

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Master Programme in Applied Linguistics to TEFL
INTRODUCTION TO APPLIED LINGUISTICS
First Term - 2016

COURSE CONVENORS

Pilar Méndez Rivera
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ROOM

Posgraduate Building – TBA 508

DESCRIPTION

This is an introductory course that familiarizes students with the topics and research problems in the field of applied linguistics. It focuses on language learning and teaching of English in EFL and SLA settings. This course covers the linguistic components of language and also seeks to make connections between the AL disciplines and students research projects. The course content is organized in several lessons. Each lesson emphasizes a topic, linked to a reading that students must read beforehand in order to participate in class discussions and giving answers to a workshop that should be completed during class each week. Some topics will be reinforced by students' oral presentations. For these presentations students must prepare a handout to be distributed among classmates.

SEMINAR GOALS

This course will enable students to:

- Know the current work on the field of applied linguistics.
- Gain a broadly-based understanding of AL in a critical perspective and its application in the solution of real-world language-based problems.
- Understand the major issues in SLA.

TOPICS

Definition of applied linguistics

Language and cognition

Language learning

Language education

Language teaching

Language and reading

Language and listening

Language and speaking
 Language and writing
 Language and assessment
 Language, culture and identity
 Language and ideology
 Language and media
 Language and technology

METHODOLOGY

The course consists of 15 class sessions. Students should read the assigned material previous to class. The course will be developed through a variety of methodological activities that include whole class sessions, small group work and pair work to share interpretations of the readings and answering specific questions. Briefly:

1. Small group activities: these are usually done at the beginning of the class. Based on readings previously assigned. Here, students answer to a workshop. This is an opportunity to share ideas and interpretations of the readings taking into account their own educational settings so all group members can establish a common ground for discussion. Students should write down their answers and give this paper to the teacher.
2. Whole group sessions: they are held after the small group activities and these have the purpose of presenting the issues that were discussed in the small group activity. This dynamic will guarantee participation and involvement.
3. Oral presentations. There are different topics to be cover by students. Students will sign-up for the topic of their choice. Each group has to prepare an hour or a 90 minutes' presentation and as well a handout to be distributed among classmates with the main ideas of the topic, using effective quotations and sources. Further readings and sources are necessary to prepare the oral presentations. Students are required to send the PPP a week before of their presentation to the email: pmendez@udistrital.edu.co
4. Final assignment. Students will write an article suitable for being published that reflects upon a specific problem. This paper may take the type of a reflection/short article that preliminary or partially presents results of a specific problem and research study to show concerns, developments, factors, perspectives, context, implications. Authors are encouraged to explain the connection between research problem and innovation to be discussed in the light of Applied Linguistic (Introduction to Applied Linguistics) domains showing possible contributions to the field.

In April the 4th students will present an overview or draft of this paper to the teacher. This is an opportunity to discuss ideas, solve doubts and having feedback.

ASSESSMENT

Activity	Description	Percentage
Reading discussions and class participation	<ul style="list-style-type: none"> • Discussions of the Reading assignments. • General participation. 	20%
Workshops	<ul style="list-style-type: none"> • A paper given answers to specific questions 	15%
Oral presentation	<ul style="list-style-type: none"> • Oral presentations of topics previously assigned. 	20 %
Midterm exam	<ul style="list-style-type: none"> • A written exam of topics discussed in classes. 	20 %
Final assignment	<ul style="list-style-type: none"> • A written paper suitable for being published 	25%

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
WEEK 1 Feb 15	Introduction to the course Linguistics basic concepts	Chapter 1 “Linguistics as a Scientific Study of Language” (pages 1-19). Book: An introduction to general linguistics by Francis P. Dinneen	Intro Exam (What do you know about linguistics?)
WEEK 2 Feb 22	Introduction to applied linguistics	Chapter 1. Applying linguistics: disciplines, theories, models, descriptions. From the Book: Issues in Applied Linguistics by Michael McCarthy.	Workshop: AL as problem-solving

WEEK 3 Feb 29	Language and cognition	1. Brain. Conscious and Unconscious Mechanisms of Cognition, Emotions, and Language. by Perlovsky, Leonid; Ilin, Roman (2012).	Workshop: language and cognition First Students' Oral presentation: Language and cognition by Catherine Harris
WEEK 4 Mar 7	Applied Linguistics and Second Language Learning	1. Key concepts in language learning and language education by Diane Larsen-Freeman (2011). Book: The Routledge Handbook of Applied Linguistics	Workshop: learning and identity Second Students' Oral presentation: Myths and misconceptions about second Language learning
WEEK 5 Mar 14	Applied linguistics and bilingualism	1. Applied Linguistics Research of Bilingualism and its Incentives for Foreign Language Pedagogy by Silvia Pokrivčáková (pages 1-12). 2. Bilingual Education in Colombia: Towards a Recognition of Languages, Cultures and Identities by Anne Marie De Mejía (2006).	Workshop: Reflecting your practice Third Students' Oral presentation: Bilingualism: definitions and distinctions/bilingualism and bilingual education as a problem, right and resource by Colin Baker.
FREE WEEK/ March 21-March 25			

<p>WEEK 7 Mar 28</p>	<p>Critical Applied Linguistics</p>	<p>1. Critical and alternative directions In applied linguistics by Pennycook, A. (2010)</p>	<p>Workshop: Language and power</p> <p>Fourth Students' oral presentation</p> <p>Critical Applied Linguistics: Concerns and domains by Vo. Dai Quang</p>
<p>WEEK 8 April 4</p>	<p>Language and identity</p>	<p>1. Chapter 2: Researching Identity and language learning by Bonny Norton (2000) (p.20-33)</p>	<p>Workshop: Identity</p> <p>Fifth Students' oral presentation</p> <p>Castañeda Peña, Harold Andrés. (2008). 'I said it!' 'I'm first!': Gender and language-learner identities.</p>
<p>WEEK 9 April 11</p>	<p>Midterm exam (A written exam in the classroom)</p> <p>Log entry</p> <p>Connecting my research problem with the fields of AL</p>	<p>Students will look for research articles related to the problem of their interest.</p>	<p>How does my research problem relate to Applied Linguistics or Critical Applied Linguistics?</p> <p>Previous review of your final assignment paper</p>
<p>WEEK 10 April 18</p>	<p>Applied Linguistics and Language Policy and Planning</p>	<p>1. Language policy and planning by Takala and Sajavaara</p> <p>2. Language policies in Colombia: the</p>	<p>Workshop: What about Colombia?</p> <p>Sixth Students' oral</p>

		inherited disdain for our native languages" by Carmen Helena Guerrero, How (2009).	presentation: Language Endangerment: Language Policy and Planning
WEEK 10 April 25	Language teacher education	1.Language teacher education by Simon Borg (2011). (pages: 215-228)	Workshop: teacher development Seventh Students' Oral presentation: Language teaching methodology by Scott Thornbury (2011).
WEEK 11 May 2	Applied Linguistics and Evaluation and Assessment	1.Assessment and testing by Caroline Clapham (2002). 2. Optional Reading. Differences between evaluation, testing and assessment	Workshop: Thinking our practices Eight Students' oral presentation: Beyond tests: Alternatives in assessment (Chapter 10, p. 251) by Douglas Brown (2003)
WEEK 12 May 16	Applied Linguistics and Literacy	1.Literacy by Doris S. Warriner (2011)	Workshop: word and world Ninth Students' Oral presentation Writing the Word and the World: Critical Literacy as Critical Textual Production by

			Ernest Morell (2003)
WEEK 13 May 23	Applied Linguistics and Discourse Analysis	1. Discourse analysis by Guy Cook (2011)	Workshop: Discourse Analysis overview Tenth Students' Oral presentation: Bringing discourse analysis into the language classroom by Cots (1995).
Week 14 Jun 13	Language and media	1. The media by Anne O'Keeffe	Workshop: language and media 11 th Students' oral presentation: Bourdieu, language and the media by John Myles (2010)
Week 15 Jun 20	Language and technology	Computer Assisted Language Learning (CALL) by Paul Gruba (2004)	Workshop: Language and technology 12 th Students' Oral presentation: Innovations in learning technologies for English language teaching. Edited by Gary Motteram
Week 16 and 17	Final log entry	Students' papers	

Oral presentations/ Readings suggested

First oral presentation due to week 3: Bilingualism: definitions and distinctions/bilingualism and bilingual education as a problem, right and resource. Book suggested: Foundations of Bilingual Education and Bilingualism: 5th edition by Colin Baker (2011).

Second Students Oral presentation: Myths and misconceptions about second Language learning: what every teacher Needs to unlearn by McLaughlin, B. (1992).

Third Oral presentation: Bringing discourse analysis into the language classroom by Josep Maria Cots, 1995

Fourth Students' oral presentation Critical Applied Linguistics: Concerns and domains by Vo. Dai Quang (2007).

Fifth Students' oral presentation Castañeda Peña, Harold Andrés. (2008). 'I said it!' 'I'm first!': Gender and language-learner identities.

Sixth Students' Oral presentation: Language Endangerment: Language Policy and Planning

Seventh Students' Oral presentation: Language teaching methodology by Scott Thornbury (2011).

Eight Students' oral presentation: Beyond tests: Alternatives in assessment (Chapter 10, p. 251) by Douglas Brown (2003)

Ninth Students' Oral presentation: Writing the Word and the World: Critical Literacy as Critical Textual Production by Ernest Morell (2003)

Tenth Students' Oral presentation: Bringing discourse analysis into the language classroom by Cots (1995).

11th Students' oral presentation: Bourdieu, language and the media by John Myles (2010)

12th Students' Oral presentation: Innovations in learning technologies for English language teaching. Edited by Gary Motteram

JOURNALS AND DATA BASES

ProQuest
 Scopus
 ScienceDirect
 SpringerLink
<https://archive.org/>

TESOL Quarterly
 The Reading Teacher
 Reading Research Quarterly
 Applied Linguistics Journal
 CALJ
 IKALA
 PROFILE
 Folios y Lenguaje
 HOW Journal

Attendance policy

Students are expected to be punctual and attend all classes,

Students must read the lectures and materials suggested to participate in class and answer the workshop questions correctly.

Students who are in charge of oral presentations must prepare a handout compulsory.

More than three absences from the class will be considered excessive and it will affect your final grade.

Plagiarism or cheating will have negative consequences from failure of the assignment to failure of the entire course. Please be careful and quote the source.

Students are expected to exhibit a high level of personal and academic integrity and honesty.

ACADEMIC EVENTS

October 13-15, 2016: 51st Annual Asocopi Conference a realizarse en Bogotá – Colegio Champagnat

November 6-7, 2016: International Symposium on Literacies and Discourse Studies y XX Symposium on Research in Applied Linguistics - UDFJC

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Méndez, February 2016