UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Introduction to Applied Linguistics
2019-1

COURSE PROFESSOR
Alvaro H. Quintero Polo
quinteroalvaro@yahoo.com

ROOM
202, Edificio de Posgrados

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 discussions, presentations, and workshops in each session.

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 one-hour student panels based on reading assignments, workshops with practical tasks, and plenary discussions organized and oriented by the 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 session. 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 participate 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.

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.

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

ASSESSMENT

Criteria/Activity	Description	Weight
1. Panel	Oral presentation of personal insights based on readings & practical experience. **Due date: Every session**	25%
2. Attendance & participation	Students are expected to attend every session and show interest in contributing to class discussions and presentations of classmates. **Due date: Every session**	10%
3. First document analysis project report	Oral presentation of chart summarizing document analysis project (5 minutes) of research	30%

	question supported by a theoretical review. **Due date: April 4**	
4. 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 containing an introduction, justification, objectives, research question, literature review, findings, implications for instructional and research practice, and conclusions. **Due date: May 30**	35%

COURSE PLANNER

WEEK/DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 **Feb. 14**	Program introduction What do you know when you know a language?	
2 **Feb. 21**	Applied Linguistics: Origins	Grabe, W. & Kaplan, R. (1992). Introduction to applied linguistics - **pages 11-58** Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* – **Pages 1-15**
3 **Feb. 28**	Views of the English language	Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* – **Pages 25-53** 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.

		Phillipson, R. (1992) *Linguistic imperialism* - **Pages 17 - 37** Exploration of issues in ALx dealt with local and global authors
4 **Mar. 7**	Bilingualism	Bialystock, E. (2001) *Bilingualism in development. Language, literacy, & cognition* – **Pages I-20** 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**
5 **Mar. 14**	Applied Linguistics: Current Trends	Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* - **Pages 421-576**
6 **Mar. 21**	TESOL: An academic movement or an industry?	Pennycook, A. (1999) Introduction: critical approaches to TESOL Phillipson, R. (1992) *Linguistic imperialism* - **Pages 173-222**
7 **Mar. 28**	Language and ideology	Phillipson, R. (1992) *Linguistic imperialism* - **Pages 38-77** Pennycook, A. (2007) Global Englishes and transcultural flows - **Students choose a chapter of their interest** Pennycook, A. (2010) *Language as a local practice* - **Students choose a chapter of their interest**
8 **April 4**	**First document analysis project report**	
9 **April 11**	Critical Applied Linguistics	Davies, A. & Elder, C. (2004), (Eds). *Handbook of Applied Linguistics* – **Pages 784-807**

		Pennycook, A. (2001) *Critical applied linguistics: a critical introduction* – **Students choose a chapter of their interest**
10 **April 18**	**Holly Week**	
11 **April 25**	Language policy planning	Phillipson, R. (1992) *Linguistic imperialism* - **Pages 109-135** Shohamy, E. (2006) *Language policy: Hidden agendas and new approaches* – **Pages 46-134** Spolsky, B. (2006) Language policy - **Pages 1-56**
12 **May 2**	Applied Linguistics: Projections	Postmodernism & poststructuralism in ALx Nathanael Rudolph's talk on video Fairclough, N. (1989). Language and power – **pages 193-202**
13 **May 9**	Discourse studies	Flowerdew, J. (2013) Discourse in English language education – **Pages 1-9** Fairclough, N. (2007). Analysing discourse. Textual analysis for social research - **Pages 1-62**
14 **May 16**	The Narrative turn in applied linguistics	Barkhuizen, G. (2013) Narrative research in applied linguistics - **Students choose a chapter of their interest** 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 **May 23**	Teacher identity	Barkhuizen, G. (2017) Reflections on language teacher identity research - **Students choose a chapter of their interest**
16 **May 30**	**Final document analysis project report**	

JOURNALS AND DATA BASES

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

ProQuest
Scopus
ScienceDirect
SpringerLink
Jstore

ACADEMIC EVENTS

TESOL Colombia, Universidad La Sabana, Chía, May 16-18

I ELT International Conference & II National Congress on Didactics: Technological and Intercultural Challenges in Language Learning Environments, Universidad de San Gil, Santander, May 2-4, 2019

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Quintero Polo, A. H. (2009). ¿Es usted bilingüe? Concepciones y alternativas para la educación en idiomas en el contexto colombiano [Are you bilingual? Conceptions and alternatives for foreign language teaching in the Colombian context]. El Educador, 7, 4-10.

Shohamy, E. (2006) *Language policy: Hidden agendas and new approaches*. New York: Routledge

Spolsky, B. (2006) *Language policy*. Cambridge: Cambridge University Press

AHQP, February, 2019