

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Instructor: Dr. Alicia Pousada (prof.alicia.pousada@gmail.com; 787-764-0000, x89661 or x89626; Office hours: LW, 3-4 [Ped4], 4-6 [Ped108] and V, 12)

Course Title: Applied Linguistics

Course Number: INGL 6106

Number of Credit Hours: 3 (Fridays, 5:30 – 8:50 pm, Pedreira 106)

Prerequisites: Introductory course in linguistics.

Course Description: This course considers how linguistics contributes to the solution of real-world problems involving language learning/teaching, language testing, curriculum design, literacy, translation/interpreting, and language planning. It examines ways in which a second language can best be learned and taught, social factors that affect language learning, relationships among spoken, gestural, and written languages, methods used for achieving literacy around the world, language rights of users in legal and other public settings, and ethical efforts to plan language as a human resource. All material presented is applied to the existing language situation of Puerto Rico in order to clarify for students avenues for change in their praxis as professionals in language-related fields.

Course Objectives: The student will be able to:

- define and give examples of applied linguistics
- explain the relationship between applied and theoretical linguistics
- comprehend how applied linguists develop ethical solutions to language-related problems
- apply the theories and models of language learning, language teaching, translation/interpreting, and language planning to the linguistic situation of English in Puerto Rico via real world problems presented by the professor
- critically assess both print and Internet research sources as to their reliability and authority
- utilize libraries and the Internet wisely and ethically in developing and carrying out a research project
- knowledgeably discuss core issues such as determining the optimum age for teaching a second language, creating valid and reliable language proficiency tests, designing adequate language curricula, and protecting the language rights of all individuals in the courts

- trace the history of Deaf education and specify the contributions of linguistics to this field
- understand the differences among oral, gestural, and written communicative modes and the consequences of literacy for the individual and the society
- explain the concept of language planning and the different forms that it takes and apply these models to Puerto Rican society

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
- make the necessary accommodations to include fellow students with special needs in group activities.

Tentative Course Outline: (subject to change)

[Note: **T**=textbook; **CW**=course website]

- 3/16/18 **Introduction to course** (1 hr. 10 min. session)
Distribution of textbooks, explanation of syllabus, explanation of course website and blog. Blog #1 posted (the other three blog questions will be posted throughout the semester as issues come up which require further discussion. They will be announced in class, and students should respond within a couple of weeks.)
- 3/23/18 **Introduction to applied linguistics**
Defining language and linguistics; defining applied linguistics as problem-solving approach; doing applied linguistics; critical applied linguistics (in-class video)
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- Required readings:**
- Ch. 1. "Introducing applied linguistics" by Li Wei (**T**)
 - Davies, A. (2007). History and 'definitions'. In *Introduction to applied linguistics: From practice to theory*, 2nd. ed. (pp. 1-12). Edinburgh, SC: Edinburgh University Press. (**CW**)
 - Watch video "Overview of Applied Linguistics by Professor Philip Shaw, Stockholm University, Department of English" (**CW**)
- 3/30/18 **NO CLASS—SEMANA SANTA**
- 4/6/18 **Learning the native language**
Understanding first language acquisition; role of parental input; special features of bilingual first language acquisition; nature of language socialization; role of schools in L1 development

Required readings:

- Ch. 2. “First language acquisition” by Zhu Hua **(T)**
- Watch video “The linguistic genius of babies” TED Talk by Patricia Kuhl **(CW)**
- Watch video “I find it, Finlay’s first language acquisition” **(CW)**

4/13/18

Learning L2 and additional languages

Characteristics of good language learners; critical period hypothesis; effects of previously learned languages; instructional environments vs. authentic use

Required readings:

- Ch. 3. “Second and additional language acquisition” by Jean-Marc Dewaele **(T)**
- Littlewood (2006). “Second language learning.” **(CW)**
- Watch video of “Trilingual girl speaking Spanish, English, and French” **(CW)**

4/20/18

Language and the brain

Language processing; language & cognition; speech, reading & writing impairment; language impairment among multilinguals (aphasia, dyslexia, agraphia, agrammatism, anomia, etc.)

Required readings:

- Ch. 4, “Language and the brain” by Marjorie Lorch **(T)**
- Speech therapy website: <https://bilinguistics.com/speech-therapy-goals/>
- Watch videos on Broca’s and Wernicke’s aphasia **(CW)**

4/27/18

Intercultural communication

Concerns of field of intercultural communication; key factors behind cross-cultural misunderstandings; culturally specific patterns of verbal and non-verbal communication; interculturality; developing intercultural communication competence

Required readings

- Ch. 6, “Intercultural communication” by Zhu Hua **(T)**
- Dadfar, Hossein (2001). *Intercultural communication: Theory & practice*. [focus on Ch. 4] **(CW)**
- Watch video on “Cross cultural communication” by Pellegrino Riccardi (TEDxBergen). **(CW)**

5/4/18

Literacy

Basic components of literacy; children’s early literacy in L1 and L2, literacy among Deaf; developing adult literacy; multimodality; broad

interpretations of literacy (new literacies); consequences of literacy for social and individual development. **Midterm exam** will be handed out (due 5/11/18)

Required readings:

- Ch. 7, "Literacy & multimodality" by Wei, McEntee-Atalianis & Lorch **(T)**
- Pousada, Alicia (2017). "Literacy as a prerequisite for world peace." **(CW)**

5/11/18

Language diversity and contact

Sociolinguistic varieties (sociolects, regional dialects, standard language, pidgins/creoles); language change and shift; code-switching; power relations; language attitudes and influence on teaching. **Midterm exam** will be collected.

Required readings

- Ch. 8, "Language diversity & contact" by Penelope Gardner-Chloros **(T)**
- Watch video on "Language, dialect, variety" by Jürgen Handke **(CW)**
- Pousada handouts on language variation **(CW)**

5/18/18

Language, identity & power

Social construction of identity; performing identity; role of narratives in identity boundaries; how identity is portrayed in media

Required readings

- Ch. 9, "Language, identity & power" by Lisa McEntee-Atalianis **(T)**
- Bucholtz, M. and Hall, K. (2005) "Language and identity." **(CW)**
- Watch video on linguistic and cultural identities by Sarah Johnson **(CW)**

5/25/18

Language planning & policy

Definitions; principles; types (status, corpus, acquisition); stages; specific tasks; societal implications; why it is needed; social motivations; agents; consequences

Required readings:

- Ch. 10, "Language planning & language policy" by Li Wei **(T)**
- Bakmand, B. (2000). "National language planning, why (not)?" **(CW)**

- *Charter on language policy and language rights in the creole-speaking Caribbean*. (2011). **(CW)**

6/1/18

Educating & Interpreting for the Deaf

History of Deaf education; creation of sign languages; debates over oral vs. sign approach; interpreting for Deaf. Guest speaker: Marina Martínez Cora (CODA and interpreter)

Required readings:

- Wilcox, S. & Kreeft Peyton, J. (1999). "American Sign Language as a foreign language." **[CW]**
- Rodríguez Fraticelli, Y. (1994). "Events in the history of deaf education in Puerto Rico." **[CW]**
- Brunson, J. L. (2008). "Your case will now be heard: Sign language interpreters as problematic accommodations in legal interactions." **[CW]**

6/4/18

Translation & interpreting in medical & legal settings

History; use in health & legal settings; ethical considerations; use in federal courts of Puerto Rico. Guest speaker: José Rosado, federal court interpreter

Required reading:

- Ch. 12, "Language in media, health, & law" by Malcolm Edwards **(T)**
- Ch. 13, "Translation & interpreting" by Malcolm Edwards **(T)**
- Watch videos on court interpreting **(CW)**
- Federal Court Interpreters. United States Courts website at: <http://www.uscourts.gov/services-forms/federal-court-interpreters>

6/8/18

Final class (1 hr. 10 min.). Summation of semester. Collection of final papers.

Teaching Strategies: Lecture, discussion, workshop, interview.

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with

special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

Textbook: Wei, L. (Ed.). (2014). *Applied linguistics*. Oxford, UK: Wiley Blackwell [purchased by students]

Other readings: on course website or available via Internet

Course website: <http://ingl-6106.weebly.com>

PW: 2018ingl6106

Cyber-resources: Internet access and functioning email address. The course is web-enhanced, and students must check their email and the course website weekly.

Methods of Evaluation:

- Class participation (attendance, active participation in class discussions of weekly readings, online responses to four blog questions) (25%)
- Mid-term take-home exam on the basic terminology and theory presented in the course. (25%)
- Final research paper (50%)
- Differentiated evaluation of students with special needs
- 11.25 hours may be imparted via alternative educational experiences (Internet, email, watching a film, visiting a museum or site, doing fieldwork, etc.)

Grading System: A, B, C, D, F.

Bibliography

(sources used to prepare course)

Books and journals:

- Academia Puertorriqueña de la Lengua Española. (1998). *La enseñanza del español y del inglés en Puerto Rico: Una polémica de cien años*. San Juan: Academia Puertorriqueña de la Lengua Española.
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- Bakmand, B. (2000). National language planning, why (not)? *Journal of Intercultural Communication*, 3, 1-14.
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- Broader, P., & Murre, J. (Eds.). (2004). *Models of language acquisition: Inductive and deductive approaches*. Oxford: Oxford University Press.
- Brunson, J. L. (2008). Your case will now be heard: Sign language interpreters as problematic accommodations in legal interactions. *Journal of Deaf Studies and Deaf Education*, 13 (1), 77-91.
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- Consortium for Language Access in the Courts. (2011). *Guide to translation of legal materials*. Williamsburg, VA: National Center for State Courts.
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- Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. London & NY: Routledge.

- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children caught in the crossfire*. Clevedon, England: Multilingual Matters.
- Davies, A. (2007). *An introduction to applied linguistics, 2nd edition*. Edinburgh: University of Edinburgh Press.
- Davies, A. & Elder, C. (Eds.). (2006). *Handbook of applied linguistics*. Oxford: Blackwell Publishing.
- De Bot, K. (2015). *A history of applied linguistics: From 1980 to the present*. London & NY: Routledge.
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http://www.de.gobierno.pr/files/Carta_Circular_8-2013-2014_Ingles.pdf
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<http://www.pbs.org/weta/throughdeafeyes/index.html>
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<http://www.cal.org/resources/digest/RaiseBilingChild.html>

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Websites and databases:

American Association for Applied Linguistics
<http://www.aaal.org/>

Applied Linguistics & Second Language Acquisition Forum
<http://www.lingforum.com/forum>

Applied Linguistics Association of Australia
<http://www.alaa.org.au/>

Canadian Association of Applied Linguistics
<http://www.aclacaal.org/>

Center for Applied Linguistics
<http://www.cal.org/>

Ethnologue Languages of the World
<http://www.ethnologue.com/>

Gallaudet University
<http://www.gallaudet.edu/>

Global Language Network
<http://www.lingnet.org/>

International Association of Applied Linguistics
<http://www.aila.info/>

International Partners in Language Development
<http://www.sil.org/>

Linguist List
<http://www.linguistlist.org/>

Linguistic Society of America
<http://www.lsadc.org/>

National Association of the Deaf
<http://www.nad.org/>

National Association of Judiciary Interpreters and Translators
<http://www.najit.org/>

TESOL International Official Site
<http://www.tesol.org/>

World Federation for the Deaf
<http://wfdeaf.org/>