Instructor: Dr. Alicia Pousada

Course Title: Applied Linguistics

Course Number: INGL 6106

Number of Credit Hours: 3

Prerequisites: Bachelor’s degree; Introductory course in linguistics.

Course Description: Study of the application of linguistic theory to the language learning situation.

Course Objectives: The student will be able to:

- define and give examples of applied linguistics
- explain the relationship between applied and theoretical linguistics
- comprehend how applied linguists develop solutions to language-related problems
- apply the theories and models of language learning and language teaching to the local situation of teaching English in Puerto Rico via real world problems presented by the professor
- critically assess research sources
- utilize libraries and the Internet wisely in writing up a research project
- discuss knowledgeably such core issues as determining the optimum age for teaching a second language, creating valid and reliable language proficiency tests, and designing adequate language curricula
- trace the history of bilingual education and specify the different models that exist, along with their pros and cons
- understand the differences between orality and literacy and the consequences of literacy for the individual and the society
- explain the concept of language planning and the different forms that it takes and apply these models to Puerto Rican society
- grasp the history of language policy in Puerto Rico and the reasons for the reluctance to learn English among certain sectors
In addition, the student will be able to:
- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
- make the necessary accommodations to include fellow students with special needs in group activities.

**Course Outline:** (tentative and subject to change)

[Note: T=textbook; R=on reserve; P=from professor]

**Week 1**  
**Defining applied linguistics:** relationship to theoretical linguistics; contribution of other fields; subfields within applied linguistics; difference between “linguistics applied” and “applied linguistics”; relevance to teachers of ESL/EFL

Required reading: Davies (2007), Ch. 1 “History and definitions” [T]

**Week 2**  
**Doing applied linguistics:** examples of work done on: language program evaluation; literacy acquisition; pedagogical grammar; workplace communication; language assessment; language teaching curriculum development; second language acquisition research; language planning.

Required reading: Davies (2007), Ch. 2 “Doing being applied linguists” [T]

**Week 3**  
**Examining language practices:** brief overview of language in society; language and gender; clinical linguistics; notions of correctness (prescriptivism vs. descriptivism); forensic linguistics (language and law); stylistics (pragmatics); lexicography (dictionary-making); creation of artificial languages (Esperanto)

Required readings: Davies (2007), Ch. 3 “Language and language practices;” and Ch. 5 “Applied linguistics and language use” [T]

Supplementary reading: Cook (2003), Ch. 2 “Prescribing and describing: Popular and academic views of ‘correctness’” [R]

**Week 4**  
**Understanding research in applied linguistics:** content of research; audience for research; critical reading of research papers; locating appropriate sources; differentiating primary from secondary sources; cautious use of the Internet; practical training in Richardson Seminar Room
Required reading:


The Owl at Purdue University. (2009). Evaluating sources of information. http://owl.english.purdue.edu/owl/resource/553/01/

**Topic for final research paper due**

**Week 5**  
**Nature of and optimum age for second language learning:** processes of L2 learning (transfer, generalization, simplification, imitation); developmental sequences (acquisition of negatives, interrogatives, morphemes); comparison with L1 acquisition; effects of classroom instruction (rate of learning, focus on form, conscious learning strategies); theories of L2 learning (creative construction hypothesis, input hypothesis, universal grammar hypothesis, cognitive-skill learning model, interaction hypothesis, output hypothesis, scaffolding hypothesis, acculturation model and social identity theory)

Required readings:

Davies (2007), Ch. 4. “Applied linguistics and language learning/teaching” (pp. 63-73) [T]


**Preliminary bibliography for research paper due**

**Week 6**  
**Language proficiency testing:** place of testing in applied linguistics; reasoning in language tests; validity and reliability; norming; testing as institutional practice; language tests and identity; current and future developments in language testing research

Required readings:

Davies (2007), Ch. 4. “Applied linguistics and language learning/teaching” (pp. 74-82 and 84-86) [T]
McNamara, T. “Language testing” in Davies & Elder (2006), pp. 763-783. [R]

**Week 7**

**Language curriculum design:** definition; components (needs analysis, setting of objectives, development of syllabus, teaching methods, and materials; evaluation of effects on learning); sequenced series of teaching stages and goals based on linguistic structures and developmental considerations

Required readings:

Davies (2007), Ch. 4. “Applied linguistics and language learning/teaching” (pp. 88-89) [T]


**Take-home midterm exam given out. Due next class session.**

**Week 8**

**Literacy:** children’s early literacy in L1 and L2, nature of reading; nature of writing; broad interpretations of literacy; consequences of literacy; developing adult literacy

Required readings:

Williams “Literacy studies” in Davies & Elder (2006), pp. 576-603) [R]


**Take-home midterm exam collected.**
Week 9-10  **Bilingual education**: history; current debate; models (immersion, submersion, maintenance, transitional, two-way); bilingualism and nationalism; language revitalization; contexts (sociocultural, political, psychological); evaluation of bilingual programs; benefits


**Outline of research paper due**

Week 11-12  **Language planning**: definitions; principles; types (status, corpus, and acquisition); stages (selection, codification, implementation, evaluation); specific tasks (preparation of orthographies for unwritten languages, simplification and/or standardization of spelling, development of new terms and nomenclatures, determination of appropriate languages for education, preparation of multilingual signage, revitalization of dying languages, etc.)

Required readings:


Week 13-14  **Applying linguistics to teaching English in Puerto Rico**: history of language debate in Puerto Rico; different language policies imposed upon island schools; popular resistance to English; status of Spanish on the island; what teachers in Puerto Rico can take from all of the material presented in the course to improve their classroom praxis and serve as bilingual models for students.
Required readings:


Supplementary readings:


Week 15  **Conclusion**: Summary of overall material covered. Discussion of student research findings. **Final paper due**

**Teaching Strategies**: Lecture, discussion.

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

**Resources and Equipment Required:**

**Textbooks:**


**Handouts and brief readings**: provided by professor

**Other resources**: Internet capability and functioning email address

**Methods of Evaluation:**

- Weekly readings and active participation in class discussions. (25%)
- Mid-term take-home exam on the basic terminology and theory presented in the course. (25%)
- Final research paper (50%)
- Differentiated evaluation of students with special needs

**Grading System**: A, B, C, D, F.

**Bibliography**: (students are given a more complete list)

Books and journals:


Pinnegar, S., Teemant, A., Mason, Bobbi & Harris, C. (2002). The adolescent literacy case: A video ethnography of teaching second language
students content through literacy development. Center for Research on Education, Diversity & Excellence. CD-ROM.


**Websites and databases:**

American Association for Applied Linguistics
http://www.aaal.org/

Applied Linguistics & Second Language Acquisition Forum
http://www.lingforum.com/forum

Applied Linguistics Association of Australia
Canadian Association of Applied Linguistics  
http://www.aclacaal.org/

Center for Applied Linguistics  
http://www.cal.org/

Ethnologue Languages of the World  
http://www.ethnologue.com/

Global Language Network  
http://www.lingnet.org/

International Association of Applied Linguistics  
http://www.aila.info/

International Partners in Language Development  
http://www.sil.org/

Linguist List Linguistics Resources  
http://www.linguistlist.org/

Linguistic Society of America  
http://www.lsadc.org/

TESOL Official Site  
http://www.tesol.org/