FABIO CIAMBELLA – SLA Syllabus AY 2020-2021
Content-based approaches and SLA – 6 CFU (First semester)

This year's SLA course is aimed at developing MA students' skills and competences in content-based second language instruction and it is articulated into 4 Modules:

1) Module A is dedicated to the main theories concerning Second Language Acquisition and is addressed **exclusively to students who have never taken an SLA exam in the previous AYs**.

2) Module B focuses on the introduction, comparison and contrast of such methodologies/approaches as CBLT (Content-based Instruction), ESP (English for Special/Specific Purposes), EMI (English as a Medium of Instruction), and CLIL (Content and Language Integrated Learning). Not only do students acquire theoretical insights about such methodologies/approaches, but they also develop practical skills through the design of project works/schemes of work/lesson plans, aimed at applying content-based approaches to the acquisition of a second language. This Module is addressed to **all SLA students**.

3) Module C is addressed to **students who have already taken an SLA exam** in the past few AYs and is focused on the roles that language use and learning have in CLIL.

4) Module D is again addressed to **all SLA students**. It introduces some useful ready-made examples of content-based pathways/syllabuses to be commented on.

Just to be as clear as possible, **students who have never taken an SLA exam will attend Modules A, B and D (1 book + 6 short articles), while students who have already taken an SLA exam will attend Modules B, C and D (1 book + 6 short articles)**.

Bibliography

- **Module A** (only for students who have never taken an SLA exam):
  Ellis, R., *Second Language Acquisition*, Oxford University Press, 2012.

- **Module B** (for all students):
  ✓ Fernández, D.J., "CLIL at the University Level: Relating Language Teaching with and through Content Teaching", *Latin American Journal of Content & Language Integrated Learning* 2(2), 2009, pp. 10-26, https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/2602/2738;
  ✓ Lyster, R., *Content-based Language Teaching*, Routledge, 2017, pp. 1-34, https://www.taylorfrancis.com/books/9781315103037;
  ✓ Madrid, D. and García Sánchez, E., "Content-based Second Language Teaching", in E. García Sánchez (ed.), *Present and Future Trends in TEFL*, 2001, pp. 101-134, http://www.ugr.es/~dmadrid/Publicaciones/Content%20Based%20L2%20teaching-CLIL.pdf.

- **Module C** (only for students who have already taken an SLA exam):
  Dalton-Puffer, C., Tarja Nikula and Ute Smit (eds), *Language Use and Language Learning in CLIL Classrooms*, John Benjamins, 2010 (Selected parts – Introduction and Part I: pp. 1-58; Conclusions: pp. 279-291).

- **Module D** (for all students):
  ✓ Ciambella, F., "ESP+CLIL: Theoretical Insights, Experimentation and Future Prospects at the School for Army Training Sub-Officers of Viterbo, Italy", in L. Chiorean and C. Nicolae (eds.), *Humanities in the Spotlight: The Role of Humanities in Pandemic Times*, Riga, Lambert Academic Publishing, 2020, pp. 378-94.
  ✓ Graziano, A., "Learning Second Language through Restaurant Menu Dish Names", in *Je-LKS* 15 (1), 2019, pp. 67-82, https://www.je-lks.org/ojs/index.php/Je-LKS_EN/article/view/1567/1035.
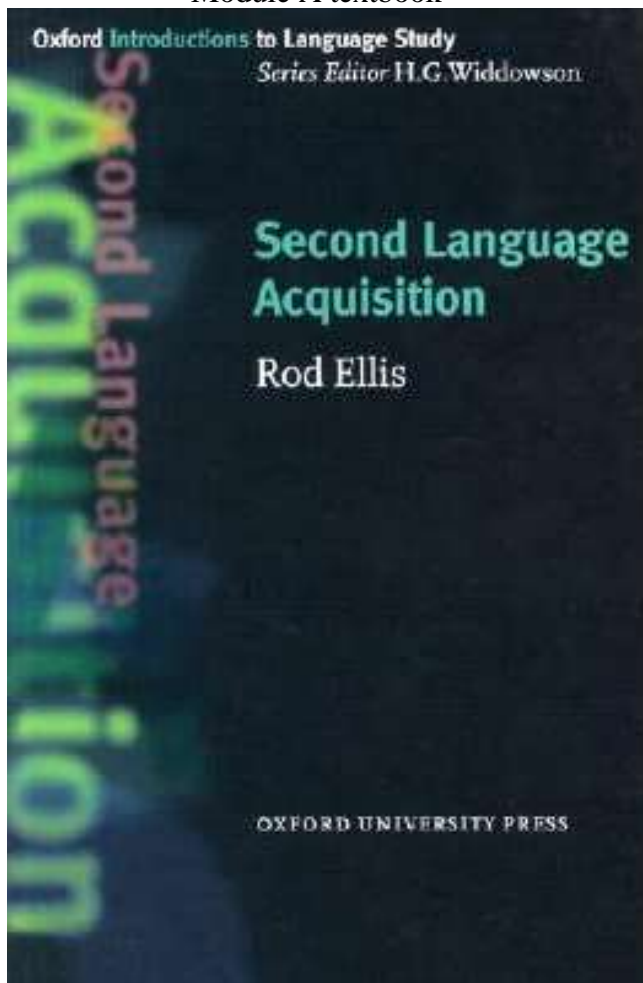
✓ Romagnuolo, A., "Teaching English Professional Writing in an E-learning Environment: An Italian Case Study", *International Journal of Language and Linguistics* 3 (6), 2015, pp. 383-393, http://article.sciencepublishinggroup.com/html/10.11648.j.ijll.20150306.21.html.

Assessment methods:

MA students are free to choose between two different assessment methods:

1) Project work/lesson plan + oral discussion
2) Written exam

Module A textbook	Module C textbook