



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to ELT

Seminar: Introduction to Applied Linguistics

Term 2020-1

COURSE PROFESSOR

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ROOM

505, Edificio Posgrados

DESCRIPTION & JUSTIFICACIÓN:

This course is intended for language teachers to become acquainted with studies that 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. Some topics 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 learning as a local and global practice.

MAIN TOPICS

1. Applied Linguistics: Past, present, and future of the discipline



2. Linguistics and language teaching
3. Issues in Applied Linguistics: language teaching, language learning, discourses, literacies,
4. 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 these uses. 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 through presentations and discussions about the main aspects from the readings assigned every week, workshops with practical tasks, lectures organized and oriented by the professor, and the elaboration of a Literature Review.

In the presentations, a small group of students presents the main aspects of the readings and relates them to the different contexts where the members of the class work. Each group must guarantee that the rest of the members of the class participate in the discussion.

There are also workshops in which the students are expected to find an 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 practical applications and plenary discussions.

The literature review is a way to understand what other researchers are working about the topic each student has selected for their research project. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research. The main aim of doing a literature review is to look for the opportunity of making a significant contribution to the field of Applied Linguistics and ELT in our country (Merriam, 2009). To complete this literature review, students must revise at least 30 articles related to the main topic of their research project. The literature review will be developed throughout the semester from a critical perspective. The groups present the progress on the dates in the schedule below.

ASSESSMENT			
Criteria	Description	Due date	Weight



Presentations and Discussions	Oral presentation of personal insights based on readings & practical experience.	February 13 th To June 4 th	25%
First report on Literature Review	Oral presentation of a chart summarizing the statement of the problem and research question. Besides, a presentation of the preliminary analysis of the literature review.	April 16th	30%
Final Report on Literature Review	An oral presentation and a written report (10-15 pages) that includes: <ul style="list-style-type: none"> • the problem statement, • the research question and objectives, • a detailed report on the literature review, including the procedure for doing the analysis, emerging categories (findings), and the implications this literature review has on the problematization of the topic selected. 	June 4th	35%
Attendance & participation	Students are expected to attend every session and show interest in contributing to class discussions and presentations of classmates	February 13 th To June 4 th	10%

COURSE PLANNER		
Week/Date	Topic/Activity	Assigned Reading
Week 1 Feb. 13th	Program introduction Applied Linguistics: Origins	Davies, A. & Elder, C. (2004), (Eds). Handbook of Applied Linguistics – Pages 1-15
Week 2 Feb. 20th	Views about language, language teaching, and language learning	Kumaravadivelu, B. (2006). Understanding Language Teaching: From Method to Postmethod. - Chapters 1 - 3

<p>Week 3 Feb. 27th</p>	<p>Views of the English language</p>	<p>Phillipson, R. (1992) Linguistic imperialism - Pages 17 – 37</p> <p>Suggested readings:</p> <p>Macias, D. F. (2010). Considering New Perspectives in ELT in Colombia: From EFL to ELF. <i>HOW Journal</i>, 17, 181-194.</p> <p>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. <i>Profile</i>, 11 (2), pp 135-150.</p>
<p>Week 4 March 5th</p>	<p>Language and ideology</p>	<p>Phillipson, R. (1992) Linguistic imperialism - Pages 38-77</p> <p>Suggested reading:</p> <p>Castañeda-Trujillo, J. E. (2018). Voices from the south: English Language Pre-Service Teachers contributions to ELTE. En H. Castañeda-Peña, C. H. Guerrero, P. Méndez Rivera, A. Castañeda Londoño, A. M. Dávila Rubio, C. A. Arias Cepeda, . . . Y. Samacá, <i>ELT Local Research Agendas I</i> (págs. 192-218). Bogotá: Universidad Distrital Francisco José de Caldas.</p>
<p>Week 5 March 12th</p>	<p>Identity in applied linguistics</p>	<p>Cook, V. & Wei, L. (2009). <i>Contemporary Applied Linguistics: Language Teaching and Learning</i> (Volume 1). Chapter 10: Identity in Applied Linguistics: the need for conceptual exploration.</p> <p>Suggested readings:</p> <p>Quintero Polo, A., & Guerrero Nieto, C. H. (2018). (Re) Construction of Self through Student-Teachers' Storied Agency in ELT. Between Marginalization and Idealization. In B. Yazan, & N. Rudolph (Eds.), <i>Teacher Identities, Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization</i> (pp. 81-102). Dordrecht, The Netherlands: Springer.</p>
<p>Week 6</p>	<p>Bilingualism</p>	<p>Guerrero, C. H. (2008). <i>Bilingual Colombia: What does It Mean to Be Bilingual within the Framework of</i></p>

<p>March 19th</p>		<p>the National Plan of Bilingualism? PROFILE, 10, 27-45.</p> <p>Guerrero Nieto, C., & Quintero Polo, Á. (2009). English as a Neutral Language in the Colombian National Standards: A Constituent of Dominance in English Language Education. Profile: Issues in Teachers' Professional Development, 11(2), 135-150.</p> <p>Guess speaker: Carmen Helena Guerrero</p>
<p>Week 7 March 26th</p>	<p>Applied Linguistics and Classroom Interaction in ELTE</p>	<p>Lucero E. & Rouse M. (2017). Classroom Interaction in ELTE Undergraduate Programs: Characteristics and Pedagogical Implications, 19(2), pp. 193-209.</p> <p>Lucero E. (2015). Chapter 3: Doing Research on Classroom Interaction: Approaches, Studies, and Reasons. In book: Discourse Analysis Applied to English Language Teaching in Colombian Contexts Edition: First Edition Chapter: Doing Research on Classroom Interaction: Approaches, Studies, and Reasons Publisher: Universidad El Bosque Editors: Wilder Escobar Alméciga, Harold Castañeda Peña</p> <p>Guess Speaker: Edgar Lucero</p>
<p>Week 8 April 2nd</p>	<p>Language teacher education (Professor's lecture and Students' presentation)</p>	<p>Davies, A. & Elder, C. (2004), (Eds). Handbook of Applied Linguistics - Pages 649-670</p> <p>Suggested readings:</p> <p>Crandall, J. (2000). Language Teacher Education. Annual Review of Applied Linguistics, 20, 34-55.</p> <p>Guerrero, C. H. (2008). Problematizing ELT education in Colombia: Contradictions and possibilities. En H. Castañeda-Peña, C. H. Guerrero, P. Méndez Rivera, A. Castañeda Londoño, A. M. Dávila Rubio, C. A. Arias Cepeda, . . . Y. Samacá, ELT Local Research Agendas I (págs. 121-132). Bogotá: Universidad Distrital Francisco José de Caldas.</p>

		González, A. (2010). English and English teaching in Colombia: Tensions and possibilities in the expanding circle. In <i>The Routledge handbook of world Englishes</i> (pp. 354-374). Routledge.
Week 9	Holy Week	
Week 10 April 16th	First Literature review report	First literature review report (10 minutes each student)
Week 11 April 23rd	Politics and Policies in Language Education	<p>Cook, V. & Wei, L. (2009). <i>Contemporary Applied Linguistics: Language Teaching and Learning</i> (Volume 1). Chapter 9: Politics, Policies and Political Action in Foreign Language Education.</p> <p>Suggested readings:</p> <p>Bonilla, C. A., & Tejada-Sánchez, I. (2016). Unanswered Questions in Colombia's Foreign Language Education policy. <i>PROFILE</i>, 18(1), 185-201.</p> <p>Correa, D., & Usma, J. (2013). From a bureaucratic to a critical-sociocultural model of policymaking in Colombia. <i>HOW</i>, 20, 226-242.</p>
Week 12 April 30th	The Narrative turn in applied linguistics	<p>Barkhuizen, G. (2013) Narrative research in applied linguistics</p> <p>Suggested readings:</p> <p>Quintero Polo, Á. H. (2016). Creating a Pedagogical Space that Fosters the (Re)Construction of Self Through Life Stories of Pre-Service English Language Teachers. <i>How</i>, 23(2), 106-124. https://dx.doi.org/10.19183/how.23.2.293</p> <p>Castañeda-Peña, H., Rodríguez-Uribe, M., Salazar-Sierra, A., & Chala-Bejarano, P. A. (2016). Narrative Events of Pre-Service Teachers at the End of their Teaching Practicum with Regard to their Pedagogical Advisor: Learnings Reported. <i>Signo y Pensamiento</i>, 35(68), 52-64.</p>

<p>Week 13 May 7th</p>	<p>Critical Applied Linguistics</p> <p>Discourse Analysis</p>	<p>Davies, A. & Elder, C. (2004), (Eds). Handbook of Applied Linguistics – Pages 784-807</p> <p>Pennycook, A. (2001) Critical applied linguistics: a critical introduction</p> <p>Cook, V. & Wei, L. (2009). Contemporary Applied Linguistics: Language Teaching and Learning (Volume 1). Chapter 12: Language Learning as Discursive Practice.</p> <p>Davies, A. & Elder, C. (2004), (Eds). Handbook of Applied Linguistics - Pages 133-164</p> <p>Suggested readings:</p> <p>Escobar Alméciga, W. (2013). Identity-forming discourses: A critical discourse analysis on policy-making processes concerning English language teaching in Colombia. Profile Issues in TeachersProfessional Development, 15(1), 45-60.</p> <p>Guerrero, C. H. (2010). Is English the key to access the wonders of the modern world? A Critical Discourse Analysis. Signo y Pensamiento, 29(57), 294-313.</p>
<p>Week 13 May 14th</p>	<p>Language Culture and</p>	<p>Davies, A. & Elder, C. (2004), (Eds). Handbook of Applied Linguistics - Pages 235-261</p> <p>Suggested readings:</p> <p>Bonilla, S. X., & Cruz-Arcila, F. (2014). Critical socio-cultural elements of the intercultural endeavour of English teaching in Colombian rural areas. Profile Issues in TeachersProfessional Development, 16(2), 117-133.</p> <p>De Mejía, A. M. (2006). Bilingual education in Colombia: Towards a recognition of languages, cultures and identities. Colombian Applied Linguistics Journal, (8), 152-168.</p>
<p>Week 14 May 21st</p>	<p>Gender in Applied Linguistics</p>	<p>Simpson, J. (2011), (Eds). The Routledge Handbook of Applied Linguistics – Pages 331-343</p>

		<p>Suggested readings:</p> <p>Castañeda Peña, H. A. (2008). 'I said it!' 'I'm first!': Gender and language-learner identities. <i>Colombian Applied Linguistics Journal</i>, (10), 112-125.</p> <p>Mojica, C. P., & Castañeda-Peña, H. (2017). A learning experience of the gender perspective in English teaching contexts. <i>Profile Issues in TeachersProfessional Development</i>, 19(1), 139-153.</p>
<p>Week 15 May 28th</p>	<p>Literacy and Critical Literacy</p>	<p>Simpson, J. (2011), (Eds). <i>The Routledge Handbook of Applied Linguistics – Pages 529-540</i></p> <p>Suggested readings:</p> <p>Mora, R. A. (2014). Critical literacy as policy and advocacy: Lessons from Colombia. <i>Journal of Adolescent & Adult Literacy</i>, 58(1), 16-18.</p> <p>Rincón, J. A., & Clavijo Olarte, A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience. <i>Colombian Applied Linguistics Journal</i>, 18(2), 67-82.</p> <p>Valencia Giraldo, S. (2006). Literacy practices, texts, and talk around texts: English language teaching developments in Colombia. <i>Colombian Applied Linguistics Journal</i>, (8), 7-37.</p>
<p>Week 16 June 4th</p>	<p>Final report on Literature review</p>	<p>Oral presentation about the literature review</p>

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