

# LINGÜÍSTICA APLICADA

## GUÍA DOCENTE

| 1. DATOS GENERALES DE LA ASIGNATURA   |  |
|---|--|
| ASIGNATURA: <b>Lingüística Aplicada</b>   | CÓDIGO:  |
| CARÁCTER (señalar con una X la modalidad correspondiente):<br><input type="checkbox"/> Asignatura de Formación Básica (FB) <input type="checkbox"/> Asignatura obligatoria (OB) <input checked="" type="checkbox"/> <b>Asignatura optativa (OP)</b> |  |
| CENTRO: Facultad de Letras de Ciudad Real   | GRADO: ESTUDIOS INGLESES   |
| RAMA DE CONOCIMIENTO: Artes y Humanidades   | CRÉDITOS ECTS: 6   |
| CURSO: 3º y 4º  | SEMESTRE: 1º   |
| LENGUA EN QUE SE IMPARTIRÁ: INGLÉS  | USO DOCENTE DE OTRAS LENGUAS (sólo si es relevante):                         |
| PROFESORADO QUE LA IMPARTE  |  |
| NOMBRE/S: Ana M. Relano Pastor  | e-mail: <a href="mailto:anamaria.relano@uclm.es">anamaria.relano@uclm.es</a> |
| DEPARTAMENTO: FILOLOGÍA MODERNA   | DESPACHO: 204  |
| HORARIO DE ATENCIÓN AL ALUMNO: POR DETERMINAR   |  |
| JUSTIFICACIÓN EN EL PLAN DE ESTUDIOS, RELACIÓN CON OTRAS ASIGNATURAS Y CON LA PROFESIÓN   |  |
| <ul style="list-style-type: none"> <li>La asignatura desarrolla los contenidos de la materia<br/> <div style="border: 1px solid black; display: inline-block; padding: 2px;">Lingüística Inglesa Aplicada</div> </li> </ul>                         |  |

del módulo

Lengua y Lingüística Inglesas

del grado

Estudios Ingleses

y desarrolla contenidos del área

Filología Inglesa

Tiene carácter profesionalizante      No

Para la relación detallada con otras asignaturas del presente título y la actividad profesional remitimos a la correspondiente memoria del grado

## 2. REQUISITOS PREVIOS

None, but the subject will be taught in English, so mastery of the English language will be required. Previous knowledge of English Linguistics, Morphology and Syntax, Sociolinguistics, and Discourse Analysis will be helpful, but it is not required.

### 3. COMPETENCIAS DE LA TITULACIÓN QUE LA ASIGNATURA CONTRIBUYE A ALCANZAR

(consultar Proyecto de Título e incluir aquí sólo las trabajadas específicamente - y, por tanto, evaluables-, en esta asignatura)

### 4. OBJETIVOS O RESULTADOS ESPERADOS

**Generales:**

Capacity to adapt and transfer the critical methods of the discipline to a variety of working environments

Basic general knowledge of the subject

Research skills

Ability to manage information

Problem-solving skills

Commitment to work and conduct research in an ethical way

Capacity for critical thinking

**Específicas:**

Knowledge of the methods of teaching English

Knowledge of theoretical and methodological trends in linguistics

Ability to critically judge and evaluate bibliographical material and to position it within a theoretical framework

Capacity to identify problems and research topics and to assess their importance

*El alumno será capaz de:*

- 1) Acquire the foundations of second language acquisition
- 2) Learn the main theoretical frameworks and approaches to the study of language acquisition, with an emphasis on the acquisition of English as a second/foreign language.
- 3) Be familiar with the linguistic, psychological and social dimensions of language acquisition, with an emphasis on the language socialization perspective.
- 4) Develop critical understanding of theories and methods in SLA in relation to the teaching of English as a foreign language.
- 5) Learn the major educational philosophies and methodological trends in the history of language teaching, with an emphasis on the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- 6) Be familiar with the main models for description, analysis and comparison of teaching methods.
- 7) Gain knowledge of the debates underlying the notion of method.
- 8) Develop a critical understanding of the different approaches and methods in EFL education.
- 9) Reflect on the everyday EFL practice and write critical observations and reports to discuss in the classroom.
- 10) Learn the basic tools needed to analyse EFL teaching, write their own lesson plans, and

present a class demo.

## 5. TEMARIO / CONTENIDOS

### UNIT 1 Foundations of Second Language Acquisition (SLA)

- 1.1. What is SLA?
- 1.2. What is a second language?
- 1.3. What is a first language?
- 1.4. Diversity in learning and learners
- 1.5. Frameworks for SLA

### UNIT 2 Social Contexts of SLA: A Language Socialization Perspective

- 2.1. What is being acquired in SLA?
- 2.2. Language acquisition and Language Socialization
- 2.3. Communicative Competence
- 2.4. Input and Interaction
- 2.5. Social Dimensions of Language Acquisition
- 2.6. Ecological Theories of SLA
- 2.7. Research Methods in Language Socialization

### **UNIT 3 SLA theories and language pedagogy**

- 3.1. Second Language Learning and teaching
  - 3.1.1. The Academic Style
  - 3.1.2. The Audiolingual Style
  - 3.1.3. The Communicative Style and Task-Based Learning
  - 3.1.4. The Mainstream EFL Style
- 3.2. Integrating Perspectives
- 3.3. Approaching Near-Native Competence
- 3.4. Implications for L2 learning and teaching

### **UNIT 4 Language, learning and teaching: towards a conceptual framework**

- 4.1. Language learning and language teaching
- 4.2. Second versus foreign language education
- 4.3. Some models of a conceptual framework for language teaching
  - 4.3.1. Campbell's model of the relationship between language teaching theory and practice
  - 4.3.2. Spolsky's educational linguistic model
  - 4.3.3. Imgram's model for the development of language teaching practice
  - 4.3.4. Mackey's interaction model of language learning, teaching and policy
  - 4.3.5. Strevens' model of the language learning/language teaching process
  - 4.3.6. Stern's model of second language teaching
- 4.4. Methodology in language teaching's models

### **UNIT 5 Approaches and methods in language teaching**

- 5.1. Approach and method
- 5.2. Linguistic and learning theories
- 5.3. Language teaching methods
  - 5.3.1. Design
    - 5.3.1.1. Objectives
    - 5.3.1.2. Program
    - 5.3.1.3. Teaching and learning activities

- 5.3.1.4. Role of student
- 5.3.1.5. Role of teacher
- 5.3.1.6. Teaching materials
- 5.3.2. Procedure
- 5.4. Conclusion: A call for reflective teaching practice.

## **UNIT 6 Communicative Language teaching**

- 6.1. Communicative language teaching
  - 6.1.2. Theory of language
  - 6.1.3. Theory of learning
  - 6.1.4. Design
  - 6.1.5. Procedure
- 6.2. The natural approach
  - 6.2.2. Theory of language
  - 6.2.3. Theory of learning
  - 6.2.4. Design
  - 6.2.5. Procedure
- 6.3. Cooperative language learning
  - 6.3.2. Theory of language
  - 6.3.3. Theory of learning
  - 6.3.4. Design
  - 6.3.5. Procedure
- 6.4. Task-based language teaching
  - 6.4.2. Theory of language
  - 6.4.3. Theory of learning
  - 6.4.4. Design
  - 6.4.5. Procedure
- 6.5. Content-based instruction
  - 6.5.2. Theory of language
  - 6.5.3. Theory of learning
  - 6.5.4. Design
  - 6.5.5. Procedure

## UNIT 7 The Common European Framework of Reference for Languages

- 7.1. The Common European Framework in its political and educational context
  - 7.1.1. Theory of language
  - 7.1.2. Theory of learning
  - 7.1.3. Design
  - 7.1.4. Procedure
- 7.2. Language use and the language learner
- 7.3. The development of Plurilingual competence

### 6 y 7. ACTIVIDADES O BLOQUES DE ACTIVIDAD Y METODOLOGÍA CON SU CARGA EN HORAS DE TRABAJO PARA ALUMNO Y PROFESOR Y SU VALORACIÓN

| Actividades                                       | Tiempo de actividad presencial<br>(Profesor y Alumno) | Tiempo de actividad autónoma<br>(Alumno) | Tiempo total | Valoración en nota final                    |
|---|---|--|--------------|---|
| Clase teórica: impartición de contenidos teóricos | 40  |  |              | <b>Attendance and Participation<br/>15%</b> |
| Clase práctica:                                   | 15  |  |              |   |
|   |   | 45*                                      |              | <b>Practicum in TEFL</b>                    |

|                               |                 |                 |                        |                                    |
|-------------------------------|-----------------|-----------------|------------------------|------------------------------------|
| Lecturas:                     |                 |                 |                        | <b>30%</b>                         |
| Presentación trabajo escrito: |                 | 35              |                        |                                    |
| Presentación oral:            |                 | 25              |                        | <b>Final presentations<br/>15%</b> |
| Sesiones de evaluación**      |                 |                 |                        | <b>Final Portfolio<br/>40%</b>     |
| TOTAL                         | <b>55 horas</b> | <b>95 horas</b> | 150 horas              | 100%                               |
|                               |                 |                 | <b>6 CRÉDITOS ECTS</b> |                                    |

\*A reader will be provided to students at the beginning of the semester. Students must prepare the assigned readings to be able to participate in Practical Sessions. This reader will also provide materials for the Practicum in TEFL, final presentations and final portfolio.

\*\* There will be no exam. Students should turn in a final portfolio.

## 8. CRITERIOS DE EVALUACIÓN

-In order to pass this subject, students must attend at least 80% of theoretical and practical sessions, hand in at least 80% of required essays and attend at least 4 tutorial sessions to discuss work with the instructor.

-class attendance and participation 15%

- Practicum in TEFL 30%

- Peer presentations 15%
- Final Portfolio 40%

| 9. CRONOGRAMA / CALENDARIO |   |            |          |
|----------------------------|---|------------|----------|
| Units                      | Activities  | Compulsory | Dates    |
| Unit 1                     | Theoretical/ practical classes<br>Tutorials<br>Self study | Yes        | Wk 1,2   |
| Unit 2                     | Theoretical/ practical classes<br>Tutorials<br>Self study | Yes        | Wk 3,4   |
| Unit 3                     | Theoretical/ practical classes<br>Tutorials<br>Self study | Yes        | Wk 5,6   |
| Unit 4                     | Theoretical/ practical classes<br>Tutorials<br>Self study | Yes        | Wk 7,8   |
| Unit 5                     | Theoretical/ practical classes<br>Tutorials<br>Self study | Yes        | Wk 9,10  |
| Unit 6                     | Theoretical/ practical classes                            | Yes        | Wk 11,12 |

|                           |  |     |              |
|---------------------------|--|-----|--------------|
|                           | Tutorials<br>Self study                                      |     |              |
| <b>Unit 7</b>             | Theoretical/ practical<br>classes<br>Tutorials<br>Self study | Yes | Wk 13,14     |
| <b>Oral presentations</b> | Students are to<br>present their work in<br>class            | Yes | Weeks 15, 16 |

## 10. BIBLIOGRAFÍA, RECURSOS

Brown, H. Douglas (2000). *Principles of language learning and teaching* (4<sup>th</sup> Edition). New York: Pearson Education. (Chapter 5).

Butler-Pascone, M.E. & Wiburg, K.M. (2003). *Technology and teaching English language learners*. Allyn and Bacon.

Candlin, C. & Mercer, N. (Eds.) (2001). *English language teaching in its social context*. London: Routledge.

Carter, R. & D. Nunan (Eds.) (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: CUP.

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language* (3<sup>rd</sup> edition). Heinle & Heinle Publishers.

Kramsch, C., y Vork Steffensen, S. (2008). Ecological Perspectives on Second Language Acquisition and Socialization. En Patricia Duff and Nancy Hornberger, *Encyclopedia of Language and Education*, Vol. 8, (pp. 17-29). New York: Springer.

Kramsch, Claire (1998). *Language and Culture*. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching: Teaching techniques in English as a second language* (2nd edition). Oxford University Press.

Lee, J. & VanPatten, B. (1997). *Beyond methods: Components of second language teacher education*. McGraw-Hill.

McKay, S.L., y Hornberger, N. H. (1996). *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.

National Standards in Foreign Language Education Project. (1999). *Standards for Foreign Language Learning in the 21st Century*. Allen Press: Lawrence KS.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge:

Cambridge University Press.  
Seldin, P. (2004). *The teaching portfolio*. Anker Publishing Company.  
Shrum, J.L., & Glisan, E.W. (2005). *Teacher's handbook: Contextualized language instruction* (3rd edition). Boston: Heinle & Heinle.  
Wright, T. (2005). *Classroom management in language education*. Palgrave-Macmillan.  
Richards, J. C. & Rodgers, T. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.

### **Online resources**

Second Language Acquisition Topics: Krashen's Input Hypothesis

[<http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>]

Second Language Acquisition and Learning

[http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/](http://www.sdkrashen.com/SL_Acquisition_and_Learning/)

Sociocultural Theory

[http://carbon.cudenver.edu/~mryder/itc\\_data/soc\\_cult.html](http://carbon.cudenver.edu/~mryder/itc_data/soc_cult.html)

The Applied Linguistics WWW Virtual Library

[<http://education.nyu.edu/teachlearn/faculty/lseinker/welcome.html>]

Second Language Acquisition Topics

[<http://homepage.ntlworld.com/vivian.c/SLA/index.htm>]

### **Electronic Journals**

*ELT Journal*: <http://eltj.oxfordjournals.org/>

*Applied Linguistics*: <http://applied.oxfordjournals.org/archive/>

*TESOL Quarterly*: <http://www.tesol.org/>

*Bilingual Research Journal*: <http://brj.asu.edu/>

*The Modern Language Journal*: <http://mlj.miis.edu/>

*Models of Language Teaching and Learning*

<http://www.nclrc.org/essentials/whatteach/models.htm>

*Online Directory of ESL Resources*

<http://www.cal.org/resources/ncbe/esldirectory/>

*Second Language Research*: <http://slr.sagepub.com/>

*The Journal of Second Language Writing:* <http://www.jslw.org/>

*Internet Journal of e-Language Learning and Teaching:* <http://www.eltrec.ukm.my/ijelt/>

*The Internet TESL Journal:* <http://iteslj.org/>

*TESL-EJ:* <http://www-writing.berkeley.edu/TESL-EJ/>

*Teaching English with Technology. A Journal for Teachers of English:* <http://www.iatefl.org.pl/call/callInl.htm>