

Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Lengua en Bilingüismo con Énfasis en Inglés

Course: Seminario de Lingüística Aplicada (L2)

Course code: LI623

Prerequisite: LI 533 Language Acquisition

Time intensity and credits: 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.

IMPORTANT!

In case of plagiarism:

Since the students will know how to acknowledge sources and understand the implications of plagiarism from the very beginning of the course, any task in which information has been plagiarized will get a grade of 0.0 and the corresponding disciplinary actions will be taken.

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.

There will be an **ALx Project** throughout the whole course, which will later on become the final partial evaluation which is the Content and Language Integrated Book-Unit. Most tasks for the weekly sessions will correspond to such *Project*.

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.

Attendance policy

Attendance and punctuality are not optional for classes. In case of absences, students must show valid excuses. If quizzes and other procedures of evaluation are held when a student is absent, a valid written excuse must be presented to the professors so that the student can be evaluated. Regardless of the reason for the absence, students are responsible for completing missed assignments, and to be evaluated all must show valid excuses. The excuses must be verified by *Bienestar Universitario* before being presented to the professor.

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.

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Assessment of Content	Tentativeschedule
<p>First Midterm: (30%)</p> <ul style="list-style-type: none"> ● Exam (20%): Students will take a reflective written test where they will provide solutions to specific situations/cases based on the theoretical material read and discussed in class. ● In and out of class work(10%): This will be the collection of various written tasks that are done during the class or as extra-class work. 	<p>Week 7</p> <p>During the first 7 weeks of the semester</p>
<p>Second Midterm: (40%)</p> <ul style="list-style-type: none"> ● In-class lesson plan design (30%): Based on material discussed in 	<p>Week 13</p>

<p>class and an observation of an actual 7th semester practitioner from the course Initiation to the Teaching Practicum, the students will design a lesson plan.</p> <ul style="list-style-type: none"> • In and out of class work(10%): This will be the collection of various written tasks that are done during the class or as extra-class work. 	From week 8 to the end of the semester
<p>Final term: 30%</p> <ul style="list-style-type: none"> • CLIL unit (30%): Students will design a translingual CLIL unit based on the topics discussed during the whole course. 	Week 18

Tentative Planning Framework for the Applied Linguistics Course

Timeline	Contents	Outcomes
Week 1	Introduction to the course	
Week 2	<p>Introduction to applied linguistics</p> <p>Five generations of applied linguistics: Some framework issues. Weideman, A.</p> <p>Lingüística Aplicada como medio de Reflexión en estudiantes de un Programa de Licenciatura. Arias, E</p>	<p>Mind Map: Are the five generations included in the Licenciatura en Lengua Inglesa Program? Use evidence from the different language courses creating a mind map of the subjects and the generations</p>
Week 3	<p>Bilingualism and Bilingual Education</p> <p>The concept of bilingualism – types of bilingualism according to age of exposure and proficiency reached. ‘Transitando por el bilingüismo’ by Arias, E.</p>	<p>Discussion in Schoology</p> <p>Focused Concept Map: Strategic exploration of Bilingualism’s definitions</p>
Week 4	<p>Bilingualism and Bilingual Education</p> <p>Bilingual education in the 21st century. García, O. Chapter 6</p>	Poster Session: Theoretical model for a bilingual school
Week 5	Bilingualism and Bilingual Education	Student’s Language Profile BICS

	<p>Cummins, J. <i>BICS</i> and <i>CALP</i></p>	& CALP
Week 6	<p>Bilingualism and Language Planning and Policy Bases para una verdadera planeación lingüística en Colombia. Tovar, L. (2001). Colombian educational laws and policies -Ley general de educación -PNB to current -Guía 22, Currículosugerido, DBAs.</p>	<p>Discussion in Schoology Language Policies in Colombia</p>
Week 7	Midterm task I – 20%	
Week 8	<p>Applied Linguistics and language teaching Approaches and Methods in Language Teaching Richards J. & Rodgers, T. Reflection about approach, method and technique. Arias, E.</p>	Survey about teaching
Week 9	<p>English language teaching methods and approaches chronology: (chap 2, 14, 17, 18).</p>	Pechakucha 20/20 comprehension check activity
Week 10	<p>Applied linguistics and language teaching Communicative Language Teaching Content and language driven methods: task-based, content-based language instruction, and project-based language teaching. Bingham and Skehan. Techniques and principles in language teaching. Larsen-Freeman. Chapter 10 – Content-based, task-based and participatory approaches.</p>	<p>Discussion in Schoology Conceptual map comparing and contrasting CLT, TBI and CBI</p>

Week 11	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)	Guest speaker activity
Week 12	Content and Language Integrated Learning and Teaching language skills through CLIL	Lesson plan and lesson implementation based on one receptive and productive skill.
Week 13	2nd Midterm task II – 30%	In-class lesson plan design
Week 14	Translanguaging The Translanguaging classroom García, O. Ibarra, S. Seltzer, K. (2017)	Observation of translanguaging in practice (observation of an actual class)
Week 15	Translanguaging Theorizing Translanguaging for educators. García, O.	Debate towards the implementation of Translanguaging in Colombian context.
Week 16	Universal Design for Learning	Reflection upon the inclusion of the principles and guidelines of UDL in the lesson plans designed in 2 nd midterm
Week 18	Final task – 30%	

***Tasks may change according to circumstances.**

References

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