

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Posgrado en Enseñanza del Inglés como Lengua Extranjera

Professional Master's Program in Teaching English as a Foreign Language
PF-0301 Topics in Applied Linguistics

COURSE SYLLABUS

Name: Topics in Applied Linguistics	Prerequisites: none
Code: PF-0301	Co-requisites: none
Credits: 4	Type: Core course, open to all students in the program
Weekly hours: 12 (2 synchronous, 10 asynchronous)	
	Modality: Virtual

I. DESCRIPTION

PF-0301 Topics in Applied Linguistics is a required, first-semester course for the MA Program in Teaching English as a Foreign Language. This is an introductory course, which addresses key issues in the field of applied linguistics, relevant to pre-service and in-service language teachers. The aim of the course is for students to show understanding of basic concepts, theories, and pedagogic applications. The students will read and discuss about interrelated issues in basic areas of the field, as well as reflect on direct application and implication for the pedagogy of the language classroom. Additionally, the students will have opportunities to become acquainted with the names of well-known scholars and practitioners and their perspectives on language teaching. This class meets three hours per week during 16 weeks.

II. GENERAL OBJECTIVE

The students will be able to:

1. Show understanding of basic issues and areas in applied linguistics in terms of terminology, theory, purposes, and applications in language education.
2. Analyze major components underlying the teaching of the macro and micro skills and their assessment.

III. SPECIFIC OBJECTIVES

1. Show basic understanding of the concepts of linguistics and applied linguistics.
2. Identify the components and elements involved in the teaching of a) grammar, b) vocabulary, and c) pronunciation.
3. Demonstrate basic understanding of discourse analysis and pragmatics in language teaching.
4. Recognize basic issues related to psycholinguistics and sociolinguistics.
5. Demonstrate basic understanding of learning styles, learning strategies, and learner motivation.
6. Analyze the components and subskills involved in the teaching of the macro skills.
7. Recognize important issues related to the assessment of the macro skills.
8. Carry out a research project on a relevant area of applied linguistics linked to a classroom context.

IV. CONTENTS

1. What is linguistics?
2. What is applied linguistics?
3. Description of language and language use
 - a. Grammar
 - b. Vocabulary
 - c. Discourse analysis
 - d. Pragmatics
 - e. Corpus linguistics
 - f. Pronunciation
4. Essential areas in applied linguistics
 - a. What is second language acquisition
 - b. What is psycholinguistics
 - c. What is sociolinguistics
 - d. Learning styles, learning strategies, and learner motivation
5. Language skills and assessment
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing
 - e. Assessment

V. METHODOLOGY

The class will be conducted online through the Zoom™ platform. The students are required to **maintain their cameras on**, as per UCR regulations and based on the nature

of this graduate program, which encourages active student participation. Active participation in class discussions, presentations, and group activities will make the experience richer and more enjoyable, a crucial skill for pre-service, novice, and in-service teachers. Alternative platforms might be used at the professor's discretion.

The class will meet for weekly synchronous lessons for approximately two hours and complete the remaining coursework asynchronously. Asynchronous work includes the assigned readings from the course packet and materials and tasks on *Mediación Virtual*. The students will **apply active reading skills** to read selectively and efficiently in order to identify key concepts and issues, to extract some important findings and ideas derived from research, and to establish connections, when possible, with classroom contexts. Note taking is encouraged. Thus, active reading will prepare students for class discussions and tasks during the synchronous lessons. **This process will provide opportunities to develop professional, critical, and didactic competence.**

The following activities and techniques will be incorporated throughout the course: lectures, student presentations, individual and/or group work activities, and whole class discussions. The following resources may be used for classwork (evaluated) tasks: concept maps, frameworks, and questionnaires, among others, based on the assigned book chapter.

The students are expected to effectively monitor their oral and written production to continue to develop their academic literacy in English as a Foreign Language.

VI. EVALUATION

1. Individual or group tasks based on assigned chapters
(Classwork: concept maps, frameworks, questionnaires, among others) 20%
 2. Chapter presentation 15%
 3. Take-home exam (individual) 25%
 4. Research project written report (group work) 30%
 5. Oral presentation of research project (group work) 10%
- All oral and written assignments in the Master's program will be graded 70% content and 30% correct language use (MA Committee agreement).
 - Guidelines and rubrics will be provided.
 - APA format, 7th edition, must be used for the research report. See guidelines and examples on Purdue University Online Writing Lab website:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

VII. ACADEMIC HONESTY AND CLASS NORMS

1. Students are expected to follow the codes of honor and academic ethics as set forth in the University regulations. Honesty, trust, and personal responsibility are fundamental attributes of this University community. Academic dishonesty will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of

knowledge. Plagiarism/Cheating/Forgery/Collusion will be punished as severely as university regulations permit.

2. UCR regulations are available online: <https://www.cu.ucr.ac.cr/normativa/estudiantil.html>
[Código de Ética de la Universidad de Costa Rica](#)
[Régimen académico estudiantil, Reglamento de Hostigamiento Sexual, Reglamento de la Universidad de Costa Rica en contra del Orden y disciplina de los estudiantes de la Universidad de Costa Rica, Reglamento de](#)
3. As a courtesy to all, please silence your cell phones and be very attentive during class sessions.
4. No late assignments or make-up exams are allowed, except as indicated in article 24 RRAE and in PPEILE regulations below.
5. Assigned readings must be completed before class.
6. All work must be word-processed and conform to guidelines and instructions.
7. Students are expected to provide classmates with respectful, critical feedback on their work when required.

Reglamento de Régimen Académico Estudiantil

ARTÍCULO 24. Cuando la persona estudiante se vea imposibilitada, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Son justificaciones, según lo que establece el artículo 14 bis de este reglamento, **la muerte de parientes hasta de segundo grado, de una persona con la que haya tenido una relación parental análoga o una relación afectiva, alguna circunstancia que afecte su salud integral, u otra situación de fuerza mayor o caso fortuito.** Esta solicitud debe presentarla ante la persona docente que imparte el curso, adjuntando el documento probatorio idóneo y las razones por las cuales no pudo efectuar la prueba, con el fin de que la persona docente determine, dentro de un plazo de tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si esta procede, la persona docente deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que a la persona estudiante se le aprobó la reposición. En caso de rechazo, esta decisión podrá ser apelada ante la persona que dirige la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en el *Estatuto Orgánico de la Universidad de Costa Rica*. [emphasis ours]

Lineamientos en caso de entrega tardía de asignaciones

En caso que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.
(Aprobado por la Comisión del Posgrado en Enseñanza del Inglés)

LINEAMIENTOS ACADÉMICOS Y ADMINISTRATIVOS PARA LA DOCENCIA CON COMPONENTE VIRTUAL

Resolución Vicerrectoría de Docencia (VD-12784-2023)

Artículo 41. Desarrollo de clases virtuales sincrónicas. En la planificación e implementación de clases virtuales sincrónicas, se deben tomar en consideración los siguientes aspectos:

- a. Con el fin de facilitar la identificación y la participación activa de las personas matriculadas en el curso, las personas docentes deben invitar a que las personas estudiantes activen voluntariamente su audio y/o video durante el transcurso de la lección. La persona docente podrá establecer la activación obligatoria del audio y/o el video cuando, a su criterio, ello sea requerido para cumplir con los objetivos de aprendizaje.
- b. Durante la realización de evaluaciones en clases virtuales sincrónicas, ya sean pruebas escritas, pruebas orales, actividades colaborativas u otras interacciones, la habilitación del vídeo y/o el audio es obligatoria para todas las personas involucradas.

VIII. REFERENCES

Required reading:

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.) (2014). *Teaching English as a second or foreign language* (4th ed.). Heinle Cengage Learning.

Schmitt, N., & Rodgers, M. P. H. (2020) (Eds.). *An introduction to Applied Linguistics* (3rd ed.). Routledge.

Additional bibliography

Digital UCR library resources (access through UCR email and password, remotely or on campus):

Bill VanPatten, & Alessandro G. Benati. (2010). *Key terms in second language acquisition*. Continuum.

<https://researchs.proxyucr.elogim.com/linkprocessor/plink?id=11e0f50e-8b8a-3c74-bc65-53f3ce86e562>

Chapelle, C. A. (Ed.). (2020). *The concise encyclopedia of applied linguistics*. Wiley-Blackwell

<https://learning.oreilly.com/library/view/the-concise-encyclopedia/9781119147367/>

Davies, A. (2016). *A glossary of applied linguistics*. Psychology Press. (Obra original publicada en 2005)

<https://ebookcentral.proquest.com/lib/sibdilibro-ebooks/detail.action?docID=4354158>

<https://researchs.proxyucr.elogim.com/linkprocessor/plink?id=486707e1-ee40-3209-b6cd-72a70dd46b5a>

<https://taylorfrancis.proxyucr.elogim.com/books/mono/10.4324/9781315045597/glossary-applied-linguistics-alan-davies?context=ubx&refId=c47c4a49-cce5-41a4-9a40-38f3bbc1b3ff>

Richards, J. C., & Schmidt, R.W. (2013). *Longman dictionary of language teaching and applied linguistics* (4a ed.). Routledge. (Obra original publicada en 2010).
<https://doi.org/10.4324/9781315833835>

<https://taylorfrancis.proxyucr.elogim.com/books/mono/10.4324/9781315833835/longman-dictionary-language-teaching-applied-linguistics-richard-schmidt-jack-richards?context=ubx&refId=8babf5b0-b07f-4f5a-b433-7e6335ab8259>

Robinson, P. (Ed.). (2013). *The routledge encyclopedia of second language acquisition*. Routledge.

<https://ebookcentral.proxyucr.elogim.com/lib/sibdilibro-ebooks/detail.action?docID=1016020>

Books

Avery, P. and Ehrlich, S. (Eds.) (1992). *Teaching American English pronunciation*. Oxford.

Bowen, T., & Marks, J. (1992). *The pronunciation book: student-centered activities for pronunciation work*. Longman.

Bygate, M., Tonkyn, A., & Williams, E. (Eds.) (1994). *Grammar and the language teacher*. Prentice Hall.

Carruthers, R. (1987). "Teaching pronunciation." In M. Long and J. Richards (Eds.) *Methodology in TESOL*. Newbury House.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge.

Cowan, R. (2019). *The teacher's grammar of English*. Cambridge University Press.

Dale, P., & Poms, L. (1999). *English Pronunciation for International Students*. Prentice-Hall.

Greenbaum, S., & Quirk, R. (1990). *A student's grammar of the English language*. Longman.

Hadfield, J. (1992). *Classroom dynamics*. Oxford.

- Hancock, A. (1995). *Pronunciation games*. Cambridge.
- Hancock, M. (2020). *50 Tips for teaching pronunciation*. Cambridge.
- Kelly, Gerald (2000). *How to teach pronunciation*. Longman.
- Kozicki-Jones, S., Alfaro, V., & Flores, B. (2009). *Using English Verbs*. Editorial UCR.
- Ladefoged, P. (1993). *A course in phonetics*. Harcourt Brace Jovanovich.
- Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Newbury House.
- Laroy, C. (1995). *Pronunciation*. Oxford.
- Nash, R. (1977). *Comparing English and Spanish: Patterns in phonology and orthography*. Regents.
- Prator, C., & Wallace-Robinett, B. (1972). *A manual of American English pronunciation*. Holt, Rinehart and Winston.
- Raimes, A. (1998). *How English works: A grammar handbook with readings*. Cambridge.
- Richards, J. (1996). *Functional English grammar: An introduction for second language teachers*. Cambridge.
- Swan, M., & Smith, B. (Eds.) (1987). *Learner English: A teacher's guide to interference and other problems*. Cambridge.
- Thornbury, S. (1999). *How to teach grammar*. Longman.
- Thornbury, S. (2001). *Uncovering grammar*. MacMillan.
- Ur, P. (1989). *Grammar practice activities*. Cambridge.
- Wajnryb, R. (1990). *Grammar dictation*. Oxford.
- Whitley, M. (1986). *Spanish/English contrasts*. Georgetown University Press.
- Yule, G. (1998). *Explaining English grammar*. Oxford.
- Yule, G. (2023). *The study of language* (8th ed.). Cambridge.

IX. CHRONOGRAM

Week	Topic / Activities	Readings
1 March 10-14	Introduction -Getting to know each other (educational background and teaching & research interests) -Course outline, materials & class rules What is linguistics? What is applied linguistics?	An overview of applied linguistics (Schmitt & Celce-Murcia)
2 March 17-21	Description of language and language use a. Grammar (Student presentations 1 and 2)	Grammar (Larsen-Freeman & DeCarrico) Teaching grammar (Larsen-Freeman)
3 March 24-28	b. Vocabulary (Student presentation 3 and 4)	Vocabulary (Nation & Meara) Teaching and learning vocabulary for second language learners (Cheryl Boyd Zimmerman)
4 March 31 to April 4	c. Discourse analysis Classwork evaluated task #1	Discourse analysis (McCarthy, Matthiessen, & Slade)
5 April 7-11	d. Pragmatics (Student presentation 5)	Pragmatics (Spencer-Oatey & Zegarac)
April 14-18	Holy Week (no class)	
6 April 21-25	e. Corpus linguistics Classwork evaluated task #2	Corpus Linguistics (Reppen & Simpson-Vlach)
7 April 28 to May 2	f. Pronunciation (Student presentation 6)	Teaching pronunciation (Janet Goodwin)

8 May 5-9	Essential areas in applied linguistics a. Second Language Acquisition b. What is psycholinguistics? Classwork evaluated task #3	Second Language Acquisition (Spada & Lightbown) (optional reading due to separate course PF-0302) Psycholinguistics (Mech, Tabori, Kroll, & De Bot)
9 May 12-16	c. What is sociolinguistics? Classwork evaluated task #4 Take-home exam (individual) due May 27 at 12 noon	Sociolinguistics (Llamas & Stockwell)
10 May 19-23	Essential areas in applied linguistics d. Learning styles, learning strategies, and learner motivation (Student presentation 7)	Focus on the language learner: Styles, strategies, and motivation (Cohen & Henry)
11 May 26-30	Language skills a. Listening (Student presentation 8)	Listening (Tony Lynch & David Mendelsohn)
12 June 2-6	Language skills b. Speaking (Student presentation 9)	Speaking and pronunciation (Ann Burns & Barbara Seidlhofer)
13 June 9-13	Language skills c. Reading (Student presentation 10) d. Writing (Student presentation 11)	Reading (Xiangying Jiang, Grabe, & Carrell) Writing (Paul Matsuda & Tony Silva)
14 June 16-20	e. Assessment (Student presentation 12) - f. Final project oral presentations	Assessment (Carol A. Chapelle, Benjamin Kremmel, & Geoff Brindley)

15 June 23-27	Final project oral presentations	
16 June 30 to July 4	Final project oral presentations	
July 8	Research project <u>written report due</u>	