

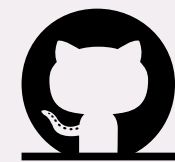
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# Applied Linguistics

LG 451/456 — Semester 2, 2021 (Jan-May 2022)

CLASS 1: COURSE INTRODUCTION

Sakol Suethanapornkul



# Outline: Week 1

- Introduction
- Defining applied linguistics (Part I)
- Course components
  - Topics
  - Assignments
- Looking ahead: Week 2

# Introduction

# Course information

- Instructor: Sakol Suethanapornkul
- Virtual office hours: T & TH 1 pm – 4 pm (or by appointment)
- Course platform: Microsoft Teams ([Link](#))
- Course website: Follow this [link](#) to the site!
- Communication: Teams chat & email ([suesakol@tu.ac.th](mailto:suesakol@tu.ac.th))
- Registration: Add-drop period from Jan 17 to Jan 20, 2022

# Onto you...

## Part I: Your information

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Q.1



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Q.2



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Q.3

# Onto you...

## Part II: your knowledge of applied linguistics (AL)

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What is AL?

What area(s) of study is/  
are most prominent?

When did the field begin?

# Defining AL (Part I)

# Applied Linguistics: Some definitions

*the theoretical and empirical investigation of real-world problems in which language is a central issue*

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(Brumfit, 1995 as cited in Simpson, 2011: p.2)

*Applied linguistics is a practice-driven discipline that addresses language-based problems in real-world contexts...*

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(Grabe, 2010: p. 42)

*Applied linguistics is using what we know about (a) language, (b) how it is learned and (c) how it is used, in order to achieve some purpose or solve some problem in the real world*

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Schmitt & Celce-Murcia (2020: p. 1)



# Applied Linguistics: Some history

- 1948 considered the year AL was “born”
  - 1st journal *Language Learning: A journal of Applied Linguistics*
- In 60s and 70s, major focus on language teaching
  - applying linguistic theories to education (linguistics-applied)
- Since then, the field has expanded tremendously



# Applied Linguistics: Diverse perspectives

Simpson (2011)

S & CC (2020)

22 Identity  
*Bonny Norton*

23 Gender  
*Judith Baxter*

24 Ethnicity  
*Roxy Harris*

25 Sign languages  
*Bencie Woll and Rachel Sutton-Sp*

26 World Englishes  
*Andy Kirkpatrick and David Deter*

27 Linguistic imperialism  
*Suresh Canagarajah and Selim Be*

28 Multilingualism  
*Jasone Cenoz and Durk Gorter*

29 Language and migration  
*Mike Baynham*

**PART IV**  
**Perspectives on language in use**

30 Discourse analysis  
*Guy Cook*

31 Critical discourse analysis  
*Kieran O'Halloran*

32 Neurolinguistics  
*Elisabeth Ahlsén*

33 Psycholinguistics  
*John Field*

34 Sociocultural and cultural-historic  
*Steven L. Thorne and Thomas Tas*

35 Sociolinguistics  
*Carmen Llamas*

9 Language and ageing  
*Kees de Bot and Nienke van der Hoeven*

10 Forensic linguistics  
*Frances Rock*

**PART II**  
**Language learning, language education**

11 Key concepts in language learning and lan  
*Diane Larsen-Freeman*

12 Second language acquisition  
*Lourdes Ortega*

13 Language teaching methodology  
*Scott Thornbury*

14 Technology and language learning  
*Richard Kern*

15 Language teacher education  
*Simon Borg*

16 Bilingual education  
*Ingrid Gogolin*

17 English for academic purposes  
*Nigel Harwood and Bojana Petrić*

18 Language testing  
*Barry O'Sullivan*

19 Classroom discourse  
*Amy B. M. Tsui*

20 Language socialization  
*Agnes Weiyun He*

**PART III**  
**Language, culture and identity**

21 Language and culture  
*Claire Kramsch*

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TATIANA TKACUKOVA

12 Multilingualism  
SHELLEY K. TAYLOR

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TONY LYNCH AND DAVID MENDELSON

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ANNE BURNS AND BARBARA SEIDLHOFER

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# Course components

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# What type of course will this one be?

- This is a 400-level course, so it is going to be more **research** and **discussion-based**
  - You will take a more active role in class (leading a discussion, giving presentations, making personal connections between readings and your experiences, etc.)
  - You will work in groups of 4/5 people throughout the semester, and this may require you to work with people more senior/junior

# How to succeed in this course?

1. Attend all classes and participate actively in class discussion
  - There is no such thing as excused absence
  - Documentation is required when you miss class
  - Your participation is crucial to the effectiveness of class
  - There are several group work activities throughout the semester



# How to succeed in this course?

2. Complete all readings before class and submit work punctually
  - Classes are based on discussion (and lecture). Plus, you will have to lead class on a few occasions
  - If you're not a fast reader, plan well. Consult the syllabus
  - Communicate with me early if you anticipate having any trouble. Don't let things slide until they are too late

# How to succeed in this course?

## 3. Follow APA format; plagiarism is not to be tolerated

- I trust that **you're capable and honest**. Do your own work and do it well. Your integrity matters
- Do not plagiarize other people's work. Do not copy your friends' work.
- Useful resources are on the site (more to follow)

# Assignments

Assignments are of two types: individual and group work

- Individual:
  - Research interests (5%) Week 3
  - Study synopses (10 points × 2 synopses = 20%) Weeks 6 **and** 15
- Group:
  - Discussion leading (15%) Weeks 7, 10, 12, 13, **or** 16
  - Final project (50%) + Presentation (10%) Weeks 7, 11, 13, **and** 17



# Assignments

1. Research interests (5%, due on Week 3) [Individual work]

- **Goals**: Identify real-world issues re: language/linguistics
- **Format**: One-page bullet-point summary
  - Think about real-world issue(s) regarding language use/communication that pique your interests
  - Formulate questions you'd like to answer
  - Use Google Scholar to help you refine your ideas & questions

# Assignments

mansplain      verb

## Definition

*of a man*

: to explain something to a woman in a condescending way that assumes she has no knowledge about the topic

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From Merriam-Webster





# Assignments



Image sources: @newyorkercartoons

 **Language Under Discussion**  
<http://www.ludjournal.org> ISSN: 2329-583x

**Explaining *-splain* in digital discourse**

**Judith Bridges<sup>a</sup>**

<sup>a</sup> Department of World Languages, University of South Florida, [jcbridges@usf.edu](mailto:jcbridges@usf.edu).

DOI: 10.31885/lud.6.1.253

*Paper received: 1 August 2020  
Published online: 31 July 2021*

 Lexis

**Lexis**

Journal in English Lexicology

**12 | 2018**

**Lexical and Semantic Neology in English**

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**Gender-biased neologisms: the case of *man-X***

Océane Foubert and Maarten Lemmens

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# Assignments

2. Study synopsis (10 points × 2 synopses = 20%) [Individual work]

- **Goals**: Foster note-taking strategy in other readings you do
- **Format**: One-page summary
  - A summary of empirical studies in AL that we read for class
  - An x-ray summarizing main points of a study

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# Assignments

## 3. Group discussion leading (15%)

[Group work]

- Prepare & deliver a presentation summarizing key points of class reading (10 slides max)
- Lead a class through some hands-on, data-driven activity
  - Obtain data/transcript from a research study cited in the reading
  - Prepare some analysis activities to support your presentation

# Assignments

3. Group discussion leading (15%) [Group work]
- Sign up on Week 4; meet with me to discuss readings and ideas
  - You'll need to clear your presentation & activities with me
  - Goals: Read critically and relate information to real-world issues
  - Format: 1-to-1:30-hour presentation

# Assignments

4. Final research-based project (50%) [Group work]
- Installment I: Provisional plan (10%) Week 7
  - Installment II: RQs and method (10%) Week 11
  - Installment III: Interim draft (15%) Week 13
  - Installment IV: Final paper (15%) Week 17
- 3 pages per group member (12 pages for 4 people, and so on)

# Assignments

5. Group project presentation (10%) [Group work]
- Showcase your project work,
  - Provide key ideas that led to your project
  - Present your research method and key findings
  - Discuss what you found out with respect to existing literature



# Grading

Grades	Points	Grades	Points
A	85-100%	C	65-69.99
B+	80-84.99	D+	60-64.99
B	75-79.99	D	55-59.99
C+	70-74.99	F	0-54.99

# Our language choice

- I will use English quite a lot in this class
- You're strongly encouraged to use English to complete assignments
- This is a wonderful opportunity to learn a language and master content  
Seize this opportunity!

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# Next week...

- **Topic**: Defining applied linguistics
  - What is AL, really?
  - How is AL research done?
- **Reading**:
  - Wei (2014) [Chapter 1: Sections 1.2–1.3]

# References

- Grabe, W. (2010). Applied Linguistics: A twenty-first-century discipline. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (2nd ed.). doi: 10.1093/oxfordhb/9780195384253.013.0002
- Schmitt, N., & Celce-Murcia, M. (2020). An overview of applied linguistics. In N. Schmitt & M. P. H. Rodgers (Eds.), *An introduction to applied linguistics* (3rd ed.) (pp. 1–15). Routledge.
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