



Course of study in  
**"Sport sciences, practice and management of sporting  
activities" - [L22].**  
a.y. 2020/2021

**SUBJECT:**  
**English language and translation**

SDS: L-LIN/12; ECT: 6

Lecturer: **Prof. Letizia Cinganotto**

*Telematic University of Studies IUUL*

*CofS "Sport sciences, practice and management of sporting activities" - L-22*

*ENGLISH LANGUAGE TRANSLATION - a.y. 2021/2022*

<p><b>Qualification and scientific background of the lecturer</b></p>	<p><b>Letizia Cinganotto</b> has a degree in Foreign Languages and Literatures and a PhD in Synchronic, Diachronic and Applied Linguistics from the University of Roma Tre. She has completed masters and advanced courses in foreign language teaching, Italian L2 and digital and multimedia teaching.</p> <p>She is currently a researcher at INDIRE, Territorial Branch of Rome and her research areas concern English language and translation, English language teaching, CLIL methodology (Content and Language Integrated Learning), TELL (<i>Technology Enhanced Language Learning</i>) and digital teaching.</p> <p>She participates in numerous Working Groups and Technical-Scientific Committees at the Ministry of Education, the European Commission, the Council of Europe and the OECD.</p> <p>She has published articles, essays and digital educational content, as well as four volumes on CLIL methodology.</p> <p>She has presented papers at national and international conferences in Italian and English.</p>
<p><b>Description of contents and subdivision of the programme into teaching modules</b></p>	<p><b>TABLE AND DEFINITION OF CONTENTS</b></p> <p>The first module of the course will focus on English language learning in the digital age in the European scenario, with particular reference to the motor-sports sector, drawing on sector websites and magazines. Tools will be proposed for</p>

	<p>self-learning and for translation.</p> <p>The second module of the course will include an introduction to the history of English literature, with particular reference to a work of English literature: "Tom Jones" by Henry Fielding, from which links to the world of motor and sports education will be drawn.</p> <p>Therefore, the course will be divided into the following <b>2 modules</b>:</p> <ul style="list-style-type: none"> <li>➤ <b>Module 1: English for sport in the digital era</b> <ul style="list-style-type: none"> <li>▪ English and ICT.</li> <li>▪ Language Learning in the European Agenda.</li> <li>▪ Resources for English and sports.</li> <li>▪ Tools for translation.</li> </ul> </li> <li>➤ <b>Module 2: A snapshot of the British literature: "Tom Jones" by Henry Fielding</b> <ul style="list-style-type: none"> <li>▪ An overview of the British literature.</li> <li>▪ Tom Jones by Henry Fielding: 'rise and fall'.</li> <li>▪ Learning contents in English: EMI and CLIL.</li> </ul> </li> </ul>
<p><b>Abstract</b></p>	<p>The first module of the course will focus on learning English in the digital age and in the European scenario, with particular reference to the sport sector. Tools for self-learning and translation will be provided. The second module of the course will offer an overview of the history of the British literature, with particular reference to a novel "Tom Jones" by Henry Fielding, representing the starting point for discussing and reflecting on possible links with the field of sport.</p> <p>The course is aimed at developing the competences in the English language at B1 CEFR level, fostering integrating skills: listening, speaking, reading, writing, spoken and online interaction.</p>

<b>Learning objectives</b>	The proposed activities and contents will be aimed at the development of language skills in an integrated way ( <i>Listening, Reading, Writing, Speaking, Interaction</i> ) based on level B1 of the Common European Framework of Reference for Languages (2001), as well as on the recent "Companion Volume to the CEFR" (2020), which revised and integrated the original version. It will make use of Web 2.0 <i>tools</i> , which are particularly effective for cooperative learning and the development of linguistic-communicative competences, promoting at the same time, also the development of digital skills.
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	Within each module the following linguistic-communicative activities will be proposed: <ul style="list-style-type: none"><li>➤ <b>Reading Comprehension:</b> reading pieces, articles or digital texts, through activities and exercises of comprehension and inference guided by the lecturer;</li><li>➤ <b>Listening comprehension:</b> listening to texts and other authentic material through podcasts, videos and other online resources;</li><li>➤ <b>Writing:</b> activities on English vocabulary and phraseology; written production exercises; computer-aided translation exercises.</li><li>➤ <b>Speaking/Interaction:</b> dialogues, interviews in asynchronous mode through platform tools and Web 2.0 webtools, as well as in synchronous mode during webinars; voice recordings through specific tools.</li></ul>
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<p><b>Learning objectives</b></p>	<p><b>A. Knowledge and understanding</b></p> <p>Students must be able to know the English language adequately for scientific and professional update (prescribed level: B1), as well as having a thorough, practical and theoretical-critical knowledge of information technologies in order to use them adequately with the subjects they will be working with. In particular, knowledge of the main characteristics of the Indo-European languages and of the main semantic and lexical structures is required, especially in relation to their cultural and technological variations on the digital and computer front.</p> <p><b>B. Applied knowledge and understanding</b></p> <p>The student must be able to develop educational projects involving the use of the English language, including through the use of the media, as well as to find information and conduct research in the English language; furthermore, he/she must be able to use a rich, complex, semantically appropriate language - written and oral - in different learning contexts.</p> <p><b>C. Autonomy of judgement</b></p> <p>The training, aimed at the formation of ethical and social responsibilities, will allow the development of autonomous judgment, original ideas, decision-making processes and coherent choices.</p> <p>Autonomy of judgement will be developed, in particular, through autonomous and guided research (bibliographical, sitographical ones, etc.),</p>
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*case studies.*

**D. Communication skills**

Students are able to use the technical terms appropriate to the different disciplines and the different types of activities, with particular reference to the ability to relate to subjects of different ages, abilities and disabilities, gender, socio-cultural status, using an appropriate and correct language. In the different training areas it will be appropriate to express oneself through oral, written and graphic communication and also through the use of multimedia.

Communication skills are mainly developed during laboratory, research-action and practical activities, where it will be easier to motivate, stimulate, involve and reassure students, both individually and in groups.

**E. Learning ability**

The student should be able to apply the methods and tools to deepen the studied contents, which he/she will be able to use both in his/her profession and to undertake further studies. Skills and disciplinary knowledge for the design of personalised and adapted learning processes will be transferred.

Students must be able to update and expand their knowledge in accordance with their use, reworking and applying the knowledge and methods learned independently. Students must have acquired the critical ability to relate to the course topics with originality and autonomy.

Learning skills are achieved through the course attendance, which is expressed in theoretical lectures, didactic provision and interactive didactics.

Learning ability will be tested continuously during training activities and through assessment of self-learning ability in formal and informal learning contexts.

Skills to be acquired	EXPECTED RESULTS
	<p><b>A.</b> Use of advanced textbooks, knowledge of some cutting edge topics in the subject studied.</p>

	<p>Students will be guided to the use of not only traditional bibliographic resources (paper) but - through a critical analysis of online resources - also digital ones.</p> <p><b>B.</b> Professional approach to their work and possession of appropriate skills to devise arguments, support them and solve problems within the subject studied. Ability to collect and interpret data useful for making independent judgements. Through the analysis of "case studies" and practical examples taken from everyday life, the socio-psycho-pedagogical mechanisms, at the basis of our critical thinking and which underlie the ways in which we can formulate judgements and opinions, will be highlighted. In addition to the tools for finding and evaluating data, some of the main "good practices" for the correct interpretation of the data acquired will be provided.</p> <p><b>C.</b> Ability to communicate information, ideas, problems and solutions to specialists and non-specialists. Students will be provided with useful indications and methodologies to organise a multimedia presentation and to know how to present it using vocabulary and communication methods appropriate to the target audience.</p> <p><b>D.</b> Ability to undertake further studies with a high degree of autonomy. Students will be helped to organise their study in a fruitful way by means of tools and methods conducive to the 'learning to learn'.</p>
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<p><b>Didactics organisation</b></p>	<p><b>DIDACTICS PROVISION</b></p> <ul style="list-style-type: none"> <li>➤ 4 recorded video lessons available on the platform;</li> <li>➤ 3 synchronous meetings on the platform;</li> <li>➤ Podcasts of all the above-mentioned video lessons.</li> </ul> <p><b>INTERACTIVE DIDACTICS</b></p> <ul style="list-style-type: none"> <li>➤ 1 course orientation forum;</li> <li>➤ 2 thematic follow-up forums (1 per module);</li> <li>➤ Possibility to carry out work in groups.</li> <li>➤ 2 structured <i>e-activities</i> (as described in the section “in </li></ul>
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	<p><i>itinere assessment methods”</i>).</p> <p><b>SELF-LEARNING</b></p> <p>Teaching materials are provided for each module: in-depth thematic studies, articles and slides by the lecturer, open access readings, online resources, reference bibliography, etc.</p>
<p><b>Recommended examination texts</b></p>	<ul style="list-style-type: none"> <li>➤ Pre-structured <i>courseware</i> in platform.</li> <li>➤ Slides of video lessons and synchronous meetings.</li> <li>➤ <i>Open source</i> materials suggested on the platform during the course.</li> </ul> <p><b>Recommended texts in English (any edition)</b></p> <ul style="list-style-type: none"> <li>➤ “<i>Henry Fielding</i>”, Tom Jones</li> </ul>
<p><b>In itinere assessment methods</b></p>	<p>Access to the final examination is subject to the following <b>2 e-activities</b>:</p> <ul style="list-style-type: none"> <li>➤ <b>E-tivity 1</b> - Webquest.</li> <li>➤ <b>E-tivity 2</b> - Digital storytelling.</li> </ul>

<b>Procedure of the final examination</b>	The assessment of learning will take the form of an oral interview on the course contents and on the final report submitted, if any. The grade (min 18, max 30 with possible honours) is determined by the level of performance for each of the following dimensions of the oral presentation: mastery of contents, appropriateness of definitions and theoretical references, clarity of argument, command of specialist language.
<b>Language of instruction</b>	Italian and English in translanguaging mode