

## Programma consuntivo (Prof. A.Taronna, English for the Media)

### Comprehension and discussion of the following texts/articles/chapters/videos:

1. Give a definition of **anglicisms**. Make a list of (at least) ten anglicisms used in any field (i.e.music, sports, art, economics, medicine, fashion, etc..) and try to find an equivalent into Italian.

2. Lettura e comprensione di:<sup>[SEP]</sup> **“Italiangolo” should go: why Italians should stop using and abusing English words “Italiangolo”**, domande ed esercizi.

Annamaria Testa, **“Italy’s Soft power: the Italian Language – La voce di New York”** (solo per i **NON frequentanti**)

Annamaria Testa, **“Italiangolo” should go: why Italians should stop using and abusing English words “Italiangolo”**  
<https://italoamericano.org/story/2017-1-10/loanwords-italian-language>;

Ascolto, comprensione e rielaborazione dello speech di **Annamaria Testa | TEDxMilano**” dal video “From Bello to beautiful: what’s going on with the Italian Language? |

3. Reading and comprehension of the following article Lettura e comprensione dell’articolo di **Vera Gheno's** article on the use of anglicisms in Italy <https://oaj.fupress.net/index.php/bsfm-qulso/article/download/1919/1919/>

4. Visione del video **‘The History of English in 10 Minutes - Sub ENG’** + attività di comprensione :  
(<https://www.youtube.com/watch?v=SfKhlJIAhew>)

5. Introduzione e primo **capitolo di “The Last Lingua Franca”** e visione e comprensione dei seguenti **video** (3 a scelta tra i seguenti con relativa presentazione orale):

<https://everythingelf.wordpress.com/2016/12/21/how-is-english-used-as-a-lingua-franca-today/>

<https://www.youtube.com/watch?v=ljxuPLyn0qs> English as a lingua franca – Mr Sultan

<https://agvalpa.medium.com/kachru-model-the-three-circles-of-english-b53b86e63d46> Kachru- Model of the Three Circles

[https://www.youtube.com/watch?v=2\\_q9b9YqGRY](https://www.youtube.com/watch?v=2_q9b9YqGRY)

<https://www.youtube.com/watch?v=WZI1EjxxXKw>

<https://www.youtube.com/watch?v=P2XVdDSJHqY>

6. Definizione delle parole **Colonialism, Post-Colonialism, Globalization, Lingua Franca e Diaspora, Melting Pot** + ricerca di mappe delle colonie britanniche e americane

7. **The British Empire**: read the following article (<https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/>) and focus on the following questions:

- ✓ Can you give a definition of an empire?
- ✓ Can you give a definition of imperialism?
- ✓ Is there any difference between imperialism and colonialism?
- ✓ Can you remember the size of the British Empire?
- ✓ Why did Britain want an empire?
- ✓ Where were the first colonies settled?
- ✓ Did the British fight with other European countries? If yes, mention some of them.

8. Leggi e approfondisci i temi discussi nel seguente articolo:

**The Linguistic Colonialism of English**, <https://brownpoliticalreview.org/2017/04/linguistic-colonialism-english/>

9. **World Englishes**: leggi la seguente presentazione

(<https://slideplayer.com/slide/3108521>: World Englishes and Varieties of English powerpoint ppt presentation) e poi guarda il video

su World Englishes”: [http://www.youtube.com/watch?v=2\\_q9b9YqGRY](http://www.youtube.com/watch?v=2_q9b9YqGRY) . Prepara la seguente attività su **The circle of world English** (map available on *google immagini*): **Research activity**: choose one of the varieties mentioned in the circle and trace back its history, uses and dis/similarities with the General English)

10. **Visione e comprensione dei seguenti filmati**:<sup>[1]</sup><sub>[SEP]</sub>

‘David Crystal - Which English?’ <https://www.youtube.com/watch?v=0XT04EO5RSU>

**David Crystal, World Englishes** [https://www.youtube.com/watch?v=2\\_q9b9YqGRY](https://www.youtube.com/watch?v=2_q9b9YqGRY) David Crystal - How is the internet changing language today?

“Global English with David Crystal”

11. **The evolution of the English in the digital age**: leggi e approfondisci i temi discussi nei seguenti articoli e capitoli di volumi:

Paola Vettorel’s 1st chapter “Internet World English as a Lingua Franca”

Capitolo 1 e 2 del volume “Transnational English in Social Media Communities”

<https://activeloc.com/is-english-dethroned-from-being-the-lingua-franca-of-the-worldwide-web/>

**Languages: Goodbye English, long live Globish (The Guardian London)**

<http://www.presseurop.eu/en/content/article/223391-goodbye-english-long-live-globish>

12. Guarda il seguente video e relativo articolo:

<https://newseu.cgtn.com/news/2020-12-26/Will-technology-end-the-English-language-s-global-domination--WfQn5ByAKI/index.html>

<https://www.youtube.com/watch?v=h37FyDXAapc>

**Text books:**

Lettura, comprensione e discussione di **Maria Grazia Sbusà, Introducing the language of the news**, Routledge, New York, 2007 (**tutto per i NON frequentanti; per i frequentanti i capitoli 1,2,3,5,6 e le relative attività svolte in aula e come assignments**)

Per gli studenti che hanno frequentato la Conferenza Internazionale su “Interpreting, translation and gender in conflict-affected situations” (23-24 ottobre 2023): **presentazione di una delle relazione seguito che hanno maggiormente suscitato interesse.**

Per gli studenti che **non** hanno partecipato alla Conferenza Internazionale, il programma di studio è integrato con la lettura e comprensione dei seguenti articoli:

A.Taronna, 2016, Translation, hospitality and conflict: Language mediators as an activist community of practice across the Mediterranean, <https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/view/412>

Maribel Del Pozo-Triviño & Carmen Toledano-Buendía, 2016, Training interpreters to work with foreign gender violence victims in police and court settings

<https://ojs.letras.up.pt/index.php/LLLD/article/view/1760/1605>