UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche
ACADEMIC YEAR	2018/2019
MASTER'S DEGREE (MSC)	MODERN LANGUAGES AND TRANSLATION FOR INTERNATIONAL RELATIONS
SUBJECT	SPANISH LANGUAGE, LINGUISTICS AND TRANSLATION
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50383-Lingue moderne
CODE	19077
SCIENTIFIC SECTOR(S)	L-LIN/07
HEAD PROFESSOR(S)	DI GESU' FLORIANA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	12
INDIVIDUAL STUDY (Hrs)	240
COURSE ACTIVITY (Hrs)	60
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**DI GESU' FLORIANA** Friday 9:30 10:30 Stanza docente presso Sant'Antonino oCanale Teams Ricevimento prof. Di Gesu Floriana codice Teams 99she8p

PREREQUISITES	B2 Level of Framework at the end of bachelor's degree. Ability to apply Linguistic Theories and to use skills developed during the bachelor's degree
LEARNING OUTCOMES	Knowledge and comprehension: Acquisition of advanced tools to be able to make a reasoned analysis of the theories and methods of a second language adquisition and of translation's theories and techniques, referring to the contributions of neurolinguistic,the perceptive linguistics and neuroeducation. Applying knowledge and comprehension: Ability to use the specific language of those very specialized disciplines and to make considerations about contents, showing the ability to analyse and correlate content. Making judgments> The student must be able to acquire the cognitive autonomy that allows him to apply the contributions offered by Neurolinguistics, Perspective Linguistic and Neuroeducation to the second language adquisition and translation. Communication skills: The student must be able to represent, with an appropriate scientific-technical language the discussed topics accompanied by a multimedia report attesting the critical approach to the content delivered. Learning ability The student must develop a scientific methodology for studying that allows him to know how to interpret and deepen neurolinguistic and neuroeducational theories about learning that will present to him in the continuation of the study and career.
ASSESSMENT METHODS	The student will have to produce a project work that will explore some of the themes studied using for the presentation the innovative technologies. Assessment Methods: The exam will consist of two parts: in the first the student will be asked to report on the various theories and methods of a second language adquisition and of translation's theories and techniques, referring to the contributions of neurolinguistic, perceptive linguistic and neuroeducation. In the second part the student must submit to the teacher his proposed analysis and he will analyze all the steps and phases studied. Criteria for the evaluation: excellent (30-30 laude). Excellent knowledge of the topics, excellent properties 'of language, good capacity' analytical. The student and 'able to apply knowledge to solve problems proposed. Very good (26-29) good command of the topics, full ownership 'of language. The student si able to apply knowledge to solve problems proposed. Good (24-25) basic understanding of the main topics, discrete property 'language, with limited ability' to independently apply the knowledge to the solution of the proposed problems. Satisfactory (21-23) does not have full command of the main teaching subjects but possesses the knowledge. satisfactory property of language, lack of ability to independently apply the knowledge gained. Sufficient (18-20) minimum basic knowledge of the main topics of teaching and language, very little or no ability to independently apply the knowledge gained. Insufficient. It does not have an acceptable knowledge of the contents of the topics covered in the teaching and in the language. In the evaluation, the determination of the final vote takes into account: 1) Exhibit correctness in the second language; 2) Knowledge of program topics; 3) Consistency and appropriateness of the multimedia Work.
EDUCATIONAL OBJECTIVES	The student must acquire the ability to integrate obtained knowledge and take a critical approach and an attitude oriented towards research, proving to be able to formulate personal judgments to solve analytical problems and know how to seek and independently apply what learned. The course consists of a theoretical and a practical part. The theoretical part will focus on an analysis of theories and methods of a second language adquisition and of translation's theories and techniques, referring to the contributions of neurolinguistic, perceptive linguistics and neuroeducation in this field. The practical part includes the analysis of different linguistics, taking into account contributions of neurolinguistic, Perceptive Linguistic in this specific phase.
TEACHING METHODS	The course is divided into: a) Lectures held by the teacher. The lessons will be held in Spanish. Attendance is mandatory. b) Courses of level C1 organized by the CLA during I and II semester, also ordered with blended mode. The frequency is recommended, to maintain the level reached earlier and become familiar with the Spanish language.
SUGGESTED BIBLIOGRAPHY	Daloiso Michele, (2009) " I fondamenti neuropsicologici dell'educazione linguistica" Cafoscarina, Venezia . Di Gesu, F. (2016), Linguistica contrastivo-percettiva di lingue tipologicamente affini:italiano e Spagnolo, Unipapress; Compagno, G., Di Gesu' F. (2013), Neurodidattica, Lingua e apprendimenti, Aracne, Roma. Di Gesu, F (a cura di) (2009), Pensieri vicini, parole lontane, il contributo delle Neuroscienze alla didattica delle lingue, Palumbo, Palermo, Danesi M., (1998)," Il cervello in aula. Neurolinguistica e didattica delle lingue " , Guerra , Perugia. A NGEL LO PEZ GARCI A-MOLINS DANIEL JORQUES JIME NEZ (2016) Enaccion y lexico, Valencia: Tirant humanidades. Eventuali studenti non frequentati o lavoratori possono concordare con il

docente un programma di studi alternativo.

SYLLABUS

Hrs	Frontal teaching
10	Theories and second language adquisition Methods
5	Neurolinguistic Origns and development
5	Neuroeducation Origins and development
3	Perspective Linguistic:Origins
3	Perspective Linguistic:Development
2	Perspective Linguistic and its applications to Spanish Teaching and Translation 1
2	Perspective Linguistic and its applications to Spanish Teaching and Translation 2
2	Perspective Linguistic and its applications to Spanish Teaching and Translation 3
4	Applications of Neurolinguistic to the Spanish teaching and Translation 1
10	Error Analysis

Hrs	Practice
2	Applications of Neurolinguistic to the Spanish teaching and Translation: Pratice
3	Applications of Error Analysis and of Perspective Linguistic to Spanish teaching and Translation 1
3	Applications of Error Analysis and of Perspective Linguistic to Spanish teaching and Translation 2
3	Applications of Error Analysis and of Perspective Linguistic to Spanish teaching and Translation 3
3	Applications of Error Analysis and of Perspective Linguistic to Spanish teaching and Translation 4