Universitat de Lleida

DEGREE CURRICULUM
ENGLISH APPLIED LINGUISTICS

Coordination: LLURDA GIMÉNEZ, ENRIC

Academic year 2018-19

ENGLISH APPLIED LINGUISTICS 2018-19

Subject's general information

Subject name	ENGLISH APPLIED LINGUISTICS
Code	101267
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	COMPULSORY	Attendance-based
	Bachelor's Degree in English Studies	3	COMPULSORY	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	3	3
	Number of groups	1	1

Coordination	LLURDA GIMÉNEZ, ENRIC
Department	ENGLISH AND LINGUISTICS
Important information on data processing	Consult this link for more information.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BLOCK ALLEN, DAVID MARTIN	dblock@dal.udl.cat	,2	
IRUN CHAVARRIA, MARIA MONTSE	mirun@dal.udl.cat	3	
LLURDA GIMÉNEZ, ENRIC	ellurda@dal.udl.cat	2,8	

Learning objectives

Please, see Competences.

Competences

Competences	Learning objectives
Use terminology and techniques of a discipline or field of study	O1. Speak and write correct, fluent and effective English in everyday situations and in academic domains.
Speak and write correct, fluent and efficient English.	O2. Be able to apply the linguistic knowledge to the job market
Integrate knowledge from various disciplines related to linguistic and communicative phenomena	O3. Identify the areas of applied linguistics
Apply the linguistic knowledge to the job market	O4. Make a critical analysis of second language teaching and learning processes.

Subject contents

1.- AN OVERVIEW OF APPLIED LINGUISTICS (EL)

a. What is applied linguistics?
b. Areas and topics of applied linguistics
    i. Second language acquisition
    ii. Bilingual education
    iii. Language and identity
    iv. Lexicography
    v. Language policy and planning
    vi. Forensic linguistics
    vii. Computer-mediated communication

1. FOREIGN LANGUAGE TEACHING (MI)
    a. Tools for observation and analysis

    b. Fundamental aspects in foreign language teaching
- i. English Language learning
- ii. Communicative Competence and the four skills
- iii. Activities to promote the communicative competence

    c. The classroom as a language learning environment
- i. Receptive Skills
- ii. Productive Skills
- iii. Grammar and vocabulary

Methodology

Activity	CODIFICATION / description / typology TPD	o*	G*	HP*	HNP*
Lectures (M)	See course syllabus	2,3,4		30	5
Seminars (S)					
Practical sessions (P)	P1. Discussion on readings P2. Analysis of learning activities and language classes through an observation method	1,2,3,4		15	10 10
Projects (T)	T1. Selection of linguistic applied articles and analysis of the main ideas, objectives and research method T2. Project based on pedagogical actions observation	1,2,3,4			22 23
Tutorials (Tut)	Tut T1 Tut T2	1,2 3,4		0,5 0,5	
Others (AA)		3,4			
Evaluation (AV)	TA1: Written exam unit 1 TA2: Written exam unit 2	1,3,4 1,3,4		1,5 1,5	15 15
TOTAL				50	100

Development plan

Date	Class contents	Readings
14 / 2	Module 2: Foreign Language Teaching	
15 / 2	Module 1: An Overview of Applied Linguistics	
21 / 2	Module 2: Foreign Language Teaching	Cots "Qué se puede observar en el aula". In Sierra & Lasagabaster (2004)
22 / 2	Module 1: An Overview of Applied Linguistics	
28 / 2	Module 2: Foreign Language Teaching	
1 / 3	Module 1: An Overview of Applied Linguistics	Reading Davies (2007) Chapter 1 and Chapelle Introduction to the *Encyclopedia of Applied Linguistics*

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7 / 3	Module 2: Foreign Language Teaching	Reading Scrivener Chapter 1 & 2 "English Teaching Today" and "The Lesson"
8 / 3	Module 1	
14 / 3	Module 3: Foreign Language Teaching	Duran "Developing productive and receptive skills in the EFL Classroom" In House (2011)
15 / 3	Module 1	Thomson (2013)
21 / 3	Module 2: Foreign Language Teaching	
22 / 3	Module 1	Reading: Block (2013)
28 / 3	Module 3: Foreign Language Teaching	Ur Chapter 4 "The Task"
29 / 3	Module 1	
4 / 4	Module 2: Foreign Language Teaching	
5 / 4	Module 1	Davies (2007) Chapter 2
11 / 4	Module 2: Foreign Language Teaching	
12 /4	Module 1	Davies Chapter 4
25 / 4	Module 2: Foreign Language Teaching	Harmer Chapters 9 & 10 "How to Teach Speaking" & "How to Teach Listening"
26 / 4	Module 1	
2 / 5	Module 2: Foreign Language Teaching	
3 / 5	Module 1	To be determined
9 / 5	Module 2: Foreign Language Teaching	Irun "Project Work" The Focus is on the Learner" in Cavalheiro (2018)
10 / 5	Module 1	
16 /5	Module 2: Foreign Language Teaching	
17 / 5	Module 1	Davies Chapter 6 & 8
23 / 5	Module 2: Foreign Language Teaching	
24 / 5	Module 1	Deadline: Paper Module 1
30 / 5	Module 2: Foreign Language Teaching	Deadline: Paper Module 2 Exam Module 2
7 / 6	Module 1	Exam Module 1

Evaluation

Active participation in class and activities on the reading Module 1	10%
Paper on Module 1	20 %
Exam on Module 1	20 %
Active participation in class and activities on the reading Module 2	10 %
Paper on Module 2	20 %
Exam on Module 2	20 %

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Students who work full time and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information, please contact academic@lletres.udl.cat or go to Secretaria de Lletres (in the Rectorat building).

In accordance with art. 3.1 of the UdL evaluation regulations, the student cannot use, in any case, during the evaluation tests, devices which are fraudulent or are not allowed. The student who uses any fraudulent device related to the test and/or carry electronic devices not allowed must leave the test and will be subject to this UdL penalisation regulation or in any other internal regulations of the UdL.

Evaluation mechanisms	Codification / description-criteria / typology TPD	Remarks	O*	Activity	%*
Attendance and participation (As)	Participation report		1,2,3,4	Class activities	15
Taller d'avaluació (TA) (Exam)	TA1. Written exam unit 1 TA2. Written exam unit 2		1,2,3,4	Lectures + Seminars	20 20
Report (In) / Projects (T)	In 1. Report on activity 1 In 2. Report on activity 2		1,2,3,4	Classroom practices	5 5
Others (A)	T1 T2		1,2,3,4		15 15
TOTAL					100

Bibliography

Benson, C. (2002) Key concepts in language transfer. *ELT Journal* 56, 1: 68-70.

Block, D. (2013) Issues in language and identity research in applied linguistics. *ELIA*

Cavalheiro (2018) *Preparing English Language Teacher for Today's Globalized World*. Vila Nova de Famalicão: Edições Humus.

Chapelle, C. (2013) Introduction to *The Encyclopedia of Applied Linguistics*. Blackwell.

Davies, A. (2007) *An Introduction to Applied Linguistics.* 2nd edition. Edinburgh: Edinburgh University Press.

Harmer, J. (1998) *How to Teach English.* Harlow:Longman

Kvale, S., & Brinkmann, S. (2009). Interviews: Learning the craft of qualitative research. *California, US: SAGE*, 230-43

Scrivener, J. (2006) *Learning Teaching*, Macmillan

Sierra & Lasagabaster (2004) *La observación como instrumento para la mejora de la enseñanza-aprendizaje de lengua* Universitat Autònoma de Barcelona, Institut de Ciències de l'Educació, ICE

Thomson, R. I. (2013) Accent reduction. *The Encyclopedia of Applied Linguistics*. Edited by C. A. Chapelle. Blackwell Publishing Ltd.

Ur, P. (2012) *A Course in English Language Learning*. Cambridge: Cambridge University Press.

Williams, M. & R. L. Burden (1997) *Psychology for Language Teachers. A Social Constructivist Approach*. Cambridge: CUP.