



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Introduction to Applied Linguistics
2018-1

COURSE PROFESSOR

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ROOM

202, Edificio de Posgrados

DESCRIPTION

This course is intended for language teachers 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 learning as a local and global practice.

TOPICS

- Applied Linguistics: Past, present, and future of the discipline
- languages
- 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 small-scale 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.

Furthermore, students are encouraged to take part in academic events such as the XXIV Symposium on Research in Applied Linguistics & VI International Symposium on Literacies and Discourse Studies, Asocopi.

ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
1. Panel	Oral presentation of personal insights based on readings & practical experience. Due date: Every session	25%
2. First Small-scale project report	Oral presentation of chart summarizing small-scale project (5 minutes) of research question definition supported by a theoretical review. Due date: April 4	30%



3. Final small-scale project report	Oral presentation in a poster session of findings of the small-scale 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 23	35%
4. 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%

COURSE PLANNER

WEEK/DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 Feb. 7	Program introduction What do you know when you know a language?	Personal views about language, language teaching, and language learning
2 Feb. 14	Applied Linguistics: Origins	Grabe, W. & Kaplan, R. (1992). Introduction to applied linguistics - pages 11-58 Davies, A. & Elder, C. (2004), (Eds). <i>Handbook of Applied Linguistics</i> – Pages 1-15
3 Feb. 21	Views of the English language	Davies, A. & Elder, C. (2004), (Eds). <i>Handbook of Applied Linguistics</i> – Pages 25-53 Guerrero Nieto, C. H., & Quintero Polo, A. H. (2009). English as a neutral language in the

		<p>Colombian National Standards: A constituent of dominance in English language education.</p> <p>Phillipson, R. (1992) <i>Linguistic imperialism</i> - Pages 17 - 37</p> <p>Exploration of issues in ALx dealt with local and global authors</p>
<p>4 Feb. 28</p>	Bilingualism	<p>Bialystock, E. (2001) <i>Bilingualism in development. Language, literacy, & cognition</i> – Pages 1-20</p> <p>Quintero Polo, A. H. (2009). ¿Es usted bilingüe? Concepciones y alternativas para la educación en idiomas en el contexto colombiano</p> <p>Davies, A. & Elder, C. (2004), (Eds). <i>Handbook of Applied Linguistics</i> - Pages 695-718</p>
<p>5 Mar. 7</p>	Applied Linguistics: Current Trends	<p>Davies, A. & Elder, C. (2004), (Eds). <i>Handbook of Applied Linguistics</i> - Pages 421-576</p>
<p>6 Mar. 14</p>	TESOL: An academic movement or an industry?	<p>Pennycook, A. (1999) Introduction: critical approaches to TESOL</p> <p>Phillipson, R. (1992) <i>Linguistic imperialism</i> - Pages 173-222</p>
<p>7 Mar. 21</p>	Language and ideology	<p>Phillipson, R. (1992) <i>Linguistic imperialism</i> - Pages 38-77</p> <p>Pennycook, A. (2007) Global Englishes and transcultural flows - Students choose a chapter of their interest</p> <p>Pennycook, A. (2010) <i>Language as a local practice</i> - Students choose a chapter of their interest</p>
<p>8 Mar. 28</p>	Holy Week	
<p>9</p>	First Small-scale project report	



April 4		
10 April 11	Critical Applied Linguistics	Davies, A. & Elder, C. (2004), (Eds). <i>Handbook of Applied Linguistics</i> – Pages 784-807 Pennycook, A. (2001) <i>Critical applied linguistics: a critical introduction</i> – Students choose a chapter of their interest
11 April 18	Language policy planning	Phillipson, R. (1992) <i>Linguistic imperialism</i> - Pages 109-135 Shohamy, E. (2006) <i>Language policy: Hidden agendas and new approaches</i> – Pages 46-134 Spolsky, B. (2006) <i>Language policy</i> - Pages 1-56
12 April 25	Applied Linguistics: Projections	Fairclough, N. (1989). <i>Language and power</i> – pages 193-202
13 May 2	Discourse studies	Flowerdew, J. (2013) <i>Discourse in English language education</i> – Pages 1-9 Fairclough, N. (2007). <i>Analysing discourse. Textual analysis for social research</i> - Pages 1-62
14 May 9	The Narrative turn in applied linguistics	Barkhuizen, G. (2013) <i>Narrative research in applied linguistics</i> - Students choose a chapter of their interest Quintero Polo, A. H. (2016). <i>Creating a pedagogical space that fosters the (re)construction of self through life stories of pre-service English language teachers</i>
15 May 16	Teacher identity	Barkhuizen, G. (2017) <i>Reflections on language teacher identity research</i> - Students choose a chapter of their interest
16 May 23	Final Small-scale 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

7th International Qualitative Research Conference in Applied Linguistics, Location:
University of Guanajuato, Mexico. Dates: 25-26 June 2018

II Simposio Internacional Contactos Interlingüísticos e Interculturales. Escuela de Ciencias
del Lenguaje. Universidad del Valle. Abril 2018

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