

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 implications 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 for 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 psycholinguistics
  - b. What is sociolinguistics
  - c. 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 **keep their cameras on**, as per UCR regulations and based on the nature of this graduate program, which encourages active student participation.

The methodology is student-centered, which shifts the focus from teacher-led lessons to active student participation. By participating in class discussions, presentations, and group activities, the learning experience may be richer and more empowering to foster self-direction and critical thinking, among other crucial skills for pre-service, novice, and in-service teachers.

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.

The class will meet during 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 *Mediación Virtual* platform will be used as a repository for UCR regulations, assignment guidelines, class presentations, recommended articles for the research project, rubrics, a bibliography list, and similar uses. Classwork activities might be held on the platform if needed. Alternative platforms might be used at the professor's discretion.

## VI. EVALUATION

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|---|-----|
| 1. Weekly digital concept map and reflection          | 20% |
| 2. Chapter presentation (individual)                  | 15% |
| 3. Take-home exam (individual)                        | 25% |
| 4. Research project written report (group work)       | 30% |
| 5. Oral presentation of research project (group work) | 10% |
- A. All oral and written assignments in this program are graded with a breakdown of 70% content and 30% language use, based on an MA Committee agreement.
- B. For the content component, professors may design the type of rubric they consider suitable (holistic or analytical). For the language component, the MA Committee has approved a rubric that will be uploaded to the *Mediación Virtual* page.
- C. Guidelines will be provided for all tasks.

- D. APA format, 7<sup>th</sup> edition, must be used in all assignments for correct author acknowledgment. The students are expected to use the following citation elements correctly: author versus editor, primary vs. secondary sources, text citations, short quotations, long quotations, references page, tables and figures, and others, as relevant.
- E. The students are strongly encouraged to consult APA guidelines and examples on Purdue University Online Writing Lab website (OWL):  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](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**

*(Aprobado por la Comisión del Posgrado en Enseñanza del Inglés)*

*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.*

### **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 video 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* (4<sup>th</sup> ed.). Heinle Cengage Learning.

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

**Note:** The student is responsible for purchasing the required course packet on time. It will be available at a copy center off campus. The professor might provide digital versions of the reading materials of the first weeks. Still, **the student is responsible for timely ordering the course reader.**

## 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* (8<sup>th</sup> ed.). Cambridge.

## IX. CHRONOGRAM

<b>Week</b>	<b>Topic / Activities</b>	<b>Readings</b>
<b>Week 1</b> March 12 <sup>th</sup>	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)
<b>Week 2</b> March 17 <sup>th</sup>	<b>Description of language and language use</b> a. Grammar (Larsen-Freeman & DeCarrico) ( <b>Student presentations 1</b> )	Grammar (Larsen-Freeman & DeCarrico) Teaching grammar (Larsen- Freeman)  <b>Post: Digital Concept Map &amp; Reflection</b>

<b>Week 3</b> March 24 <sup>th</sup>	a. Vocabulary ( <b>Student presentation 2</b> )	Vocabulary (Nation & Meara)  Teaching and learning vocabulary for second language learners (Cheryl Boyd Zimmerman)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 3</b> March 31 <sup>st</sup>	Holy Week (No Class)	
<b>Week 4</b> April 7 <sup>th</sup>	b. Discourse analysis ( <b>Student presentation 3</b> )	Discourse analysis (McCarthy, Matthiessen, & Slade)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 5</b> April 14 <sup>th</sup>	c. Pragmatics ( <b>Student presentation 4</b> )	Pragmatics (Spencer-Oatey & Zegarac)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 6</b> April 21 <sup>st</sup> (Semana U)	d. Corpus linguistics	Corpus Linguistics (Reppen & Simpson-Vlach)
<b>Week 7</b> April 28 <sup>th</sup>	e. Pronunciation	Teaching pronunciation (Janet Goodwin)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 8</b> May 5 <sup>th</sup>	<b>Essential areas in applied linguistics</b> What is psycholinguistics? ( <b>Student presentation 5</b> )  <b>Take-home exam (individual) due May 26<sup>th</sup> at 5:00 p.m.</b>	Psycholinguistics (Mech, Tabori, Kroll, & De Bot)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 9</b> May 12 <sup>th</sup>	<b>Essential areas in applied linguistics</b>	Sociolinguistics (Llamas & Stockwell)

	What is sociolinguistics? (Student presentation 6)	
<b>Week 10</b> May 19 <sup>th</sup>	<b>Essential areas in applied linguistics</b> a. Learning styles, learning strategies, and learner motivation (Student presentation 7)	Focus on the language learner: Styles, strategies, and motivation (Cohen & Henry)
<b>Week 11</b> May 26 <sup>th</sup>	<b>Language skills</b> b. Listening (Student presentation 8)	Listening (Tony Lynch & David Mendelsohn)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 12</b> June 2 <sup>nd</sup>	<b>Language skills</b> c. Speaking (Student presentation 9)	Speaking and pronunciation (Ann Burns & Barbara Seidlhofer)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 13</b> June 9 <sup>th</sup>	<b>Language skills</b> d. Reading (Student presentation 10)	Reading (Xiangying Jiang, Grabe, & Carrell)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 14</b> June 16 <sup>th</sup>	<b>Language skills</b> e. Writing (Student presentation 11)	Writing (Paul Matsuda & Tony Silva)  <b>Post: Digital Concept Map &amp; Reflection</b>
<b>Week 15</b> June 23 <sup>rd</sup>	<b>Final project oral presentations</b>	
<b>Week 16</b> June 30 <sup>th</sup>	<b>Final project oral presentations</b>	
<b>Week 17</b> July 7 <sup>th</sup>	<b>Final project oral presentations</b>	<b>Research project <u>written report due</u></b>