

# MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT:** English and Philosophy

**COURSE PREFIX:** TSL    **COURSE NUMBER:** 610

**CREDIT HOURS:** 3

**I. Course Title:** Applied Linguistics and Professional Practices

**II. Catalog Description:** A specialized application of subareas of linguistics with emphasis on the impact of theories of linguistics on ESL/EFL pedagogy. Topics of focus include issues in research design and methodology, and the ethics of teaching, and skills needed to participate as an active ESL/EFL professional.

**Prerequisite:** 609

**III. Course Objectives:** (*Coded for Kentucky Experienced Teacher Performance Standards, KTS; TESOL Standards, TESOL*) By the end of the course, students in this class are expected to

- A. Be familiar with theoretical concepts/models and terminology in applied linguistics. (*KTS 2; TESOL 1,2*)
- B. Analyze research in applied linguistics for assumptions and hypotheses about second language learning and teaching to allow them to become “critical consumers” of future research in applied linguistics. (*KTS 2,9; TESOL 5*)
- C. Design and conduct original research in the field of ESL. (*KTS 1,2,9; TESOL 5*)
- D. Acquire skills that will allow them to be active contributors to the field of ESL: writing abstracts, writing research proposals, presenting research, integrating technology into presentations. (*KTS 1,8,9,10; TESOL 5*)

*The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.*

**IV. Content Outline:** The first part of the course will be devoted to general theoretical issues surrounding applied linguistics and a discussion of specific theories. The rest of the course will involve analyzing applications of linguistic theories in ESL in the literature and developing skills for carrying out and reporting student-designed research to the TESOL community.

**V. Instructional Activities:** The primary format of this course will be discussion and workshop. Additionally, I will present information on specific topics in a lecture style format when appropriate. You are expected to read the assigned material and come to class prepared to discuss it. There will be some in-class writing assignments and other activities to facilitate discussion, when appropriate. The assignments and research that you conduct as part of class will become part of class discussions.

**VI. Field, Clinical and/or Lab experience:** None except as it pertains to the projects/research that students conduct for class.

**VII. Texts & Resources:** The Murray State University Library will serve as the principal resource. However, interlibrary loan and the Internet will also be very useful for this course.

**Required Texts:**

American Psychological Association (2010). *Publication manual (6<sup>th</sup> ed.)*. Washington, DC: Author. (Note this text is not for reading but for accurate documentation of all written assignments submitted to the MA TESOL program.)

McKay, S. (2006). *Researching second language classrooms*. New York: Routledge.

**Additional Readings:**

All articles will be placed on the Canvas. Listed in alphabetical order of assigned reading.

Ary, D., Jacobs, L. C. & Razavieh, A. (2002). Chapter 16. Guidelines for writing research proposals. In *Introduction to research in Education* (6th Ed.). Belmont, CA: Wadsworth. (recommended)

Atkinson, D. & Sohn, J. (2013). Culture from the bottom up. *TESOL Quarterly*, 47(4), pp. 669-693.

Bardovi-Harlig, & Dornyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233-262.

Brown, J.D. (1988). Chapter 2: Variables. In *Understanding research in second language learning*. Cambridge, UK: Cambridge University Press.

Burns, A. (1999). Chapter 2. Definitions and processes. In *Collaborative action research for English language teachers* (pp.20-44). Cambridge: Cambridge University Press.

Cai, W., & Lee, B. (2012). Processing unfamiliar words: Strategies, knowledge sources, and the relationship to text and word comprehension. *The Canadian Journal of Applied Linguistics*, 15, 122-145.

Chang, A., & Read, J. (2006). The effects of listening support on the listening performance of EFL learners. *TESOL Quarterly*, 40, 375-397.

Chen, C.M., Wang, J.Y., & Chen, Y.C. (2014). Facilitating English-language reading performance by a digital reading annotation system with self-regulated learning mechanisms. *Educational Technology & Society*, 17(1) 102-114.

Dornyei, Z. (2003). Chapter 2. Constructing the questionnaire. In *Questionnaires in second language research*. Mahwah, NY: LEA.

Dornyei, Z. (2008). Chapters 2 & 9. In *Research methods in applied linguistics*. Oxford University Press.

Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88, 229-244.

Han, H. (2009). Institutionalized inclusion: A case study on support for immigrants in English learning. *TESOL Quarterly*, 43, 643-

Hartshorn, K. J., Evans, N.W., Merrill, P. F., Sudweeks, R.R., Strong-Krause, D., & Anderson, N. J. (2010). Effects of dynamic corrective feedback on ESL writing accuracy. *TESOL Quarterly*, 44 (1): 84-128.

Hernandez, T. (2010). The relationship among motivation, interaction, and the development of second language oral proficiency in a study-abroad context. *The Modern Language Journal*, 94, 600-617.

- Johnstone, B. (2000). Chapter 8: Reading and listening: Discourse analysis. In *Qualitative methods in sociolinguistics*. New York: Oxford University Press.
- Judge, P. (2011). Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program. *Reading in a Foreign Language*, 23, 161-186.
- Kobayashi, M. (2002). Method effects on reading comprehension test performance: Text organization and response format. *Language Testing*, 19, 193-220.
- Li, J. & Schmitt, N. (2008). The acquisition of lexical phrases in academic writing: A longitudinal case study. *Journal of Second Language Writing*, 18 (2): 85-102-3.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92, 71-86, 2008.
- Mackey, A., & Gass, S. (2005). Issues related to data gathering. In *Second language research: Methodology and design*. New York: Routledge.
- Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Case studies from the Americas. *TESOL Quarterly*, 42 (4), 617-640
- Munoz C. & Llanes A. (2014). Study abroad and changes in degree of foreign accent in children and adults. *The Modern Language Journal*, 98(1), 432-449.
- Nunan, D. (1992). An introduction to research methods and traditions. In *Research methods in language learning*. Cambridge, UK: Cambridge University Press.
- Richards, K. (2003). Chapter 4: Collecting and analyzing spoken interaction. In *Qualitative inquiry in TESOL*. Palgrave. (recommended)
- Rydland, V., & Aukrust, V. (2005). Lexical repetition in second language learners' peer play interaction. *Language Learning*, 55, 229-274.
- Staehr, L. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in Second Language Acquisition*, 31, 577-607.
- Suzuki, M. (2008). Japanese learners' self-revisions and peer-revisions of their written compositions in English. *TESOL Quarterly*, 42 (2): 209-233.
- Sylvén, L., & Sundqvist, P. (2012). Gaming as extramural English L2 learning and L2 proficiency among young learners. *ReCALL*, 24, 302-321.
- Uchikoshi, Y., & Marinova-Todd, S. (2012). Language proficiency and early literacy skills of Cantonese-speaking English language learners in the U.S. and Canada. *Reading and Writing*, 25, 2107-2129.

### **VIII. Evaluation & Grading Procedures:**

Semester grades will be determined as follows:

Letter grades will be assigned according to the following scale:

- A** = 100 – 90 pts.
- B** = 89.9 – 80 pts.
- C** = 79.9 – 70 pts.
- D** = 69.9 – 60 pts.
- E** = 59.9 – 0 pts.

<b>Course Requirements:</b>	<b>Percentage</b>
1) Class Participation (active class discussion) .....	<b>5%</b>
2) Reading Response .....	<b>15%</b>
3) Discussion Leader .....	<b>10%</b>
4) Survey/Questionnaire Project .....	<b>15%</b>
5) Interview/Observation Project .....	<b>15%</b>
6) Final Project .....	<b>40%</b>
a) Project Proposal .....	5%
b) Original Research Project .....	25%
c) Project Presentation .....	10%
<b>Total Percentage of Grade .....</b>	<b>100%</b>

**IX. Attendance Policy:** Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students cannot learn without consistent effort throughout the semester. Attendance will be expected in all sessions. Attendance will be taken and recorded in all class sessions. Your grade will be lowered if you have excessive absences. More than one absence is considered excessive. You cannot pass this course if you miss class three times. Exceptions may be made based on the current University policy. This policy is provided in the Murray State Bulletin at the following address:  
<http://www.murraystate.edu/provost/catalogs/010507.html#Policies>

**X. Academic Honesty Policy:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. Non-discrimination Policy & Students with Disabilities:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).