areas of most immediate relevance, *communicate* in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.

Credits

9

Working language

English in all places of training

CONTEXT:

This Semester modules A B C D will be developed by the professors and

AIMS AND OBJECTIVES

The aims of the modules are

- To achieve a gradual and integrated development of the four skills (Listening, speaking, reading and writing) in order to get a linguistic and communicative competence at “**Strong Threshold Level**” (B1+) / “**Vantage Level**” (B2), according to the *Common European Framework*;
- to introduce students to the main translation theories and familiarise them with fundamental translation notions and their crucial role in the translation process;
- to develop students' ability to identify translation problems and set up strategies and procedures to solve them;
- to develop an awareness of the distinction between general language and language for special purpose and of how this impacts on translation and terminology.

Learning Outcomes

On completion of

Module A Listening – Speaking Strategies and presentation of topics students should:

1. Understand the main points of a clear standard input on familiar matters regularly encountered in work, school, academic environment, leisure, extended speech , lectures, etc.
2. Understand most points of many audio-visual sources on current affairs or topics of personal or professional interest.
3. Understand TV news and films in a standard spoken language

Use the language in a sufficiently clear, correct and logical way so that they can:

1. Deal with most situations likely to arise while travelling
2. Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work and current events)
3. Describe coherently experiences and events
4. Give reasons and explanations for opinions and plans expressing the main points they want to make comprehensibly
5. Narrate a story or relate the plot of a book or film and describe their own reactions, points of view
6. Explain viewpoints on a topical issue expressing advantages and disadvantages

Module B Reading Strategies

students should

Make use of different reading strategies in order to understand:

1. Different types of texts (articles, letters, reviews, etc.) on concrete and abstract topics, including technical discussions in their field of specialisation
2. Articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

Module C Writing Strategies

students should

Produce:

1. Simple, coherent, cohesive reports , articles and reviews on a range of familiar subjects and experiences, describing impressions and explaining their own viewpoint
2. Letters and e-mails expressing thoughts about abstract or cultural topics, experiences, feelings and events
3. Creative texts such as stories and diaries of events, real or imagined.

Module D Translation Strategies and Procedures

students should

1. be aware of basic translation notions and of the part they play in choices and decisions made in translation practice in general and in translating specialised texts in particular;
2. be able to apply and discuss appropriate translation strategies and procedures necessary for effective translation;

CONTENT

Module A

Students will be exposed to spoken language through the use of different listening materials and trained to acquire decoding abilities. Students will be encouraged to use any and all the language at their command to perform some kind of oral task. They will be introduced to use speaking techniques to master gambits and prepare project work on specific topics.

Module B

Students will be introduced to different types of text and their main features. They will learn how to identify key-sentences and key-words, main ideas and topics and sub-topics. The students will be trained to do a number of things with a reading text – scan the text for particular bits of information, skim a text to get a general idea of what it is about, read for detailed comprehension, read for pleasure.

Module C

Students will be introduced to know some of writing's special conventions (punctuation, paragraph construction, topic sentences and supporting sentences, layout of compositions, writing styles, etc). They will be trained to write in a number of common everyday styles. These will include letters of various kinds, writing narrative compositions, reports, newspaper and magazine articles, reviews.

Module D

Students will be introduced to fundamental notions in translation and to the crucial part they play in decisions and choices made in the translation process. They will also learn about the different translation types/methods and their context of use. The module develops students' ability to identify and describe translation problems and discuss the strategies and procedures used to solve them. Students are made aware of the distinction between general language and language for special purposes and how this impacts on the translation of specialised texts.

Teaching material is drawn from the main textbooks

Teaching and Learning Methods

6 hours taught lecture/seminar per week.

- Formal lectures 60 hours
- Lecture related independent learning 60 hours
- Seminars (lettore) hours
- Seminar related independent learning hours
- Assessment related independent learning 62 hours
- Total 150 hours

Assessment

BOOKLIST

Indicative Bibliography

On Learning integrated skills

Sue Emery, Gill Mackie, Nicholas Stephens, **LINK** *Course Book + Workbook Intermediate*, New Editions, 2001

Jeremy Harmer, **JUST** *Listening and Speaking, Intermediate*, Marshall Cavendish ELT

Jeremy Harmer, **JUST** *Reading and Writing, Intermediate*, Marshall Cavendish ELT

Suggested Resource Materials:

- Baker, M., *In Other Words*, London, New York, Routledge, 1992
- Cambridge Advanced Learner's Dictionary, CUP
- Collins, Advanced Learner's English Dictionary, COBUILD
- Collins COBUILD *English Grammar*, Sinclair, John
- Eastwood, John, *Oxford Practice Grammar*, with answers, OUP
- Hornby, A.S., Oxford Advanced Learner's Dictionary, OUP
- Other materials to be determined during lessons

EXAM

The exam is one and made up of two tests (oral and written).

Written test (90 minutes)

- a) written translation of a text (English into Italian)

b) writing task (from a range of writing activities : reports / articles / informal / transactional letters / reviews)

Students are allowed to use an English dictionary for foreign students (monolingual) and not a translating dictionary (bilingual).

Oral test

a) discussion of the students' production of research and written work in the following 4 subjects discussed during the course .

(Students must get information on the above subject areas from a wide range of sources in order to demonstrate the ability to deal with different types of writing. Selected texts and written work produced have to be shown during this phase of oral assessment).

b) conversation on topics chosen by the teacher examining the students.

(During the conversation students should be able to show interactional abilities at the level required.)

Students who have received an International Language Certificate at the B1 level (PET, Trinity College London ISE I ESOL Trinity College, grades 6/7) in the last 5 years will be granted a bonus at the oral exam.