

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) – Seminar in Applied Linguistics

Course code: LI623

Prerequisite: LI 533 Language Acquisition

Credits: 3

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Schoolology code: 4R62-5TZ9-PTT2S

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 in Bilingualism with emphasis on English Language: 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.



Language competences (taken and, where necessary, adapted from the Common European Framework of Reference for Languages, Level B2)

<p>Listening:</p> <ol style="list-style-type: none"> 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. 	<p>Reading</p> <ol style="list-style-type: none"> 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.
<p>Speaking</p> <ol style="list-style-type: none"> 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. 	<p>Writing</p> <ol style="list-style-type: none"> 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.

Resultados de aprendizaje del programa	Resultados de aprendizaje de la asignatura
<p>R2: Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socioculturales y económicas de diversos contextos educativos/los educandos.</p>	<p>R2.1: Aplica las teorías de la lingüística aplicada, la didáctica de las lenguas y las políticas lingüísticas para comprender, analizar y evaluar fenómenos en contextos educativos bilingües locales, nacionales y globales.</p>
<p>R5: Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo.</p>	<p>R5.1: Diseña planes de clase y material didáctico, según los modelos y metodologías contemporáneas de la lingüística aplicada, desarrolladas durante el seminario, para su potencial implementación en contextos educativos reales.</p>

<p>Methodology</p> <p>This course has been designed as a seminar, which involves the permanent interaction among the participants through specialized discussion and debates about target content, which is previously, and deeply, explored through intensive reading of academic input. Therefore, the role of students must be active, represented by constant collaborative work, disciplined reading of assigned texts, permanent intervention in oral and written discussion, and the submission of assigned products. Hence, students are active builders of their own learning; the seminar is thus considered as a learning environment, where students are exposed to language and specialized content in a bilingual scenario. In each session, students will present an outcome, which is based on critical features and</p>



different dilemmas related to language teaching and/or learning; tasks constitute a bridge between theory and practice.

As a theoretical-practical seminar, students will be exposed to knowledge in the field of ALx through assigned theoretical documents, videos, podcasts, and instructor’s explanations. In addition, learners will perform frequent tasks that involve maps, reports, presentations, lesson plans, didactic materials, quizzes, analytical matrixes, among others. Each learner will manage a digital portfolio for keeping record of these products and a bilingual glossary based on the texts read.

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. The request and support submission only applies during the following 10 days after the absence. Regardless of the reason for the absence, students are responsible for completing missed assignments, and to be evaluated all must show valid excuses.

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. In addition, 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.

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.

Assessment Procedures	Tentative timetable
<p>First Midterm: (20%) Written Exam: Students will take a reflective written test where they will analyze specific situations/cases, based on the theoretical material read and discussed in class, in order to provide solutions. This is a task in pairs.</p>	<p>Week 6</p>
<p>In and out of class work 1 (10%): This will be the collection of various tasks (individual or in groups) that are done during classes or as extra-class work.</p>	<p>Weeks 1 - 7</p>
<p>Second Midterm: (20%) Teaching proposal based on CLIL: Based on content covered in class, the students will design a teaching proposal based on CLIL for a determinate grade from a public or private school setting. A format will</p>	<p>Week 12</p>



be provided for this task. This is a group task.	
Portfolio (10%): A digital record of reading reports, filled evaluation formats, artifacts, and a bilingual glossary. This is an individual task.	It will be requested at any time
In and out of class work 2 (10%): This will be the collection of various tasks (individual or in groups) that are done during classes or as extra-class work.	Weeks 8 - 12
Final term: 30% <ul style="list-style-type: none"> • CLIL and Translingual didactic material: Students will design a digital language learning tool based on Translanguaging and CLIL. This is a group task. 	Final week

Tentative¹ Planning Framework for the Applied Linguistics Course

Timeline	Thematic Content	Projected Products
Week 2	Course introduction: <ul style="list-style-type: none"> • Type of course. Objectives and learning outcomes. Methodology. Contents. Assessment procedures. Bibliography. • Course ground rules. • Communication, information, and instructional digital tools. 	Written profile Online forum: Expectations Digital portfolio opening
	Introduction to applied linguistics: <ul style="list-style-type: none"> • Defining ALx • ALx vs Linguistics Applied • Five generations of ALx 	Mind Map Group workshop
Week 3	Bilingualism and Bilingual Education: <ul style="list-style-type: none"> • The concept of bilingualism • Types of bilingualism: social and individual • Benefits of the bilingual brain 	Listening quiz Bilingual profiles Concept Map Group workshop
Week 4	Bilingualism and Bilingual Education: <ul style="list-style-type: none"> • Types of bilingual education • Reflecting upon bilingual education in Colombia 	Poster Session: Theoretical model for a bilingual school
Week 5	Bilingualism and Bilingual Education: <ul style="list-style-type: none"> • Cummins' theories of: <ul style="list-style-type: none"> ○ Common Underlying Proficiency ○ Language interdependence ○ BICS and CALP 	Lesson plan analysis (BICS and CALP) Self- Learner characterization: BICS & CALP
Week 6	Midterm task I – 20%	Written exam
Week 7	Bilingualism and Bilingual Education: <ul style="list-style-type: none"> • Translanguaging: Conceptualization 	Quiz
Week 8	Language Planning and Policy <ul style="list-style-type: none"> • Conceptualization: Language planning vs Language policy 	Group Oral presentations

¹ This plan for covering the content of the seminar is tentative inasmuch as unexpected situations such as holidays, strikes, public health conditions, academic events or institutional orientations can affect its accomplishment. In such cases, it will be reformulated for achieving at least 80% of the thematic content. The evaluation proposal will also be subject of modification under the circumstances mentioned.



	<ul style="list-style-type: none"> Colombian language policies overview <ul style="list-style-type: none"> Ley general de educación PNB Guía 22, Currículo Sugerido, DBAs. 	Online forum
Week 9	<p>[Autonomous work] Applied Linguistics and language teaching: Approaches and Methods in Language Teaching</p> <ul style="list-style-type: none"> English language teaching methods and approaches chronology: ALM, TPR, Multiple intelligences, The natural approach, Cooperative language learning, The silent way, Suggestopedia, Lexical approach, Competency-based language teaching. 	Pechakucha 20/20 (Homework)
Week 10	<p>Applied Linguistics and language teaching: Approaches and Methods in Language Teaching</p> <ul style="list-style-type: none"> Approaches, methods, and techniques for language teaching 	Matching task: AMT Group workshop
Week 11	<p>[Autonomous work] Applied Linguistics and language teaching: Approaches and Methods in Language Teaching</p> <ul style="list-style-type: none"> Communicative Language Teaching Content and language driven methods: task-based, content-based language instruction, and project-based language teaching. 	Workshop (Homework)
Week 12	<p>Content and Language Integrated Learning</p> <ul style="list-style-type: none"> CLIL principles and characteristics CLIL experiences and possibilities in Colombia: Change project, Colombian studies, schools that implement CLIL, CLIL materials. 	Video quiz
Week 13	2nd Midterm task – 20% (Submission out of class)	Teaching proposal based on CLIL
Week 14	<ul style="list-style-type: none"> Translanguaging: Practical applications Exploration of past CLIL didactic materials 	
Week 15	Group advisories: CLIL didactic material design	Portfolio grading
Week 16	Final task submission – 30%	Digital didactic material based on CLIL and Translanguaging

Teaching resources

This toolkit consists of teaching material designed by the professors in charge of the design and implementation of this course. Students will have access to them through the digital learning platforms selected and/or (if required) through email.

1.1. Content presentations and video tutorials:

ALx vs Linguistics applied	https://sway.office.com/tyU8p0t92gWGXw1V?ref=Link&loc=play by Sandro E.
Teaching Bilingually	PPT presentation by Enrique Arias (in Schoology)
Bilingualism and bilingual education	PPT presentation by Enrique Arias (in Schoology)
BICS and CALP	PPT presentation by Enrique Arias (in Schoology)
Translanguaging	PPT presentation by Sandro Echeverry (in Schoology)
Introduction to AMT	PPT presentation by Enrique Arias (in Schoology)

1.2. Quizzes and worksheets

The benefits of a bilingual brain	In Schoology
Bilingual education frameworks	In Schoology
Additive and Subtractive bilingualism	In Schoology
Online partial exam 1	In Schoology
Online class - CLT - TBI - CBI	In Schoology
CLT-TBI-CBI quiz	In Schoology



CLIL Webinar quiz	In Schoology
Pecha Kucha Presentations task	In Schoology
Lesson plan design task	In Schoology
Guidelines for final term: A digital CLIL didactic sequence	In Schoology

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