Universitat de Lleida

DEGREE CURRICULUM
APPLIED LINGUISTICS

Coordination: TORRES PURROY, HELENA

Academic year 2023-24

Subject's general information

Subject name	APPLIED LINGUISTICS
Code	101450
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Catalan Philology and Occitan Studies	2	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in Catalan Philology and and Bachelor's degree in Applied Languages and Translation	3	COMMON/CORE	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	TORRES PURROY, HELENA
Department	PHILOLOGY AND COMMUNICATION
Teaching load distribution between lectures and independent student work	Face-to-face hours: 60h Autonomous student work: 90h
Important information on data processing	Consult this link for more information.
Language	Catalan

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GORT PANIELLO, MARTA	marta.gortpaniello@gmail.com	3,6	
TORRES PURROY, HELENA	helena.torres@udl.cat	2,4	

Learning objectives

The objective of this subject is to contribute to the development, by students, of a panoramic, initial and solid vision of applied linguistics, so that they are able to distinguish its objectives and procedures from those of theoretical and descriptive linguistics. Likewise, students will be provided with knowledge of some basic concepts of applied linguistics, as well as the skills and knowledge necessary so that they know how to apply them to real problems.

At a theoretical level, students will be able to reflect on the systematic aspects of language use from different perspectives of analysis. On a practical level, students will develop the ability to think and propose possible solutions to situations that require some type of intervention related to languages and their uses. Finally, students will be able to explain these reflections and proposals to a non-specialized public, as well as, in an incipient way, to a specialized public.

In a transversal way, students will work in technological environments to acquire practical knowledge of linguistic applications.

Ultimately, this course will help students to identify the professional fields related to linguistics, in order to orient themselves and, possibly, decide on a particular preferred professional profile.

Competences

CB3 Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

CB4 Being able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience).

CG1 Manage a rational and critical knowledge of linguistic phenomena that allows them to be understood and made understandable to others

CG5 Demonstrate the capacities, tools and resources for the analysis and synthesis of information.

CG6 Implement the capacity for autonomous learning.

CG10 Implement knowledge and the ability to use ICT in relation to the corresponding field of study.

CG12 Properly use the terminology and techniques of the disciplinary or professional field.

CE1 Characterize basic knowledge of linguistic thinking and the ability to discriminate critically between the different theories to apply them in the scientific study of the language.

CT3 Acquire training in the use of new technologies and information and communication technologies.

CT5 Acquire essential notions of scientific thought.

Subject contents

UNIT 1. Introduction to applied linguistics

UNIT 2. Linguistic development: language acquisition and clinical linguistics

UNIT 3. Interlinguistic and intercultural mediation

UNIT 4. Forensic linguistics, corpus linguistics and language and speech technologies

UNIT 5. Discourse analysis and semiotics

Methodology

Teaching methodology: Face-to-face classes and autonomous work

A) Face-to-face classes in the classroom: 60h

Lectures: Presentation of the contents of the subject orally by the teacher.

Directed debate: Promote oral expression and comprehension in a group conversation in which the topic can be prepared, but not the development of the interventions.

Written (individual or group) work: Activity consisting of the presentation of a written document, either individually or through collaboration between members of a group.

Practices: Practical and guided application to real cases of the theoretical knowledge acquired.

B) Autonomous work: 90h

Autonomous work by students (practices, exercises, readings or study of other materials, questionnaires, etc.).

Development plan

UNIT 1	Weeks 1-3
UNIT 2	Weeks 4-6
UNIT 3	Weeks 7-9
UNIT 4	Weeks 10-12
UNIT 5	Weeks 13-15

Evaluation

Assessment tasks	%

Class attendance and participation (this item includes the assessment of follow-up activities proposed in class, such as questionnaires about readings, participation in debates, etc.)	10%
Practices	25% (5x5%)
Written work	25%
Written tests	40% (2x20%)

* Only the Written tests can be resat since these are the only assessment task equal to or exceeding 30% of the final grade. In order to pass this subject, it is necessary to pass both Written tests, with a minimum mark of 5 out of 10. Otherwise, the subject will be failed, with a maximum final mark of 4,9/10.

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.

Assessment is continuous. 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 email to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

ALTERNATIVE assessment	%
Final exam	60%
Written project	40%

Both assessment tasks must be passed with a minimum mark of 5 out of 10, and both can be resat.

Bibliography

Basic readings and other resources

BASIC DOCUMENTS

Brady, Imelda K.; Navarro Coy, Marta; Periñan Pascual, Carlos (eds.) (2005). *Nuevas tendencias en lingüística aplicada*. Quaderna.

Cabré, M. Teresa; Bach, Carme (eds.). (2010). *Coneixement, llenguatge i discurs especialitzat*. Institut Universitari de Lingüística Aplicada. Universitat Pompeu Fabra.

Calsamiglia Blancafort, Helena; Tusón Valls, Amparo. (1999).*Las cosas del decir: Manual de análisis del discurso*. Barcelona: Ariel.

Celaya Villanueva, M. Luz. (1997). *Adquisició de llengües.* EUB, Edicions Universitat de Barcelona.

Friedrich, Patricia. (2019). *Applied linguistics in the real world*. Routledge.

Garayzábal Heinze, Elena. (Ed.) (2006). *Lingüística clínica y logopedia*. Antonio Machado libros.

Gimeno Betí, Lluís; Colón, Germà. (2012). *La lingüística i les seues aplicacions en la societat*. Universitat Jaume I.

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Heigham, Juanita; Croker, Robert. (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction*. Palgrave Macmillan UK. https://doi.org/10.1057/9780230239517

Julià-Muné, Joan (2005): *Fonètica aplicada catalana. Dels fonaments a les aplicacions de les ciències fonètiques.* Barcelona: Ariel (amb CD).

Kaplan, Robert B. (2010). *The Oxford handbook of applied linguistics* (2nd ed.). Oxford University Press.

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Lorente, Mercè. (2007). *Estudis de lingüística i de lingüística aplicada en honor de M. Teresa Cabré Castellví*. Universitat Pompeu Fabra. Institut Universitari de Lingüística Aplicada.

Marcos Marín, Franciso; Sánchez Lobato, Jesús. (1988). *Lingüística aplicada.* Síntesis.

McKinley, Jim; Rose, Heath. (2017). *Doing research in applied linguistics: realities, dilemmas and solutions*. Routledge.

Paredes Duarte. (2019). *Cuestiones de lingüística clínica.* Servicio de Publicaciones de la Universidad de Cádiz.

Payrató, Lluís (1985): *La interferència lingüística. Comentaris i exemples català-castellà*. Barcelona: PAM.

Payrató, Lluís (1997): *De professió, lingüista. Panoràmica de la lingüística aplicada.* Barcelona: Empúries.

Queralt, Sheila. (2020). *Atrapados por la lengua: 50 casos resueltos por la lingüística forense*. Larousse.

Richards, Jack; Platt, John; Platt, Heidi; Pérez Vidal, Carmen; Muñoz Lahoz, Carme (1997). *Diccionario de lingüística aplicada y enseñanza de lenguas*. Ariel.

Rigau, Gemma. (1981). *Gramàtica del discurs*. Bellaterra: Universitat Autònoma de Barcelona.

Rovira , Cristòfol. (2004). *Información y documentación digital.* Universitat Pompeu Fabra. Institut Universitari de Lingüística Aplicada.

Salvador, Vicent (ed.). (2012). *L'ull despert, per a una anàlisi crítica dels discursos d'avui*. València: Tres i Quatre

Seedhouse, Paul; Walsh, Steve; Jenks, Chris. (2010). *Conceptualising "Learning" in Applied Linguistics*. Palgrave Macmillan UK.

Seidlhofer, Barbara. (2003). *Controversies in applied linguistics*. Oxford University Press.

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Turell, Estopà, R., Martí, J., & Turell, M. T. (Maria T. (2004). *Ciències del llenguatge i lingüística aplicada cicle de conferències 01-03*. Universitat Pompeu Fabra. Institut Universitari de Lingüística Aplicada.

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Vázquez Orta, Ignacio, Guillén Galve, Ignacio. (1998). *Perspectivas pragmáticas en lingüística aplicada*. Anubar.

Xirinachs, Marta (ed.) (2000): *Assessorament i serveis lingüístics.* Barcelona: UOC.

OTHER RESOURCES

Cabré, M. Teresa; Payrató, Lluís (1990): «La lingüística aplicada avui», dins M. Teresa Cabré (ed.), *La lingüística aplicada. Noves perspectives, noves professions, noves orientacions.* Barcelona: Fundació Caixa de

Pensions/Publicacions de la Universitat de Barcelona, 11-29.

Cabré, M. Teresa (28 d'octubre de 2015): *La lingüística aplicada avui, després de 25 anys*. Conferència a l'Institut d'Estudis Catalans, en línia: https://www.youtube.com/watch?v=jOH09FX2xZU

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