



Universitat de Lleida

DEGREE CURRICULUM  
**ENGLISH APPLIED  
LINGUISTICS**

Coordination: LLURDA GIMENEZ, ENRIC

Academic year 2022-23

Subject's general information

<b>Subject name</b>	ENGLISH APPLIED LINGUISTICS			
<b>Code</b>	101267			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	3	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	LLURDA GIMENEZ, ENRIC			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	Face-to-face subject.			
	60 hours of class 90 hours of independent student work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	3 theory 3 practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IRUN CHAVARRIA, MONTSE RRAAT	montse.irun@udl.cat	2,5	
LLURDA GIMENEZ, ENRIC	enric.llurda@udl.cat	3,5	

## Learning objectives

O1. Speak and write correct, fluent and effective English in everyday situations and in academic domains.	O2. Be able to apply the linguistic knowledge to the job market	O3. Identify the areas of applied linguistics	O4. Make a critical analysis of second language teaching and learning processes.
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## Competences

Competences	Learning objectives
CG16 - 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.
CE1 - Write correct and efficient English in everyday situations and in professional and academic environments.	O2. Be able to apply the linguistic knowledge to the job market
CE2 - Speak correct and fluent English in everyday situations and in professional and academic environments.	O3. Identify the areas of applied linguistics
CE7 - 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 & JB)

- a. What is applied linguistics?
- b. Areas and topics of applied linguistics
- c. Research in applied linguistics

### 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		25	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			20 20
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	12,5 12,5
<b>TOTAL</b>				60	90

The course will combine didactic strategies that foresee the realization of practices in the classroom, of work in small group or individual, case studies, lectures and the resolution of doubts. They provide for video conferencing and other teaching and learning strategies for flipped classroom, problem-based learning, case studies, collaborative and cooperative learning, group work, or readings. This methodological approach involves the student take responsibility for their own learning process by acquiring a high commitment in the monitoring of the subject, participation in communication spaces and carrying out learning and assessment activities.

## Development plan

Data	Continguts	Lectures
9-10 Feb	Module 1: An Overview of Applied Linguistics	Cook, ch. 1-3
16-17 Feb	Module 1: An Overview of Applied Linguistics	Cook, ch. 4-5
23-24 Feb	Module 1: An Overview of Applied Linguistics	Introduction to the <i>Encyclopedia of Applied Linguistics</i> (Chapelle)
2-3 March	Module 1: An Overview of Applied Linguistics	Cook (2003) ch. 8.
9-10 March	Module 1: An Overview of Applied Linguistics	Hall et al (2011) – Ch. 2 – Language variation
16-17 March	Module 1: An Overview of Applied Linguistics	Regional studies in applied linguistics (chapters from Berns)
23-24 March	Module 1: An Overview of Applied Linguistics	Language assessment

30-31 March	Module 1: An Overview of Applied Linguistics	Project
13 April	Module 1: An Overview of Applied Linguistics	<b>Module 1 Exam</b> <b>25 April Deadline Paper on Module 1</b>
14 April	Module 2: Foreign Language Teaching	Cots (2004) "Qué se puede observar en el aula". In Sierra & Lasagabaster (2004)
20-21 April	Module 2: Foreign Language Teaching	Scrivener (2006) Chapter 1 & 2 "English Teaching Today" and "The Lesson"
27-28 April	Module 2: Foreign Language Teaching	Duran (2011) "Developing productive and receptive skills in the EFL Classroom" in House (2011)
4-5 May	Module 2: Foreign Language Teaching	Ur (2012) Chapter 4 "The Task"
12 May	Module 2: Foreign Language Teaching	Harmer (1998) chapters 9 & 10 "How to Teach Speaking" & "How to Teach Listening"
18-19 May	Module 2: Foreign Language Teaching	Irun (2018) "Project Work" The Focus is on the Learner" in Cavalheiro (2018)
25 May	Module 2: Foreign Language Teaching	
1 June		<b>Deadline Paper on Module 2</b> <b>Module 2 exam</b>

## Evaluation

Assessment Mechanisms	Codes and assessment activities	
Active participation in class (As)	As1 - Active participation in class and activities on the readings for module 1	10%
Papers (T)	T1 - Written paper on Module 1	20 %
Assessment Workshop (TA) (Exam)	TA1 - Online Exam on Module 1	25 %
Active participation in class (As)	As2 - Active participation in class and activities on the readings for module 2	10 %
Papers (T)	T2 - Written paper on Module 2	15 %
Assessment Workshop (TA) (Exam)	TA2 - Online Exam on Module 2	20 %

In order to be able to do the exam, the student must have completed 80% of the online activities and attended 80% of the classes. If a student does not complete 80% of the online activity and/or does not attend 80% of the synchronous classes, s/he will have a 0 in the participation mark and s/he will not be able to sit for the exams.

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 [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or go to Secretaria de Lletres (in the Rectorat building).

Plagiarism, which consists of the direct or INDIRECT copying from unacknowledged (online) sources, will result in the failure of the subject, with no possibility for the resit examination. 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 will be subject to the ['Regulations for the Assessment and Grading of Student Learning in UdL'](#).

## Bibliography

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- Chapelle, C. (2013) Introduction to *The Encyclopedia of Applied Linguistics*. Blackwell.
- Conteh, J. (2018) Translanguaging. *ELT Journal* 72, 4: 445-447.
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- Gorter, D. (2013) Linguistic landscape. *The Encyclopedia of Applied Linguistics*. Edited by C. A. Chapelle. Blackwell.
- Harmer, J. (1998) *How to Teach English*. Harlow: Longman
- Hornberger, N. H. & H. Link (2012) Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15, 3: 261-278.
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- 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.

