



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to ELT

Seminar: Introduction to Applied Linguistics¹

Term 2023-1

COURSE PROFESSOR

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ROOM

307. Graduate Building

DESCRIPTION & JUSTIFICATION:

This course is aimed at developing critical consciousness on Applied Linguistics, through situated reflections and discussions that interrogate language teaching and learning. This entails a personal confrontation on being English language teachers in our local territories and advocates for social, critical, decolonial possibilities and practices that interrupt the dominant politics of ELT. The course is divided in different momentums that navigate the landscapes of Applied linguistics and its transformations into a critical interdisciplinary field that voice the social, cultural, political dimensions of language education in the Global South.

COURSE GOALS

1. To map out the transformations of applied linguistics into a critical field that problematizes language education practices.
2. To explore areas of applied linguistics related to language education practices in our local contexts.
3. To develop a critical positionality on the views of language, language pedagogy, and language research.

MAIN TOPICS

1. Linguistics, Applied Linguistics
2. Critical applied linguistics
3. The Politics of Language
4. The Politics of Knowledge

¹ Program prepared based upon a contribution by Professor Álvaro Hernán Quintero Polo



5. The Politics of Pedagogy
6. The Politics of Difference

METHODOLOGY

This course will be highly participatory, flexible, and will follow a dialogical dimension through which, we all learn, question, unlearn, confront, and propose action towards more critical language positionalities and doings that interrogate applied linguistics. Teachers are expected to read beforehand the materials assigned for each class so that everybody can contribute and enrich the discussions held in class. Readings, prior experiences, written responses, and situated practices will be the starting point for our conversations and workshops that will reflect the plurality of knowledges that will be co-constructed through our dialogues. Teachers are also expected to develop a small-scale project that deepens their understandings of one area of applied linguistics.

ASSESSMENT			
Criteria	Description	Due date	Weight
Attendance, participation in class discussions	Teachers are expected to attend every session, contribute to class discussions and workshops developed by their peers.	Every session	20%
Workshops	Teachers and students are expected to plan and develop a workshop concerning one area of ALx and/or CALx	March 16 April 27, May 25	20%
First paper documenting the mini-scale project development	Oral presentation contextualizing the area of concern, stating a research question, followed by theoretical stances underpinning the project.	April 20	25%
Final paper	Oral presentation reporting findings of the mini-scale project and a written report(10-15 pages) containing an introduction, justification, objectives, research question, theoretical stances, findings, and implications.	June 8-15	35%

COURSE PLANNER

Week/Date	Topic/Activity	Assigned Reading
Week 1 February 16	Program Introduction What is language and how do we relate to our worlds through language?	
The Politics of Language		
Week 2 February 23	Applied Linguistics	Davies, A. & Elder, C. (2004) (Eds). Applied Linguistics: Subject to Discipline? In Handbook of Applied Linguistics. pp. 1-15. Oxford: Blackwell.
Week 3 March 2	Applied Linguistics & Critical Applied Linguistics	<p>Quintero-Polo, Álvaro H. ., and Bonilla-Medina, S. X. (2022). The Interplay between Applied Linguistics and English Language Teaching. <i>Colombian Applied Linguistics Journal</i>, 24(2). https://doi.org/10.14483/22487085.20019</p> <p>Bonilla Medina, X., and Quintero Polo, A. H. (2022). English Language Teaching in Times of Change and the Relevance of Maintaining a Clear View on Critical Perspectives. <i>Colombian Applied Linguistics Journal</i>, 24(1), 1–5. https://doi.org/10.14483/22487085.19301</p> <p>Pennycook, A. (2001). Introducing critical applied linguistics In <i>Critical Applied Linguistics: a critical introduction</i>. Mahwah, NJ: Lawrence Erlbaum. Pp. 1-17</p> <p>Exploration of Issues in ALx and CALx in local and global authors.</p>
Weeks 4-5 March 9-16	Views of the English Language Language planning and politics Language and ideology	<p>Pennycook, A. (2001). The Politics of Language. In <i>Critical Applied Linguistics: a critical introduction</i>. Mahwah, NJ: Lawrence Erlbaum. Pp. 46-73</p> <p>Pennycook, a. (2010). Introduction. Language as a social practice. New York: Routledge. Pp. 1-16</p> <p>Phillipson, R. (2003). English, the dominant language. In <i>Linguistic Imperialism</i>. Oxford: Oxford University Press.</p> <p>Kachru, B.(1992). Models of non-native Englishes. The other tongue: English across cultures. Pp. 48-74</p> <p>Exploration of Issues in ALx and CALx in local and global authors.</p>
Week 6-7 March 30	Discourse Analysis Critical discourse Analysis- critical	Fairclough, N. (2007). Analyzing discourse. Textual Analysis for social research. (pp. 1-62)

April 13	literacies	Mora, R. A., et al. (2021). Critical literacies in Colombia: Social transformation and disruption ingrained in our local realities. In <i>The Handbook of Critical Literacies</i> (pp. 151-158). Exploration of Issues in ALx and CALx in local and global authors
April 6	Holy Week	
The politics of Difference		
Week 8 April 20	Language Diversity Bilingualism, multilingualism, plurilingualism.	Piller, I. (2016) Linguistic diversity and social justice. Oxford: Oxford university Press. Students choose a chapter of their interest. Zentella, A.C.(2000). Hablamos los dos. We speak both: Studying Bilingualism in the community Context. In <i>Growing up bilingual. Puerto Rican children in New York.</i> (pp. 1-16) Malden: Blackwell Quintero Polo, A.H. (2009). ¿Es usted bilingüe? Concepciones y alternativas para educación de idiomas en el contexto colombiano. Guerrero, C.H. (2008). Bilingual Colombia: What does It Mean to Be Bilingual within the Framework of the National Plan of Bilingualism? profile [online]. pp. 27-46. Exploration of Issues in ALx and CALx in local and global authors
Week 9 April 27	First document analysis Project report	
The Politics of Knowledge		
Week 10 May 4	Local Knowledge	Canagarajah (2009). Reconstructing Local Knowledge, Reconfiguring Language Studies. In <i>reclaiming the local in language policy and practice.</i> (pp. 3-24) De Sousa Santos (2018) Why the epistemologies of the south? artisanal paths for artisanal futures. In <i>The end of the cognitive empire: the coming of age of epistemologies of the South.</i> (pp. 1-16)
Week 11 May 11	Epistemologies of the South Decolonial Turn	Grosfoguel, R. (2011). La descolonización del conocimiento: diálogo crítico entre la visión descolonial de Frantz Fanon y la sociología descolonial de Boaventura de Sousa Santos. Exploration of Issues in ALx and CALx in local and global authors.
The Politics of Pedagogy		

Week 12 May 18	The Politics of Pedagogy	Pennycook, A. (2001). The Politics of Pedagogy. In <i>Critical Applied Linguistics: a critical introduction</i> . (pp. 114-138)
Week 12 May 25	Critical Pedagogies	Freire(2005). Pedagogy of the Oppressed. Students choose a chapter of their interest. Echeverri, P.A. (2020) Critical Pedagogy and L2 Education in the Global South. Samacá Bohórquez (2020). A Self-Dialogue with the Thoughts of Paulo Freire: A Critical Pedagogy Encounter Exploration of Issues in ALx and CALx in local and global authors
Weeks 14-15 June 1-8	Decolonial Pedagogies and intersections.	Walsh, K. (2017). Entretejiendo lo pedagógico y lo decolonial: luchas, caminos y siembras de reflexión-acción para resistir, (re)existir y (re)vivir. Students choose a chapter of their interest. Bonilla Medina, S. X., & Finardi, K. (2022). Critical Race and Decolonial Theory Intersections to Understand the Context of ELT in the Global South Samacá Bohórquez, Y. (2020). Towards A Decolonial Project: A Quest between ELT Colonial Ideologies in the ELTP31 and the Interrelations among Its Subjects
Week 16 June 15	Final document analysis project report	

Colombian Journals:

- PROFILE (Universidad Nacional de Colombia)
- CALJ (Universidad Distrital Tecnológica de Colombia)
- ENUNCIACIÓN (Universidad Distrital)
- LENGUAJE (Universidad del Valle)
- MATICES (Universidad Nacional de Colombia)
- ACTUALIDADES PEDAGÓGICAS (Universidad de La Salle)
- REVISTA DE INVESTIGACIÓN (Universidad de La Salle)
- INVESTIGACIÓN EDUCATIVA Y FORMACIÓN DOCENTE (Universidad El Bosque)
- HOW (ASOCOPI)
- ENLETAWA (universidad Pedagógica y Tecnológica de Colombia)
- ÍKALA (Universidad de Antioquia)
- FOLIOS (Universidad Pedagógica Nacional)
- SIGNO Y PENSAMIENTO (Pontificia Universidad Javeriana)

International Journals:



- TESOL
- FORUM
- JOURNAL OF CURRICULUM STUDIES

Data Bases

- Proquest- Scopus- – Jstor –Sage- SpringerLink-

BIBLIOGRAPHY:

- Bonilla Medina, X., and Quintero Polo, A. H. (2022). English Language Teaching in Times of Change and the Relevance of Maintaining a Clear View on Critical Perspectives. *Colombian Applied Linguistics Journal*, 24(1), 1–5. <https://doi.org/10.14483/22487085.19301>
- Bonilla Medina, S. X., & Finardi, K. (2022). Critical Race and Decolonial Theory Intersections to Understand the Context of ELT in the Global South. *Íkala, Revista De Lenguaje Y Cultura*, 27(3), 822–839. <https://doi.org/10.17533/udea.ikala.v27n3a13>
- Canagarajah (2009). *Reconstructing Local Knowledge, Reconfiguring Language Studies*. In reclaiming the local in language policy and practice. New Jersey: Lawrence Erlbaum Associates
- Davies, A. & Elder, C. (2004) (Eds). *Applied Linguistics: Subject to Discipline?* In *Handbook of Applied Linguistics*. pp. 1-15. Oxford: Blackwell
- De Sousa Santos, B. (2018). *The end of the cognitive empire: the coming of age of epistemologies of the South*. Duke University Press.
- Echeverri, P.A. (2020) *Critical Pedagogy and L2 Education in the Global South*. *L2 Journal*, 12 (2), pp. 21-33
- Fairclough, N. (2007). *Analyzing discourse. Textual Analysis for social research*. New York: Routledge.
- Freire (2005). *Pedagogy of the Oppressed*. New York: Continuum.
- Grosfoguel, R. (2011). La descolonización del conocimiento: diálogo crítico entre la visión descolonial de Frantz Fanon y la sociología descolonial de boaventura de sousa santos https://www.boaventuradesousasantos.pt/media/Ramon%20Grosfoguel%20CIDOB_2011.PDF
- Guerrero, C.H. (2008). Bilingual Colombia: What does It Mean to Be Bilingual within the Framework of the National Plan of Bilingualism? profile [online]. pp. 27-46.
- Kachru, B.(1992). *Models of non-native Englishes. The other tongue: English across cultures*. Pp. 48-74
- Pennycook, A. (2001). *Critical Applied Linguistics: a critical introduction*. Mahwah, NJ: Lawrence Erlbaum.
- Mora, R. A., Cañas, C., Gutiérrez-Arismendy, G., Ramírez, N. A., Gaviria, C. A., & Golovátina-Mora, P. (2021). Critical literacies in Colombia: Social transformation and disruption ingrained in our local realities. En *The Handbook of Critical Literacies* (pp. 151-158). Taylor and Francis Inc
- Phillipson, R. (2003). *English, the dominant language*. In *Linguistic Imperialism*. Oxford: Oxford University Press.
- Piller, I. (2016) *Linguistic diversity and social justice*. Oxford: Oxford university Press



Quintero-Polo, Álvaro H, and Bonilla-Medina, S. X. (2022). The Interplay between Applied Linguistics and English Language Teaching. *Colombian Applied Linguistics Journal*, 24(2).
<https://doi.org/10.14483/22487085.20019>

Quintero Polo, A.H. (2009). ¿Es usted bilingüe? Concepciones y alternativas para educación de idiomas en el contexto colombiano. *El Educador*, 7,4-10.

Samacá Bohórquez. (2020). A Self-Dialogue with the Thoughts of Paulo Freire: A Critical Pedagogy Encounter. *HOW Journal*, 27(1), 125-139. <https://doi.org/10.19183/how.27.1.520>

Samacá, Y. (2020). Towards A Decolonial Project: A Quest between ELT Colonial Ideologies in the ELTP and the Interrelations among Its Subjects. In H. Castañeda, C. Guerrero, P. Méndez, A. Castañeda, A. Dávila, C. Arias, E. Lucero, J. Castañeda, J. Zoraida, & Y. Samacá (Comps.), *Methodological uncertainties of research in ELT education I* (pp. 163-182). UD Editorial.

Walsh, K. (2017). Entretejiendo lo pedagógico y lo decolonial: luchas, caminos y siembras de reflexión-acción para resistir, (re)existir y (re)vivir. *Alternativas*

Zentella, A.C (2000). Hablamos los dos. We speak both: Studying Bilingualism in the community Context. In *Growing up bilingual. Puerto Rican children in New York*. (pp. 1-16) Malden: Blackwell

ACADEMIC EVENTS:

Launching of Colombian Applied Linguistics Journal - Feria del Libro 2020: Abril 21 – Mayo 5