**COURSE PROFESSOR**
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**ROOM**
Google Classroom + Google Meet
Code: ncsnknv

**DESCRIPTION**
This course is intended for language teacher-researchers to become acquainted with studies which are broadly called linguistic related to a number of language teaching practical tasks. The course fosters a reflective attitude and critical perspective from which to look at those studies and the restriction of the term "applied linguistics" to the field of language teaching. The course is made up of three modules: past, present, and future of applied linguistics in local and global contexts. The contents, distributed in the course planner, imply a balance between theory and practice. There are topics that are dealt with by relevant authors in specialized texts. Students need to read those texts to prepare their active participation in panel discussions, workshops, and a practical small-scale project.

**COURSE GOALS**
1.    To examine the evolution of the concept of "applied linguistics" to the concept of "critical applied linguistics" related to language education practices.
2.    To explore theories of applied linguistics and to relate them to language education practices.
3.    To develop and inform a personal critical view of language, language pedagogy, and language research as a local and global practice.

**TOPICS**
- Applied Linguistics: Past, present, and future of the discipline
- Linguistics and language teaching
- Issues in Applied Linguistics: language teaching, language learning, discourses, literacies,
- Critical applied linguistics


**METHODOLOGY**

This course includes activities that examine both applied linguistic theories and language teaching practices in the participants' teaching settings. There are discussions on how theories of linguistics are used and the reasons for their use. This is based on the participants' reports of their critical reflections and practical experiences. The course intends to keep a balance between theory and practice by means of three student panels based on reading assignments, weekly workshops, and a small-scale project. All of this is oriented by lectures from the course professor.

In the panels, a small group of students presents personal insights and applications of the reading assignments. The professor randomly chooses the students to take part in the panel of every module of the course. Each panelist briefly presents, in no longer than five minutes, his/her personal insights and relation to practical educational experience. The rest of the class takes part with questions and comments. The professor moderates the panel.

There are also workshops in which the students are expected to find application of the theoretical and practical discussions in their regular professional activities as part of an in-service education component and the refinement of initial ideas for their thesis.

Groups of three (maximum), to be established at the first session, choose one area to prepare a document analysis project. The projects are small-scale and are developed throughout the semester from a critical perspective. The groups present the progress of their projects on the dates in the schedule below.

The lectures are presentations by the professor about topics included in this program. These lectures are taken as the guidelines for the practical applications and plenary discussions.

## ASSESSMENT

| Criteria/Activity | Description | Weight |
|---|---|---|
| Discussion Panel | Oral presentation of personal insights based on readings & practical experience.<br>**Due dates: March 10, April 28, May 26** | 20% |
| Attendance & participation in class discussions and workshops | Students are expected to attend every session and show interest in contributing to class discussions and presentations of classmates.<br>**Due date: Every session** | 20% |
| First document analysis project report | Oral presentation of chart summarizing document analysis project (5 minutes) of research question supported by a theoretical review.<br>**Due date: April 21** | 25% |

| Final document analysis project report | Oral presentation in a poster session of findings of the document analysis project (5 minutes) and written (10-15 pages) report having an introduction, justification, objectives, research question, literature review, findings, implications for instructional and research practice, and conclusions.<br><br>**Due date: June 2** | 35% |
|---|---|---|

## COURSE PLANNER

| WEEK/DATE | TOPIC | KEY READINGS AND ASSIGNMENTS |
|---|---|---|
| **1**<br><br>**Feb. 17** | Program introduction<br><br>What do you know when you know a language? | |
| **Module I: Past of AL in Local and Global Settings** | | |
| **2**<br><br>**Feb. 24** | Applied Linguistics: Origins | Grabe, W. & Kaplan, R. (1992). Introduction to applied linguistics - **pages 11-58**<br><br>Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* – **Pages 1-15** |
| **3**<br><br>**March 3** | Views of the English language | Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* – **Pages 25-53**<br><br>Guerrero Nieto, C. H., & Quintero Polo, A. H. (2009). English as a neutral language in the Colombian National Standards: A constituent of dominance in English language education.<br><br>Phillipson, R. (1992) *Linguistic imperialism* - **Pages 17 - 37**<br><br>Exploration of issues in ALx dealt with local and global authors |
| **4**<br><br>**March 10** | Bilingualism<br><br><br>**Panel I** | Bialystock, E. (2001) *Bilingualism in development. Language, literacy, & cognition* – **Pages I-20**<br><br>Quintero Polo, A. H. (2009). ¿Es usted bilingüe? Concepciones y alternativas para la educación en idiomas en el contexto colombiano |

| | | Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* - **Pages 695-718** |
|---|---|---|
| **Module II: Present of AL in Local and Global Settings** |||
| **5**<br><br>**March 17** | Applied Linguistics: Current Trends | Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* - **Pages 421-576** |
| **6**<br><br>**March 24** | TESOL: An academic movement or an industry? | Pennycook, A. (1999) Introduction: critical approaches to TESOL<br><br>Phillipson, R. (1992) *Linguistic imperialism* - **Pages 173-222** |
| **7**<br><br>**March 31** | Language and ideology | Phillipson, R. (1992) *Linguistic imperialism* - **Pages 38-77**<br><br>Pennycook, A. (2007) Global Englishes and transcultural flows - **Students choose a chapter of their interest**<br><br>Pennycook, A. (2010) *Language as a local practice* - **Students choose a chapter of their interest** |
| **8**<br><br>**April 7** | Critical Applied Linguistics | Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* – **Pages 784-807**<br><br>Pennycook, A. (2001) *Critical applied linguistics: a critical introduction* – **Students choose a chapter of their interest** |
| **9**<br><br>**April 14** | **Holly Week** ||
| **10**<br><br>**April 21** | **First document analysis project report** ||
| **11**<br><br>**April 28** | Language policy planning<br><br><br>**Panel II** | Phillipson, R. (1992) *Linguistic imperialism* - **Pages 109-135**<br><br>Shohamy, E. (2006) *Language policy: Hidden agendas and new approaches* – **Pages 46-134**<br><br>Spolsky, B. (2006) Language policy - **Pages 1-56** |

| Module III: Future of AL in Local and Global Settings | | |
|---|---|---|
| **12**<br>**May 5** | Applied Linguistics: Projections | Postmodernism & poststructuralism in ALx<br>Nathanael Rudolph's talk on video<br>Fairclough, N. (1989). Language and power – **pages 193-202** |
| **13**<br>**May 12** | Discourse studies | Flowerdew, J. (2013) Discourse in English language education – **Pages 1-9**<br>Fairclough, N. (2007). Analysing discourse. Textual analysis for social research - **Pages 1-62** |
| **14**<br>**May 19** | The Narrative turn in applied linguistics | Barkhuizen, G. (2013) Narrative research in applied linguistics - **Students choose a chapter of their interest**<br>Quintero Polo, A. H. (2016). Creating a pedagogical space that fosters the (re)construction of self through life stories of pre-service English language teachers |
| **15**<br>**May 26** | Teacher identity<br>**Panel III** | Barkhuizen, G. (2017) Reflections on language teacher identity research - **Students choose a chapter of their interest** |
| **16**<br>**June 2** | **Final document analysis project report** | |

## JOURNALS AND DATA BASES

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

ProQuest
Scopus
ScienceDirect

SpringerLink
Jstore

**BIBLIOGRAPHY**

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