



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Master Programme in Applied Linguistics to TEFL
INTRODUCTION TO APPLIED LINGUISTICS
First Term – 2017

COURSE CONVENORS

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ROOM

Posgraduate Building – 501

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 and 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 to participate in class discussions and giving answers to specific questions that might take the form of a workshop or a conversation 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 and present a critical review of a graduate student's thesis to serve as a sample to do research in that specific area.

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 learning/bilingualism
 Teacher education & Professional development
 Discourse analysis
 Literacies

METHODOLOGY

The course consists of 15 class sessions. Students should read the assigned material before 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 considering 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 must 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. To help you to conduct your own research paper, a research sample is compulsory needed. As part of your presentation, you need to do a critical revision of a research document done for a graduate teacher from this master degree. It will serve as a guide for your classmates. 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 a reflection paper that explains the connection between their research problem and innovation to be discussed in the light of Applied Linguistic (Introduction to Applied Linguistics) domains showing possible contributions to the field. 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.

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 reflection paper 	25%

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
WEEK 1 Feb 14	Introduction to the course Linguistics basic concepts	1.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?) Getting to know each other (Who am I?)
WEEK 2 Feb 21	Introduction to applied linguistics	1.Chapter 1. Applying linguistics: disciplines, theories, models, descriptions. From the Book: Issues in Applied Linguistics by Michael McCarthy.	Workshop: AL as problem-solving What do I have to bring to the field?

WEEK 3 Feb 28	The philosophical view of AL	1. The Philosophy of Applied Linguistics by Kanavillil Rajagopalan (397-420)	Class discussion
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
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).	<u>First Oral presentation</u> Suggested reading: Bilingualism: definitions and distinctions/bilingualism and bilingual education as a problem, right and resource by McNelly, C. (2015). A research sample from ALMD graduate teacher
WEEK 6 Mar 21	Critical Applied Linguistics	1.Critical and alternative directions in applied linguistics by Pennycook, A. (2010)	<u>Second Students' oral presentation</u> Critical Applied Linguistics: Concerns and domains by Pennycook. A. A research sample from ALMD graduate teacher

WEEK 7 March the 28th	Language and identity	<p>1. Chapter 2: Researching Identity and language learning by Bonny Norton (2000) (p.20-33)</p> <p>2. Castañeda Peña, Harold Andrés. (2008). 'I said it!' 'I'm first!': Gender and language-learner identities.</p>	Workshop: Identity
WEEK 9 April 4th	Midterm exam (A written exam in the classroom) Log entry Connecting my research problem with the fields of AL	Students will look for research articles related to the problem of their interest.	<p>How does my research problem relate to Applied Linguistics or Critical Applied Linguistics?</p> <p>Previous review of your final assignment paper</p>
WEEK 10 April 25th	Language teacher education	<p>1. Language teacher education by Simon Borg (2011). (pages: 215-228)</p> <p>2. Language teaching methodology by Scott Thornbury (2011).</p>	Workshop: teacher development
WEEK 11 April 18th	Applied Linguistics and Language Policy and Planning	<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><u>3 Students' oral</u></p>

		inherited disdain for our native languages "by Carmen Helena Guerrero", How (2009).	<u>presentation:</u> Language Endangerment: Language Policy and Planning A research sample from ALMD graduate teacher
WEEK 11 May 2nd	Applied Linguistics and Discourse Analysis	1. Discourse analysis by Guy Cook (2011) 2. Bringing discourse analysis into the language classroom by Cots (1995).	Class discussion 4. Oral presentation. How to do research in this field?
	Discourse Analysis	1. Discourse analysis HUGH TRAPPES-LOMAX (2004).	Class discussion
WEEK 12 May 16th	Applied Linguistics and Literacy	1. Literacy by Doris S. Warriner (2011) 2. Rincon, J. & Clavijo, A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience	<u>5. Students' Oral presentation</u> Writing the Word and the World: Critical Literacy as Critical Textual Production by Ernest Morell (2003) A research sample from ALMD graduate teacher
WEEK 13 May 23rd	Language and media	1. The media by Anne O'Keeffe 2. Bourdieu, language and the media by John Myles (2010)	Class discussion
Week 14			

May 30th			
Week 15 and 16	Final log entry	Students' papers	

Oral presentations/ Readings suggested

1. 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).
2. Students' oral presentation Critical Applied Linguistics: Concerns and domains by Vo. Dai Quang (2007).
3. Students' Oral presentation: Language Endangerment: Language Policy and Planning
4. Students' oral presentation: How do research in this field? Discourse Analysis. Two samples of thesis
5. Students' Oral presentation: Writing the Word and the World: Critical Literacy as Critical Textual Production by Ernest Morell (2003)

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

<http://digitallibrary.usc.edu/cdm/search/searchterm/discourse%20analysis%20in%20education/mode/all/page/4>

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 arguably.

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

Writing Research Conference/15-18 Feb 2017 /Pontificia Universidad Javeriana, Bogotá, Colombia

Language Testing Research Colloquium/17-21 Jul 2017/Universidad de los Andes, Bogotá, Colombia

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