Introduction to Applied Linguistics
Course Profile

Course Summary

This survey course is designed for Applied Linguistics students at postgraduate level. The course offers foundational knowledge of Applied Linguistics as a discipline. It covers both traditions of the discipline: linguistics applied and applied linguistics. Building upon current literature, excerpts from classroom teaching, as well as other print and digital resources, the course tackles emerging trends and concepts of the discipline including translanguaging, English as a lingua franca, language teaching in the post-methods era, and language and technology.

Assumed Background

The course makes no assumptions about previous training in linguistics, cultural studies or communication studies. Knowledge of one or more languages other than English is an advantage, but it is not essential.

Delivery Mode

Lecture (2 hours) and Tutorial (1 hour)

Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:
1. Examine real world problems concerning language
2. Explain various facets and theories of Applied Linguistics
3. Recognise the dynamic and evolving nature of Applied Linguistics as a discipline and the interconnections between its fields
4. Critically analyse the literature and present an argument using evidence from Applied Linguistics research

Week	Topic	Content
1	Introduction to the course	- Objectives - Learning activities - Study requirements - Assessments - Applied Linguistics as a discipline - Linguistics Applied and Applied Linguistics - Applied Linguistics strands

Readings:
- Course Profile
- Berns, M., & Matsuda, P. K. (2006). *Applied linguistics: Overview and history*. In K. Brown (Ed.), *The encyclopedia of language and linguistics* (2nd ed.) (pp. 394–405). Oxford, UK: Elsevier.
- Davies, A., & Elder, C. (2004). Applied Linguistics: Subject to discipline? In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 1-15). Malden, MA: Wiley/Blackwell.

PART ONE: LINGUISTICS APPLIED		
2	From Language to Translanguaging	• Language and languaging • Code-mixing and code-switching • Integrational linguistics • Simply neologisms? Code-meshing, polylanguaging, metrolingualism, plurilingualism, translanguaging • Translanguaging and the bilingual mind

Readings:
- Harris, R. (1999). Integrational linguistics and the structuralist legacy. *Language and Communication, 19*(1), 45-68.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9-30.

3	Discourse Analysis	• Form, meaning and use • Discourse markers • Register and genre • Conversational Analysis (CA) • Critical Discourse Analysis (CDA)

Readings:
- Celce-Murcia, M., & Ohlstain, E. (2000). *Discourse and context in language teaching.* Cambridge: Cambridge University Press. – Chapter 1 (Introduction to Discourse Analysis)
- Fairclough, N. (2012). Critical discourse analysis. In J. P. Gee and M. Handford (Eds.), *The Routledge handbook of discourse analysis* (pp. 9-20). New York: Routledge.

4	Pragmatics	• Deixis • Speech acts • Implicature • Politeness and Im/politeness

Readings:
- Haugh, M. (2007). The co-constitution of politeness implicature in conversation. *Journal of Pragmatics, 39,* 84-110.
- Sadock, J. (2006). Speech acts. In L. R. Horn and G. Ward (Eds), *The handbook of pragmatics* (pp. 53-73). Malden, MA: Wiley/Blackwell.
- Yule, G. (2010). *Study of language.* Cambridge: Cambridge University Press. – Chapter 10 (Pragmatics)

5	Translation and Interpreting	• Fidelity and transparency • Formal and dynamic equivalence • Modes of interpreting • Machine translation • Literary translation

- House, J. (2018). *Translation: The basics.* New York: Routledge. Chapter 1: What is translation?

	• Krein-Kühle, M. (2014). Translation and equivalence. In J. House (Ed.), *Translation: A multidisciplinary approach* (pp. 15-35). London: Palgrave.	

6	World Englishes	• First and second diasporas of Englishes • Kachruvian circles • Dialects and standard Englishes • Mixed codes or varieties of English? • Regional focus: Englishes in Asia

Readings:
- Bolton, K. (2006). Varieties of World Englishes. In B. B. Kachru, Y. Kachru, and C. L. Nelson (Eds.), *The handbook of World Englishes* (pp. 289-312). Malden, MA: Wiley-Blackwell.
- Schneider, E. W. (2014). New reflections on the evolutionary dynamics of World Englishes. *World Englishes, 33*(1), 9-32.

7	English as a Lingua Franca	• Reconceptualising English • Native speakerism • Linguistic levels: lexis, lexicogrammar, pronunciation, pragmatics • Lingua franca interactions • From EFL to ELF

Readings:
- Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly, 40*(1), 157–181.
- Jenkins, J. (2007). *English as a lingua franca: Attitudes and identity*. Oxford: Oxford University Press. Chapter 8 (Attitude, identity and the future of ELF)
- Seidlhofer, B. (2011). *Understanding English as a lingua franca.* Oxford: Oxford University Press. – Chapter 1 (What is this thing called English?)

PART TWO: APPLIED LINGUISTICS

8	Sociolinguistics	• Sociolinguistic variation • Languages in contact • Language and superdiversity • Diglossia, polyglossia, superglossia • Sociolinguistics and language teaching

Readings:
- Blommaert, J., & Rampton, B. (2011). Language and superdiversity. *Diversities, 13*(2), 1–22.
- Street, B., & Leung, C. (2010). Sociolinguistics, language teaching and new literacy studies. In N. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 290-316). Bristol, UK: Multilingual Matters.
- Zein, S. (2020). *Language policy in superdiverse Indonesia*. New York: Routledge – Chapter 2 (Language policy and linguistic ecology)

9	Language Planning and Policy	• Language, ideologies, and the nation state • Language objectification

		• Status, corpus, and acquisition planning • Revitalisation planning

Readings:
- Lo Bianco, J. (2004). Language planning as applied linguistics. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 738–763). Malden, MA: Willey/Blackwell.
- Reagan, T. (2004). Objectification, positivism and language studies: A reconsideration. *Critical Inquiry in Language Studies: An International Journal, 1*(1), 41-60.
- Spolsky, B. (2004). *Language policy.* Cambridge: Cambridge University Press. Chapter 1 (Language practices, ideology and beliefs, and management and planning)

10	Second Language Acquisition	• Universal Grammar • Monitor Theory • Processability Theory • Cognitive and Sociocultural Approaches • Complexity Theory and SLA

Readings:
- Spada, N., & Lightbown, P. M. (2019). Second language acquisition. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 108-123). New York: Routledge.
- Larsen-Freemn, D. (2012). Complexity theory. In S. M. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 73-87). New York: Routledge.

11	Language Teaching in the Post-Method Era	• Methods: An old obsession • Kumaravadivelu's Macro-Strategies • Classroom discourse • Blended language learning and teaching

Readings:
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching.* New haven: Yale University Press. – Chapter 2
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly, 40*(1), 59-81.

12	Language Teacher Education	• Teacher learning and teacher education • Teacher cognition • Knowledge base of language teaching • Learning teaching options

- Freeman, D. (2002). Second language teacher education. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (72-79). Cambridge: Cambridge University Press.
- Borg, S. (2014). Language teacher education. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 215-228). New York: Routledge.

13	Language and Technology	- CALL applications in support of language skills - CMC for language learning - Integration into curriculum - Control and effectiveness

Readings:
- Ene, E. (2013). Technology and teaching language for specific purposes. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-7). Malden, MA: Wiley/Blackwell.
- Kern, R. (2014). Technology and language learning. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 200-214). New York: Routledge.

Assessments

Online Quiz: 10%
Presentation: 20%
Essay: 40%
Book Review: 30%

1. Online Quiz
Weighting: 10 % over 10 weeks
Mode: Individual work
Format: Multiple choice, true or false, fill in the blank
Description: Students are required to complete an online quiz (10 questions each) every week based on required weekly readings from weeks 2-11. The quiz is available every Wednesday in a given week until the day of the lecture the following week. The quiz must be completed before the lecture of the designated week. Students are not allowed to complete the quiz after the lecture.
Submission: Blackboard

2. Presentation
Weighting: 20%
Mode: Group work
Description: Students are to form a group (3-4 members) and work collaboratively in a presentation project. They must select a topic relevant to applied linguistics; for example, teaching vocabulary, translanguaging, analysis of apps for language teaching, etc. Students must create a PowerPoint file consisting of no more than 25 slides (including references) and do a presentation of about 25 minutes. Each member must present in roughly equal amount of time. Presentations are distributed across tutorial sessions from weeks 3-12. Detailed presentation procedures are available on Blackboard.
Criteria and marking: Available on Blackboard.

3. Essay
Weighting: 40%
Mode: Individual work
Description: An essay of 2500 words (excluding references) is required for submission on Turnitin in Week 10. A list of essay topics relevant to applied linguistics will be distributed in

Week 2. Students are to choose a topic from the list and critically examine it using relevant literature. Appointment can be made to consult about the topic, how to approach it, etc.
Submission: Turnitin
Criteria and marking: Available on Blackboard.

4. Book Review
Weighting: 30%
Mode: Individual work
Description: Students are required to read and review a book which focuses on an area of interest in applied linguistics. A list of books is available on Blackboard. Students are encouraged to choose one book from the list. Students seeking approval of a title outside of the list must discuss it with their tutor. The review consists of two parts: an overview of the book and a critical review. Students must describe the context and aims of the book, its scope, and a summary of its contents. Students also need to critically analyse the book, focusing on areas such as whether the aims of the book are met, the strengths and weaknesses of the book, its contribution to the broader field in applied linguistics, and a reflection on how your reading contributes to your understanding of the applied linguistics field.