

*M2*

***APPLIED LINGUISTICS***

***COURSE INFORMATION***

**I. Introduction**

This course addresses the main issues in Applied Linguistics. It comes at the end of your training as potential researchers in linguistics and as teachers of English as an additional language. The course draws on the main literature in the field and addresses local contextual teaching aspects.

The main objective is to explain how potential local researchers/practitioners should adapt field literature to address practical concerns. Most importantly, by the end of the course you should:

1. Be familiar with the foundational writings in the field of Applied Linguistics
2. Know how teaching practices have always responded to contextual needs
3. Know the main changes in Applied Linguistics
4. Be familiar with the most recent findings in the field
5. Understand the connections between field literature and local practices

**II. Requirements**

This course targets students majoring in linguistics. It requires some knowledge of Theoretical Linguistics, Psycholinguistics, Sociolinguistics, and Pragmatics. You should read the assigned materials, participate in discussions and attend classes regularly. In addition to this, you are expected to give oral presentations in class on one of the issues discussed in class or of your choice. The list of issues and the corresponding readings will be given.

**III. Course outline**

Week 1: What is Applied Linguistics?

Week 2: Emergence of Applied Linguistics

Week 3: Teaching Foreign Languages: Historical background

Week 4: The first Method: Context/success story

Week 5: Audiolingual practices:

Week 6: Chomskyan claims in class

Week 7: On motivation and anxiety

Week 8: The foundations of CLT

Week 9: CLT

Week 10: From prescriptivism to descriptivism

Week 11: Testing

Week 12: Critical Applied Linguistics

**APPLIED LINGUISTICS**

**ESSENTIAL READINGS**

- Allen, B. (Ed.). (1964). *Readings in applied linguistics*. NY: Appleton Century Crofts.
- Allwright, D.; & K. Bailey. (1991). *Focus on the language classroom*. Cambridge, UK: Cambridge University Press.
- Anderson, N. (1994). Developing active readers. *System*, 22, 177-194.
- Austin, J.L. (1962). *How to Do Things with Words*. Cambridge, Mass: Harvard University Press.
- Biria, R.; & H. Tahririan. (1994). The methodology factor in teaching ESP. *ESP Journal*, 13, 93-101.
- Bourne, J. (1988). Natural acquisition and masked pedagogy. *Applied Linguistics*, 9, 83-98.
- Bowen, T.; & Marks, J. (1994). *Inside teaching*. Oxford: Heinemann.
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. US: Jossey-Bass Publishers.
- Brumfit, C. (2001). *Individual Freedom in Language Teaching*. Oxford: Oxford University Press.
- Carrell, P. (1987). Text as interaction: some implications of text analysis and reading research for ESL composition. In Connor, U.; & R. Kaplan. (Eds.) *Writing across languages*. (pp: 47-55). NY: Addison-Wesley.
- Canagarajah, S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.
- Cook, G.; & Seidlhofer. (eds.). (1996). *Principle and practice in applied linguistics*. Oxford: Oxford University Press.
- Corder, P. (1993). *Introducing applied linguistics*. London: Penguin.
- Coulthard, N. (1977). *An introduction to discourse analysis*. London: Longman.
- Ellis, R. (1990). Researching classroom language learning. In Brumfit, C. ; & R. Mitchell. (Eds.) *Research in the language classroom* (pp: 54- 70). ELT Documents. 133
- Ellis, R. (1990). *Instructed language learning*. Oxford: Basil Blackwell.
- Grabe, W., L. Stoller, and C. Tardy. (2000). Disciplinary knowledge as foundation for teacher preparation. In J. Hall, and W. Egginton (eds.), (pp. 178-194). Sydney, Australia: Multilingual Matters.
- Grabe, R.; and Kaplan, R. (1993). *Introduction to Applied Linguistics*. UK: Addison-Wesley.
- Halliday, M. (1978). *Language as social semiotic*. London: Arnold

- Hudson, T. (1998). Theoretical perspectives on reading. *ARAL*, 18, 43-60.
- Klein, W. (1986). *Second language acquisition*. Cambridge : Cambridge University Press.
- Kramsch, C. (2000). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Krashen, S.; & Terrell, T. (1988). *The natural approach*. London: Prentice Hall
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- Kusel, P. (1993). Rhetorical approaches to the study and composition of academic essays. *System*, 20, 157-469.
- Lado, R. (1964). *Language teaching: a scientific approach*. New York: McGraw Hill.
- Lightbown, P.; & Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.
- Mitchell, R.; and Myles, F. (1998). *Second language learning theories*. London: Arnold.
- Paltridge, B. (1996). Genre, text type, and the language learning classroom. *ELT Journal*, 50, 237-243.
- Postman, N.; and Weingartner C. (1975). *Teaching as a subversive activity*. London: Penguin.
- Van Els, T.; Bongaerts, T.; van Os, C.; & van Dielen, A. (1984). *Applied linguistics and the learning teaching of foreign languages*. London: Edward Arnold.
- Widdowson, H. (1991). *Aspects of language teaching*. Oxford, UK: Oxford University Press.