Asignatura: Seminario de Lingüística Aplicada (L2)
Código: LI623
Intensidad: 3 horas semanales
Pre-requisito: LI533
Créditos: 3

Rationale

The study of Applied Linguistics has helped to identify the relationship between several disciplines and subjects (psychology, speech therapy, linguistics), including the object of the Licenciatura Program: Language teaching. This fact highlights the importance of applied linguistics for learning and teaching a language. Besides, applied linguistics allows students to grow professionally through self-reflection practices; thus, the course is centered on the theoretical (de) construction of different dilemmas related to professional development in the field of language teaching. The Seminar in Applied Linguistics remarks the dissolution of language education paradigms, establishing and consolidating the discussion of new trends in the field of language education.

General competences

The course will enable the students to:

1. Be aware of the theory and use of applied linguistics as they are related to the study of teaching and learning a language.

2. Reflect on their own and the experiences of others in learning and teaching languages in different educational contexts.

3. Become aware of their professional development in English language teaching.

4. Develop critical thinking skills when interacting with others, course theory, and tasks.

5. Develop their communicative competence, specifically their academic discourse, at a B2+ level of proficiency.

Specific competences

The course will enable students to:

1.1 Make relations between theory studied and the field of English language teaching as it is presented in their personal, educational and professional domains.

1.2 Associate the core course components to practical applications in the field of English language teaching.

2.1 Read and understand the proposed theory for the course in relation to their and others' experiences in the field of English language teaching.

2.2 Apply and criticize the proposed theory for the course in relation to their and others' experiences in the field of English language teaching.

3.1 Analyze their own development and understanding as English language teachers in development.

3.2 start to develop principled approaches for language education.

4.1 Establish relationships between prior and new knowledge so as to make informed analyses of theory and experiences presented in the course.

4.2 Identify, understand, and criticize the different positions of theoretical underpinnings in the applied linguistics field.

The following competences have been taken and, where necessary, adapted from the Common European Framework of Reference for Languages, Level B2+.

Listening:

1. *Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.*
2. Can identify and understand general and specific information related to the applied linguistics field as presented in videos and audio recordings.

Speaking

1. *Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.*
2. Can interact critically with peers or the whole group, supporting contributions with relevant experiences and theoretical ideas from the course.

Reading

1. *Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.*
2. Can identify and understand ideas and draw conclusions from the readings presented in the course.

Writing

1. *Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.*
2. Can write different types of texts with different purposes (reports and analytical-academic texts), using appropriate language to do so.
3. Can use basic citing, quoting and paraphrasing techniques to acknowledge sources.

Methodology

The development of the class will be framed by a socio-constructivist development of different activities, which are characterized by collaborative and cooperative work where the students will establish interpersonal dialogues to build a professional academic community. Hence, students are active builders of their own learning; the class is seen as a learning context where students are exposed to language in a bilingual scenario of socio-cultural, professional and linguistic development.

In addition, each one of the concepts will be explored by the professors and students, combining theoretical explanations with practical activities, in which students will be encouraged to analyze and reflect on issues important to the course. In each session, students will present an outcome which is based on critical features and different dilemmas related to language teaching and/or learning; tasks constitute a bridge between theory and practice.

The course will deepen theoretical foundations to create connections to practical issues. Consequently, the class will combine praxizing, task-based, content-based instruction, and dialogical reasoning as the guiding methodologies for the development of each one of the assignments in the course and the orientations of the sessions. Even though the seminar is not a language-centered subject, it fosters the development of language competences students need during the course.

Finally, the course has a technological component that is based on the course's blog (**alxincolombia.blogspot.com**), Facebook group (**applied linguistics in Colombia**), online presentations, and **SCHOOLOGY**. Each one of the spaces refers as strategy to develop autonomous learning process, to establish different channels of communication, and to enhance a possibility of asynchrony in class.

Course Evaluation

In language education, evaluation is understood as the gathering of data from different sources to improve the quality of a specific aspect. In the seminar, evaluation is a constant process of

analyzing the course, its development and its participants: Teachers in development and professors. Also, the activities and theoretical sources are subject of evaluation. This type of evaluation is purely subjective and qualitative in nature. More systematically, there will be five items, which will be evaluated both quantitatively and qualitatively in an ongoing manner. These will make up the grade for the whole course.

Task one (partial evaluation # 1)
Percentage: 20%
Description: Analysis of a course program.
Date: Week six of the course

Task two (partial evaluation # 2)
Percentage: 25%
Description: Analysis of cases in language planning and policy and bilingualism.
Date: Week eleven of the course

Final task (last partial evaluation)
Percentage: 25%
Description: CLIL-based book´s unit
Date: Last week of the course

In and out-of-class work (1)
Percentage: 15%
Description: Various written tasks that are done during the class or as extra-class work.
Date: Between week one and eight of the course

In and out-of-class work (2)
Percentage: 15%
Description: Various written tasks that are done during the class or as extra-class work.
Date: Between week nine and last of the course

General Planning Framework for the Applied Linguistics Course

Timeline	Contents	Tasks
Week 1	**Licenciatura Academic week**	
Week 2	**Introduction to applied linguistics** Five generations of applied linguistics: Some framework issues. Weideman, A. Lingüística Aplicada como medio de Reflexión en estudiantes de un Programa de Licenciatura. Arias, E	Debate: Are the five generations included in the Licenciatura en Lengua Inglesa Program? Use evidence from the different language courses and the Licenciatura academic week.
Week 3	**Bilingualism and Bilingual Education** The concept of bilingualism Bilingual education in the 21st century. Garcia, O. Chapter 6	**Discussion in Schoology** Focused Concept Map: Strategic exploration of constructs
Week 4	**Bilingualism and Bilingual Education** Bilingual education in the 21st century. Garcia, O. Chapter 6 *BICS* and *CALP*	Poster Session: Theoretical model for a bilingual school

Week 5	**Bilingualism and Language Planning and Policy** Bases para una verdadera planeación lingüística en Colombia. Tovar, L. (2001). *Guía 22 – EL RETO*: Del Plan Nacional de Bilingüismo al Plan Nacional de Inglés	**Discussion in Schoology** Chronological mind map of Language education in Colombia based on Tovar items and Ministry of education documents
Week 6	**Applied Linguistics and language teaching** Approaches and Methods in Language Teaching (chap 2, 14, 17, 18). Richards J. & Rodgers, T. Reflection about approach, method and technique. Arias, E.	Poster session: Approach, method and technique
Week 7	Task one partial evaluation # 1: 20%	
Week 8	**Applied linguistics and language teaching** Communicative, task-based and content-based language instruction. Bingham and Skehan. Techniques and principles in language teaching. Larsen-Freeman. Chapter 10 – Content-based, task-based and participatory approaches.	**Discussion in Schoology** Conceptual map comparing and contrasting CLT, TBI and CBI
Week 9	**Content and Language Integrated Learning and Translanguaging** Effective content and language integrated learning Navés, Teresa. From the book: Content and language integrated learning: Evidence from research in Europe. Ruiz, Y. and Jiménez, R. (2009)	Translanguage-CLIL-based activity for a Dynamic bilingual model
Week 10	Task two partial evaluation # 2: 25%	
Week 11	**Language testing, assessment and evaluation** Guidelines for the evaluation of language education. Alderson, J.C. and Beretta, A. Analysis of assessment instruments in foreign language teaching. Frodden, M., Restrepo, M.I. and Maturana, L.	Checklist principles to evaluate Translanguage-CLIL-based activity
Week 12	***Guest Speaker*** ***Issues in Language Testing and Assessment*** Language Testing in Practice: Designing and Developing Useful Language Tests – Chapter 2: Test Usefulness: Qualities of language tests Bachman and Palmer (1996)	Questions for speaker, about test qualities.
Week 13	Experiencing a Proficiency Test in the English Language	**Discussion in Schoology** Explore the First Certificate in English Test.
Week 14	The Common European Framework of Reference for Languages: Learning,	Design a test for a language skill in your

	teaching and assessment. Chapter 9: Assessment.	bilingual CLIL model.
Week 15	Final task last partial evaluation: 25%	

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