

MODELO DE GUÍA DOCENTE PARA UNA ASIGNATURA

1. DATOS GENERALES DE LA ASIGNATURA	
ASIGNATURA: LINGÜÍSTICA APLICADA I	CÓDIGO: 65011
CENTRO: FACULTAD DE LETRAS	GRADO: FILOLOGÍA INGLESA
TIPOLOGÍA: OBLIGATORIA	CRÉDITOS ECTS: 9
CURSO: 5º	SEMESTRE: SEGUNDO
LENGUA EN QUE SE IMPARTIRÁ: INGLÉS	USO DOCENTE DE OTRAS LENGUAS:
PROFESORADO QUE LA IMPARTE	
NOMBRE: MARÍA CRISTINA ALONSO VÁZQUEZ	e-mail: MaríaCristina.Alonso@uclm.es
DEPARTAMENTO: FILOLOGÍA MODERNA	DESPACHO: 211
HORARIO DE TUTORÍA: LUNES Y MARTES: 15:00-18:00	

2. REQUISITOS PREVIOS
<p>PREREQUISITE FOR THIS COURSE:</p> <p>It is strongly recommended to have an upper intermediate level (B2) according to the Council of Europe's Common European Framework of Reference for Languages.</p>

3. JUSTIFICACIÓN EN EL PLAN DE ESTUDIOS, RELACIÓN CON OTRAS ASIGNATURAS Y CON LA PROFESIÓN

- This course presents the basic, necessary tools for teaching pupils of all ages offering an insight into theoretical aspects.
- Applied linguistics is a very practical field, in the sense that it believes that data are worth gathering and that generalizations are possible and may indeed lead to useful responses to problems, which teachers of English come across with.
- This course also intends to show students the exciting time to become an applied linguistic.

4. COMPETENCIAS DE LA TITULACIÓN QUE LA ASIGNATURA CONTRIBUYE A ALCANZAR

(consultar Proyecto de Título)

COMPETENCES:

- The methodology implied in the construction of the five units is ‘communicative’ in the sense that it requires active participation in class practice. Therefore, students are expected to produce a CD-ROM on the grammar topic they have chosen. This CD-ROM will be a work in pairs,

5. OBJETIVOS O RESULTADOS ESPERADOS

AIMS OF THE COURSE:

- The ECTS on Applied Linguistics I offers an overview of the field of Applied Linguistics. Applied Linguistics I is grounded in real-world, primarily to practical issues that involve teaching methodology, language learning, language use, language

and should be presented in class at the scheduled days.

evaluation, and assessment. Students may choose to concentrate their studies in second language learning and teaching.

6. TEMARIO / CONTENIDOS

CONTENTS:

- At the end of each unit there will be three different sections:
 - conclusion of the chapter
 - exercises
 - points of discussion.

- Further exercises and activities will be asked for the classroom or self-study.

INTRODUCTION:

To know students' needs.

First Part. Theoretical Approach

UNIT 1: Applied Linguistics: An Emerging Discipline for the Twenty-first Century.

Research Approaches in Applied Linguistics.

UNIT 2: The Study of Second Language Learning.

Definitions: L1, L2, FL, TL.

UNIT 3: The role of the first language.

UNIT 4: The study of Interlanguage.

UNIT 5: Input, interaction, and Second Language Acquisition.

Second Part. Practical Contents:

The learning of the four skills.

SKILLS:

- Reading several papers related to Second Language Learning.
- Powerpoint presentations about the different proposals related to the system of teaching-learning English and debates or discussion groups.

ATTITUDES:

- To improve critical point of view and team work.

<p>7. ACTIVIDADES O BLOQUES DE ACTIVIDAD Y METODOLOGÍA</p> <p>(Las que tengan un peso en la evaluación se relacionarán con los apartados 8 y 9)</p>	<p>8. CRITERIOS DE EVALUACIÓN</p>	<p>9. VALORACIONES</p> <p>(Sobre el total de la asignatura)</p>
<p>ACTIVITIES:</p> <p>7.1. In class Activities:</p> <ul style="list-style-type: none"> · Lectures will alternate with theoretical, workshops, discussion sessions, and present curriculum on significant topic areas in the field of Applied Linguistics. <p>7.2. Teacher Guided Tasks:</p> <ul style="list-style-type: none"> - Advise on how to gather a linguistic corpus in order to 	<p>EVALUATION:</p> <p>Participation</p> <ul style="list-style-type: none"> - Students participation is both essential and compulsory. As much of this class is discussion and workshop oriented, presence, careful preparation, and active participation are crucial to success. - Students should come to class prepared ready to contribute to class discussion, listen attentively and critically to others' comments and questions, respond to others' views, and generally conduct themselves in a professional manner. - Students are expected to take their work very seriously, preparing for each class by carefully reading each 	<p>ASSESSMENT:</p> <p>In Class Activities: 25: %.</p> <p>Guided Tasks: 50%</p>

reveal facts about language use that are essential for addressing practical issues. Goals will centre around understanding new facts about language.

7.3. Individual Students' Work:

- Each group of students will focus on a grammar unit, having to decide the best explanation on grammar, exercises, activities, and evaluation. Each member of the group will work on a different section of the unit. This work should be presented in class (during the scheduled individual and in-group presentations), so students would be able to get some feedback from their classmates, and as a result the work should be improved. This curriculum should be finished, and handed in to the teacher two weeks before the end of the course.

assignment, reflecting upon that reading, and thinking about the implications of the reading.

Plagiarism and Academic Honesty

- All work students turn in for this class must be their own original work, with all outside reference sources properly cited and acknowledged.

Attendance: 25%

10. SECUENCIA DE TRABAJO, CALENDARIO, HITOS IMPORTANTES E INVERSIÓN TEMPORAL

SECUENCIA TEMÁTICA Y DE ACTIVIDADES (ordinarias y de evaluación)			PERÍODOS TEMPORALES APROXIMADOS O FECHAS	INVERSIÓN APROXIMADA DE TIEMPO DE TRABAJO DEL ESTUDIANTE
			Reports	
			February- May	55 hours
			February- May	3 hours
			From April	15 hours
				Total Number of hours: 73

Themes and other assessments	Activities	Compulsory YES/NO
Themes 5	Theory and practice	YES
Tests on the 5 themes	Theory and practice	YES
Presentations		YES

11. BIBLIOGRAFÍA, RECURSOS

REFERENCE LIST

The set materials include a wide range of supplementary materials, which will be provided throughout the course.

Rod, E. (1992). *Understanding Second language Acquisition*. Oxford: Oxford University Press.

GRAMMAR BOOKS:

Eastwood, John. *Oxford Practice Grammar*. Oxford: Oxford University Press.

Hancock, Mark. Cambridge: *English Pronunciation in Use*. (Intermediate). Cambridge University Press.

Huddleston, Rodney and Geoffrey Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

McCarthy, Michael and Felicity O'Dell. (2005). *English Idioms in Use*. Cambridge: Cambridge University Press.

McCarthy, Michael and Felicity O'Dell. (2004). *English Phrasal Verbs in Use*. (Intermediate). Cambridge: Cambridge University Press.

Swam, Michael. *Practical English Use*. Oxford: Oxford University Press.

RECOMMENDED DICTIONARIES:

Cambridge Advanced Learner's Dictionary (with CD) (2003). Cambridge: Cambridge University Press.

Jones, D. (1967). Cambridge English Pronunciation Dictionary. (with CD). Seven Edition.

Oxford Advanced Learner's Dictionary (with CD). Oxford: Oxford University Press.

USING THE INTERNET :

There are a number of pages students should visit during the course.

Part of the homework (i.e. presentations) will involve looking for reading they would do on the pages and linked Websites. Reading will be required of everybody, but they would depend on the work to be presented at class. So, students will be allowed to make choices. The teacher will be glad to help students use Netscape if they have never done so.