



Universitat de Lleida

DEGREE CURRICULUM **ENGLISH APPLIED LINGUISTICS**

Coordination: LLURDA GIMENEZ, ENRIC

Academic year 2023-24

Subject's general information

Subject name	ENGLISH APPLIED LINGUISTICS			
Code	101267			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	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
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 GIMENEZ, ENRIC			
Department	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	Face-to-face subject. 60 hours of class 90 hours of independent student work			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	3 theory 3 practice			

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

Subject's extra information

Students should have a level of C1.1 of the CEFR in English. A student may fail the course if the instructors observe language problems that do not correspond to this level.

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 INTRODUCTION TO APPLIED LINGUISTICS (EL)

- a. What is applied linguistics?
- b. Areas and topics in applied linguistics
- c. Journals in applied linguistics
- d. Research in Applied linguistics

2.- A SAMPLE OF APPLIED LINGUISTICS TOPICS (EL)

- a. Language variation
- b. Multilingualism, multilingual education and language planning
- c. Language attitudes

2.- 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
TOTAL				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
8-9 Feb	Module 1: An introduction to Applied Linguistics	Cook, ch. 1-3

15-16 Feb	Module 1: An introduction to Applied Linguistics	Cook, ch. 4-5
22-23 Feb	Module 1: An introduction to Applied Linguistics	Introduction to the <i>Encyclopedia of Applied Linguistics</i> (Chapelle) Cook, ch 6
1-2 March	Module 1: An introduction to Applied Linguistics	Journals in applied linguistics
7-8 March	Module 1: An introduction to Applied Linguistics	Cook, ch. 7-8
14-15 March	Module 2: A sample of Applied Linguistics topics	Hall et al (2011) - Ch 2 - language variation
21-22 March	Module 2: A sample of Applied Linguistics topics	Multilingualism and multilingual education / Language attitudes
3 April	Module 3: Foreign Language Teaching	
4 April	Module 2: A sample of Applied Linguistics topics	Mid-term (Exam 1): Modules 1 and 2
10-12 April	Module 3: Foreign Language Teaching	Cots (2004) "Qué se puede observar en el aula". In Sierra & Lasagabaster (2004) 11 April Deadline Written Paper 1
17-19 April	Module 3: Foreign Language Teaching	Scrivener (2006) Chapter 1 & 2 "English Teaching Today" and "The Lesson"
24-26 April	Module 3: Foreign Language Teaching	Duran (2011) "Developing productive and receptive skills in the EFL Classroom" in House (2011)
2-3 May	Module 3: Foreign Language Teaching	Ur (2012) Chapter 4 "The Task"
9-10 May	Module 3: Foreign Language Teaching	Harmer (1998) chapters 9 & 10 "How to Teach Speaking" & "How to Teach Listening"
16-17 May	Module 3: Foreign Language Teaching	Irun (2018) "Project Work" The Focus is on the Learner" in Cavalheiro (2018)
23-24 May		Exam 2 (Module 3) - 24th may
1 June		1 June - Deadline Written Paper 2

Evaluation

Assessment is continuous and it is divided in the following blocks:

BLOCK 1 (Midterm 1): 20%

BLOCK 2 (Midterm 2): 20%

BLOCK 3 (Written paper module 1): 20%

BLOCK 4 (Written paper module 2): 20%

BLOCK 5 (Online activities): 10%

BLOCK 6: (Class participation): 10%

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

Alternative assessment will consist in a written exam (50%) and a written paper (50%).

ACADEMIC FRAUD OR SPONTANEOUS COPYING: If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

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