



Syllabus

Subject

Subject / Group	21822 - Applications of English Linguistics and ICT / 1
Degree	Degree in English Studies - Third year
Credits	6
Period	2nd semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Lucrecia Rallo Fabra <i>Responsible</i> lucrecia.rallo@uib.es	12:00	13:30	Wednesday	17/02/2020	17/06/2020	ID-06 Beatriu de Pinós

Context

"Applications of English Linguistics and ICT" is a practical course which intends to provide undergraduates with an overview of some common applications of Linguistics and Information and Communication Technologies. It is, therefore, a course within the module "Applications of English Studies". Given the importance of ICT for linguistic research in the 21st century, the main objective of this course is for students to acquire the skills to conduct empirical research in the fields of theoretical and applied linguistics.

Requirements

Recommended

It is advisable to have passed the courses: "Introduction to English Linguistics", "Fundamentals of English Phonology" and "English Lexicology" and "Understanding English Grammar" before taking this course. Further to this requirement, students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject. Therefore, the maximum number of serious mistakes allowed in the tests and projects presented in this course will be the same as that established in the syllabus of English Language VI.

Skills

Specific

- * Ability to analyse English texts from the linguistic, literary and cultural points of view (16)



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- * Knowledge and understanding of the main contributions of the disciplines in English Studies (Linguistics, Applied Linguistics, Literary Studies, Cultural Studies) (17)
- * Ability to find and manage information related to the discipline in online databases, and to use software applications related to the field (22)

Generic

- * Ability to develop skills related to self-learning and team work (1)
- * Ability to interpret, analyse, summarise and evaluate information in a critical way (3)

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

Range of topics

1. Understanding research in theoretical and applied linguistics. Quantitative vs. qualitative research
2. Designing your research. Research questions and hypotheses. Defining and operationalizing variables.
3. Analyzing oral language. Fluency measurement. Pronunciation accuracy. Intelligibility and foreign accent. Speech perception. The Praat software. The IDEA and Phon Databases.
4. Analyzing written language. Text analysis using corpora and databases. The Antconc software
5. Quantitative analysis of data. Group comparisons. Statistical testing: t-test, chi-square. The SPSS software.
6. Writing a research report. Reviewing the literature. Citing sources. Presentation of results.
7. Invited lecture : ICTs in Language teaching and learning by Evangelia Karagianni (Hellenic Open University).

Teaching methodology

In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	Presentations by the lecturer. Note that there will be some practice in the theory classes and some theory-building in the practice classes or seminars.	30
Practical classes	ICT Practice	Medium group (M)	Students will receive specific training to use software effectively to analyse the different units developed throughout the course. Students mightbe required to bring their own laptops so as to carry out the activities proposed.	15

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Modality	Name	Typ. Grp.	Description	Hours
			Note that there will be some practice in the theory classes and some theory-building in the practice classes or seminars.	
ECTS tutorials	Student progress monitoring	Small group (P)	Students will be asked to report to the teacher on the progress of their projects.	2
Assessment	Oral Presentations	Large group (G)	Students will be required to read, present and answer questions about an academic article related to research in theoretical and applied linguistics. Attendance to oral presentations sessions will be required.	8
Assessment	Final exam	Large group (G)	At the end of the course all students will have to sit a written exam on the theoretical and practical aspects of the course, as described in the assessment section.	1
Other	ICTs in foreign language teaching and learning	Large group (G)	Invited lecturer(subject to budget availability)	4

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Individual self-study	Self-study	Revision of the contents developed by the instructor in class. Reading of bibliography necessary for the understanding of course contents and the development of projects.	30
Group self-study	Project writing	Work on the composition of their project with other group members. Analysis of linguistic data through ICT tools by students. Bibliographical searches.	60

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

This course offers a single assessment pathway (Pathway A). Students officially recognised by the UIB as part-time students will follow the same assessment criteria established in Pathway A. The only difference

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between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.

It should be noted that plagiarism will be severely penalised, in accordance with the UIB's current academic regulations (Reglament Acadèmic), reproduced below:

"Article 33. Frau:

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi)."

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Oral Presentations

Modality	Assessment
Technique	Oral tests (non-retrievable)
Description	Students will be required to read, present and answer questions about an academic article related to research in theoretical and applied linguistics. Attendance to oral presentations sessions will be required.
Assessment criteria	Quality of the content presented orally; clarity and accuracy of oral expression in English; compliance with the guidelines provided by the instructor to carry out the oral presentation (e.g. written notes are not allowed); visual and aural aspects of the oral presentation; body language; capacity to engage classmates and answer questions posed by the audience.

Final grade percentage: 20%

Final exam

Modality	Assessment
Technique	Objective tests (retrievable)
Description	At the end of the course all students will have to sit a written exam on the theoretical and practical aspects of the course, as described in the assessment section.

Assessment criteria

Final grade percentage: 35% with a minimum grade of 5

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ICTs in foreign language teaching and learning

Modality	Other
Technique	Objective tests (non-retrievable)
Description	Invited lecturer(subject to budget availability)
Assessment criteria	
Final grade percentage:	5%

Project writing

Modality	Group self-study
Technique	Papers and projects (retrievable)
Description	Work on the composition of their project with other group members. Analysis of linguistic data through ICT tools by students. Bibliographical searches.
Assessment criteria	Quality of the content presented through expository writing; clarity and accuracy of written expression in English; compliance with the guidelines provided by the instructor to carry out the task; layout and presentation; capacity to keep the reader engaged.

Final grade percentage: 40%with a minimum grade of 5

Resources, bibliography and additional documentation

In addition to the references listed here, other useful supplementary bibliographical references and resources will be provided throughout the "Aula Digital" Platform.

Basic bibliography

- Carrier, M., Damerow, R. M., & Bailey, K. M. (2017). *Digital language learning and teaching*. London and New York: Routledge.
- Carrió-Pastor, M. L. (Ed.) (2019). *Teaching Language and Teaching Literature in Virtual Environments*. Cham: Springer.
- Li, L. (2017). *New technologies and language learning*. London: Palgrave.
- Mompean, J. A. & Fouz-González, J.(Eds.) (2015). *Investigating English Pronunciation. Trends and Directions*. London: Palgrave MacMillan.
- Timmis, I. (2015). *Corpus Linguistics for ELT*. London and New York: Routledge.

Complementary bibliography

- Blake, R. J. (2013). *Brave new digital classroom. Technology and foreign language learning* (2nd ed.). Washington, D.C.: Georgetown University Press.
- Colantoni, L., Steele, J. & Escudero, P. (2015). *Second Language Speech. Theory and Practice*. Cambridge: CUP.
- Coulthard, M., Johnson, A., & Wright, D. (2017). *An introduction to forensic linguistics. Language in evidence*. London and New York: Routledge.
- Faber, P. (2012). *A Cognitive Linguistics View of Terminology and Specialized Language*. Berlin: De Gruyter.
- Jarosz, A. (2019). *English Pronunciation in L2 Instruction. The Case of Secondary School Learners*. Cham: Springer.
- Kent, R. D. & Read, C. (2002). *The acoustic analysis of speech*. San Diego: Singular/Thomson Learning.
- Meyer, C. F. (2002). *English corpus linguistics: An introduction*. Cambridge: Cambridge University Press.

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- Rank, T., Warren, C., & Millum, T. (2011). *Teaching English using ICT. A practical guide for secondary school teachers*. London and New York: Continuum.
- Segalowitz, N. (2010). *Cognitive Bases of Second Language Fluency*. London: Routledge.
- Sinclair, J. (2004). *How to use corpora in language teaching*. Amsterdam: John Benjamins.
- Thomas, M., H. Reinders, & M. Warschauer (Eds.). (2013). *Contemporary computer-assisted language learning*. London: Bloomsbury Academic.
- Tokowic, N. (2014). *Lexical Processing and Second Language Acquisition*. London: Routledge.

Other resources

Resources will be constantly updated throughout the course. Some examples of useful resources are provided below:

- British National Corpus (BYU-BNC) <http://corpus.byu.edu/bnc/>
- Corpus of Contemporary American English (COCA): <http://corpus.byu.edu/coca/>
- Corpus of Historical American English (COHA): <http://corpus.byu.edu/coha/>
- IDEA: <https://www.dialectsarchive.com>
- Laurence Anthony's Software: <https://www.laurenceanthony.net/software/antconc/>
- The PHON Bank: <https://phonbank.talkbank.org>
- PRAAT <http://www.fon.hum.uva.nl/praat/>

