Course Name : Applied Linguistics

Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
ELL 202	A	Spring	4.00	0.00	0.00	4.00	5.00

Lecturer	Neliada Memushaj, Msc
Assistant	
Course language	English
Course level	Bachelor
Description	This course introduces students to important areas in the field of applied linguistics and familiarizes them with key issues in each of those areas. It is designed to provide students with an opportunity to develop their understanding of the theoretical and practical aspects of second language learning and teaching. It encourages students to develop a broad theoretical basis that reflects the current research within applied linguistics and related disciplines. In addition, this course makes connections between different disciplines that contribute to our knowledge of learning and issues related to pedagogy and language learning.
Objectives	To introduce students to important areas in the field of applied linguistics and familiarizes them with key issues in each of those areas. To provide students with an opportunity to develop their understanding of the theoretical and practical aspects of second language learning and teaching. To encourage students to develop a broad theoretical basis that reflects the current research within applied linguistics and related disciplines. To enable students to make connections between different disciplines that contribute to our knowledge of learning and issues related to pedagogy and language learning.
Core Concepts	Applied linguistics, discourse analysis, corpus linguistics, pragmatics second language acquisition, learner styles and strategies, grammar, vocabulary and the four language skills, language assessment and feedback,

Course Outline

Week	Topic
1	An overview of Applied Linguistics and related terms, What is applied linguistics, a short history of its development, how social and cultural elements can be incorporated into applied linguistics, the interrelationship of the areas of applied linguistics, implications for language learning and teaching, Ch 1
2	Language and Language use: Grammar, different types of grammar, issues and limitations related to description of grammar, implications for learning and teaching grammar, Ch.2
3	Language and Language use: Vocabulary, What is vocabulary, what vocabulary should be learned and how, types of vocabulary learning, how to learn vocabulary, issues in assessing vocabulary knowledge, are vocabulary size and language proficiency related, Ch.3
4	Discourse analysis, its definition, analysis of spoken and written language in its social context, different approaches to language analysis, critical discourse analysis, the relationship of language aspects in discourse analysis, implications for language pedagogy, Ch4
5	Pragmatics, what is pragmatics, its perspectives on language use, communication in context and principles guiding effective communication, effects of social factors and the context on language use, Pragmatic perspectives on language use, Pragmatics and language learning and teaching, Ch5
6	Corpus linguistics, What is corpus linguistics, Corpus design and compilation, Issues in corpus design, What can a corpus tell us, Overview of different types of corpus studies, How can corpora inform language teaching, Ch6

7	Essential areas of enquiry in applied linguistics: Second language acquisition (SLA), What is second language acquisition, theories of L2 learning, sociological, psychological and linguistics perspectives, the L2 learner language, L1 influence and transfer, Instruction and second language acquisition, Ch7
8	Midterm Exam
9	Focus on the language learner, Styles, strategies and motivation, Learner characteristics, Characteristics outside the teacher's control: age and gender, language aptitude, what are learning styles, what are learner strategies, Motivation as a dynamic process in L2 learning, Pedagogical implications: The intersection of styles, strategies and motivation, Ch9
10	Language skills listening, What is listening, Issues in listening, types of : one-way and two-way listening, processes in listening: top-down and bottom-up, enabling listening skills and strategies, From theory to practice: issues in teaching L2 listening, Ch13
11	Language skills speaking and pronunciation What are speaking and pronunciation? Issues in speaking: turn-taking, , Genres of speaking, Issues in pronunciation: sound segments, stress and intonation, Implications for language Pedagogy, Ch14
12	Language skills reading What is reading? Reading in a second language and related key issues> vocabulary knowledge, word recognition, language knowledge in reading, L1/L2 reading differences, Similarities and differences between L1 and L2 reading, Processes in L2 reading comprehension, reading strategies, Implications for instruction, CH 15
13	Language skills: writing, Aspects of writing: strategic, textual, relational, Defining second language writers, Second language writing: theory, research and pedagogy: controlled composition, process approach, paragraph approach, CH16
14	Language assessment What is language assessment? Fundamental issues in language assessment: construct validation, test analysis, Language assessment and language teaching: wasback, alternative assessment, its advantages and disadvantages, Language assessment literacy (LAL)
15	Students' presentations
16	Final Exam

Prerequisites	The student must attend the course at a minimum rate of 75%.
Literature	• Schmitt, N., & In Rodgers, M. P. H. (2020). An introduction to applied linguistics. Taylor&Francis
References	• Lightbown, P. M., & Spada, N. (2013). How Languages are Learned 4th edition- Oxford Handbooks for Language Teachers. Oxford university press

Course Outcome

1	To identify and describe the major fields in applied linguistics
2	To describe how language components (vocabulary and grammar) operate in the language learning context.
3	To explain how applied linguistics fields impact language teaching and research
4	To evaluate how research in the four language skills has implications for the L2 learning and teaching
5	To critically discuss and develop ideas on the current theory and practice in second language teaching and language learning;
6	To undertake small-scale research in applied linguistics fields

Course Evaluation

In-term Studies	Quantity	Percentage
Midterms	0	0
Quizzes	0	0
Projects	0	0
Term Projects	0	0
Laboratory	0	0
Class Participation	0	0
Total in-term evaluation percent		**0**
Final exam percent		**0**
Total		**0**

ECTS Workload (Based on Student Workload)

Activities	Quantity	Duration (hours)	Total (hours)
Course duration (Including the exam week: 16x Total hours of the course)	16	4	64
Study hours outside the classroom (Preparation, Practice, etc.)	0	0	0
Duties	0	0	0
Midterms	0	0	0
Final Exam	1	0	0
Other	0	0	0
Total Work Load			**64**
Total Work Load / 25 (hours)			**2.56**
ECTS			**5.00**