DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES

www.mlcs.ualberta.ca

2015 - 2016   *MLCS 570 A1: Applied Linguistics*

Instructor: Time: Tuesdays 2:00-5:00
Office: 437-d Arts Bldg.   Place: H-C 2-17
Fax: 492-9106   Office Hours: W 12:30-1:30
E-mail: alla.nedashkivska@ualberta.ca   *or by appointment*
Web Page (MLCS): http://www.humanities.ualberta.ca/mlcs/staff-nedashkivska.htm
Graduate Programs in MLCS: https://uofa.ualberta.ca/modern-languages-and-cultural-studies/graduate-program-information

Course Prerequisite: Some prior linguistics courses or consent of instructor

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

     ❑ Yes   **X**No, not needed, no such projects approved

Community Service Learning component
- None

Past or Representative Evaluative Course Material available
- NA (no exams)

Additional mandatory Instructional fees (approved by Board of Governors)
     ❑ Yes   X No

Course Description and Objectives:
This course provides a general introduction to three areas of applied linguistics, namely sociolinguistics, discourse analysis, and second language acquisition. The purpose is to allow graduate students in applied linguistics to gain a thorough understanding of the field and select an area of specialization for their advanced studies. Special attention will be given to general questions of methodology.

Required Texts:
Most of the articles are available online (see reading list below) or on e-class. A few readings, available in print only, are placed on reserve at the Rutherford Library. Please see the "reading list" below for details.

Grade Distribution:
Your final grade will be determined on the basis of the following aspects of the course:
Participation [*Sep -Dec, 2015*]:   20%
Facilitated Discussion of a set of readings: 20%
[*specific dates for specific students to be decided after classes begin*]
Journal (weekly entries):   5%
Article presentation (in relation to your journal):   10%
[*specific dates for specific students to be decided after classes begin*]
Abstract: (due October 20)   10%
Final project (presentation, due November 24)   10%

Final project (written, due December 7)   25%

Explanatory Notes on Attendance and Assignments:

Attendance, Absences, and Missed Grade Components:
Regular attendance is essential for optimal performance in a graduate course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. In this course, attendance and participation will be assessed according to the participation grid and rubric given on the first day of class.

Facilitated Discussions:
Each week we will discuss a different aspect of the course topic, and each week a different student will present the assigned readings to the other students. These presentations should not be in the form of a formally-prepared paper, but should instead be seen as "facilitated discussions." Everyone will have read the readings, so the student facilitator should simply summarize the content of the articles (it helps to think of it as teaching rather than as a presentation). Each student will be responsible for two-three facilitated discussions, which will take up half an hour to 45 minutes of the class period for that week. Following that presentation, the instructor will lead the class in a discussion of those readings' relevance to other readings, the students' own research, and to applied linguistics as a whole.

Journal:
You will be asked to keep a journal <u>on a weekly basis</u> and be ready to discuss *some* of what you have written with the class every week. In addition, the journal will be collected on the last day of classes for a qualitative assessment.

As you learn more about linguistic phenomena you will be able to name them and witness them at times. The purpose of the journal is to record your thoughts, observations, and questions that relate to applied linguistics in general. For example, you might be sitting in a bus noticing that the driver uses a certain phrase that strikes you as odd or you might find that Uncle Jimmy speaks in a particular way when addressing your grandmother. Perhaps that girl who works at *Shopper's* keeps using the phrase «like, I mean» or an international student you know makes the same pronunciation mistake all the time even after you corrected her. Then again, one of your professors may be using a non-native phrase that you identify as coming from her first language! After recording that observation, the goal is for you to think about what it might mean about or accomplish for the speaker.

Article Presentation:
As noted above, when you keep your journal and make your entries, you notice various linguistic phenomena. Pick one that interests/strikes you the most and think about how would you go about studying this phenomenon. First of all, you would need to find relevant literature on that phenomena/topic. Pick one article that you find the most pertinent to the study of your phenomenon and present a summary of this article in class. This presentation should be about 15-

20 minutes long and include: an overview of your phenomena and a summary of the article you find (including reasons for your choice, various pros and cons etc.).

Abstract, Presentation, and Final Project:
A considerable portion of your grade is based on an individual research project of your choice that is relevant to the course material. About halfway through the semester (you will be warned at the time!) you should decide on your research topic and write an abstract of your paper, as if you were actually going to send it in for presentation in a scholarly conference. Several examples of abstracts will be provided at that time, and we will also discuss the format of a good abstract in class. The presentations will take place during finals weeks of classes, and should be in the format of an actual scholarly paper (as a research project in progress) you would present at a real conference. In keeping with general procedure at linguistics conferences in North America, you should plan for twenty minutes for the presentation with ten minutes for discussion afterward. You may then incorporate any useful input you receive in the discussion into the revision that will become your final project.

Your projects should be written in English and approximately 10-14 pages in length. The due date for the final projects is Monday, 7 December 2015, at 4pm. Your topic will depend on your own research interests in applied linguistics [we will discuss some possible topics], and may focus on areas of applied linguistics discussed in class (sociolinguistics, discourse analysis, SLA).

The final project, which may be viewed as the design of a potential research project, should be structured as follows:

◊ Abstract (350 words-500 words)
◊ 1-2 pages: Introduction (statement of topic, purpose, goal(s), research questions)
◊ 2-3 pages: Literature review (including historical overview if applicable, background of study and how your study asks new research questions/is innovative)
◊ 0.5 pages: Hypotheses
◊ 2.5-3.5 pages: Method (proposed methodology and rationale for your choice: participants, materials, procedures, proposed method of analysis)
◊ 0.5 page: Results (hypothetical: you will not be doing the actual analysis, but you need to present an overview of how you plan to present your results)
◊ 1.5-2 pages: Discussion (relate your hypothetical results to your initial research questions; what could the hypothetical results reveal/answer etc.)
◊ 1 page: Conclusion (summary of the proposed project; that is, what was studies and how, as well as limitations and suggestions for future research)
◊ 1-2 pages: References (MLA format)
◊ Appendices if relevant (consent forms, instruments and other materials)

Here are a few ideas:
1) Conversation Analysis: Students will plan to collect samples of naturally occurring conversations with a recorder. Students will plan to solicit [number] volunteers to record them in one of their habitual activities. They will then plan to transcribe these conversations in order to analyze one particular phenomenon (i.e., the notion of repair). They will offer a descriptive analysis of the repair sequences they may find and propose how will they do a fine-grain analysis of specific conversational sequences.

2) Critical Discourse Analysis: After identifying a theme that has been discussed in length in recent months in the news, students will choose editorials written on that subject from [number] newspapers. They will choose the newspapers according to their divergent political stance and propose an analysis of the content of each editorial in terms of the rhetorical strategies used to convey the author's opinion. Then, students may propose to compare and contrast the strategies used in each newspaper to demonstrate, for instance, how the editorials reflect the newspaper's political line.

3) Variationist Sociolinguistics: After identifying one sociolinguistic variable, students will propose to interview [number] males and [number] female volunteers (of approximately the same age) on a subject designed to elicit the chosen variable. The interview will, for instance, include spontaneous speech as well as a formal reading style. After collecting the data, students will proposed to analyze the results in terms of gender, education attainment (if relevant), and attention to speech.

4) Second Language Acquisition: Students will propose to test a hypothesis. Such a hypothesis could be, for instance, the input flood hypothesis for grammar acquisition using a pre-test / post-test design. Students will prepare a reading task under two different conditions: one with enhanced forms and one without. They will propose to solicit [number] second-language participants per condition (enhanced, non-enhanced, and control) and analyze the results.

Policy for Late Assignments:
If you are unable to come to class, please contact Dr. Alla Nedashkivska before the beginning of the class period and let her know. You won't be marked down for excused absences, but please remember that you can't participate in discussions if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark.

If your absence is excused (i.e. if you have notified Dr. Nedashkivska before the absence that you will not be there), your late assignment should be turned in at the next class period. If your absence is not excused (i.e. if you have NOT notified Dr. Nedashkivska before the absence that you will not be there), your late assignments will not be accepted. If you do have an excused absence, you are still responsible for asking Dr. Nedashkivska at the next class meeting you attend what the missed assignments were, and for asking a fellow student for any in-class notes you have missed.

Grading:
Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (**"MLCS Graduate Grading Scale"**). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

"MLCS Graduate Grading Scale"

A+	97-100	Excellent
A	**93-96**	**Excellent**
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory

C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D	50-53	Failure
F	00-49	Failure

Required Notes:
"Policy about course outlines can be found in Section 23.4(2) of the University calendar."

Academic Integrity:
"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expect
to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respe
Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online a
http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.as
) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of fact
and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion fr
the University."

Learning and Working Environment:
The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environmen
safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The
Department urges anyone who feels this policy has been or is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that directs discussion is inappropriate or threatening,
discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the student ombudservice
(http://www.ombudservice.ualberta.ca/).
Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in
UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110

Academic Honesty:
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and
plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and
Information for Students). If in doubt about what is permitted in this class, ask the instructor.

Students involved in **language** courses and **translation** courses should be aware that on-line "translation engines"
produce very dubious and unreliable "translations." **Students in languages courses** should be aware that, while seeking
the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is conside a
form of "cheating" that violates the code of student conduct with dire consequences.

An instructor who is convinced that a student has handed in work that he or she could not possibly reproduce without
outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean
the Faculty. See the Academic Discipline Process.

Recording of Lectures:
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with
the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be us
solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from th
content author(s).

Student Accessibility Services:
If you have special needs that could affect your performance in this class, please let me know during the first week
of the term so that appropriate arrangements can be made. If you are not already registered with Specialized

Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Weekly outline for MLCS 570:
The readings are listed according to the last name of the author.

Week 1: 1 September	**Introduction** Some definitions of applied linguistics, discussion of interests and possible paper topics
Week 2: 8 September	**Applied Linguistics: Introduction to AL** Readings: Li Wei 2007, Joseph 2006, Widdowson 2006 and Savignon 2006 – choose *at least two* of these overview articles; bring discussion questions to class. **Sociolinguistics and Variation 1** Readings: Chambers 2002
Week 3: 15 September	**Sociolinguistics and Variation 2** Readings: Labov a)1984, Dailey-O'Cain 2000, Labov b) 1966 [suggested, everyone]
START THINKING ABOUT YOUR FINAL PROJECTS	
Week 4: 22 September	**Sociolinguistics and Variation 3** Readings: Fought 2002, Heller 1992
Week 5: 29 September	**Discourse 1** Readings: Lam 2009, Hutchby and Wooffitt 2008
Week 6: 6 October	**Discourse 2** Readings: Schegloff/Jefferson/Sacks 1977, Egbert 2004, Le 2012,
BEGIN WORKING ON YOUR ABSTRACT	
Week 7: 13 October	**DISCUSSION OF ABSTRACTS –HOW TO PREPARE** **Discourse 3** Readings: Van Dijk 1997, Guendouzi 2001, Wodak 2006 [suggested, everyone]
Week 8: 20 October	**ABSTRACTS DUE –ALL: brief discussions of topics chosen by each student** **Discourse 4** Readings: Nedashkivska 2010, van Leeuwen 2009
Week 9: 27 October	**Second Language Acquisition 1** Readings: Doughty and Long 2005, Gass 2005, Gutierrez 2013
Week 10: 3 November	**Second Language Acquisition 2**

	Readings: Foster and Snyder Ohta 2005, Arnold/Ducate/Kost 2012
Week 11: November 10: Fall Term Break: NO CLASS	

Week 12: 17 November	Second Language Acquisition 3
	Readings: Izumi 2012, de la Fuente 2003, Hulstijn 2005
Week 13: 24 November	Final Presentations
Week 14: 1 December	Final Presentations
Final paper due date: Monday, 7 December, 2015, by 4pm	

MLCS 570: Reading list

Defining applied linguistics Introduction to Applied Linguistics

Wei, Li. "A User-Friendly Linguistics." *International Journal of Applied Linguistics* 17/1 (2007): 117-119.

http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1111/j.1473-4192.2007.00136.x

Joseph, John E. "Applied linguistics and the Choices People Make (or Do They?)." *International Journal of Applied Linguistics* 16/2 (2006): 237-241.

http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/ 10.1111/j.1473---4192.2006.00116.x

Widdowson, Henry G. "Applied linguistics and interdisciplinarity." *International Journal of Applied Linguistics* 16/1 (2006): 93-96.

http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1111/j.1473---4192.2006.00108.x

Savignon, Sandra J. "Gender and Power in Applied Linguistics: An Epistemological Challenge." *International Journal of Applied Linguistics* 16/1 (2006): 88-92.

http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1111/j.1473---4192.2006.00107.x

Identifying sociolinguistic variables

Chambers, J.K. "Studying Language Variation: An Informal Epistemology." *The Handbook of Language Variation and Change.* Eds. J.K. Chambers, P. Trudgill & N. Schilling-Estes. Oxford: Blackwell, 2002. 3-14.

http://www.library.ualberta.ca/permalink/opac/4671795/WUAARCHIVE

Dailey-O'Cain, Jennifer. "The sociolinguistic distribution of and attitudes toward focuser like and quotative like." *Journal of Sociolinguistics* 4/1 (2000): 60-80.

http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=3150438&site=ehost-live&scope=site

Labov, William b). "Field Methods of the Project on Linguistic Change and Variation." In J. Baugh & J. Sherzer (eds.) *Language in Use*. Englewood Cliffs: Prentice Hall. Intensity. *GURT* (1984): 28-53.

http://www.ling.upenn.edu/~wlabov/L470/Labov1984.pdf

Fought, Carmen. "Ethnicity." *The Handbook of Language Variation and Change.* Eds. J.K. Chambers, P. Trudgill & N. Schilling-Estes. Oxford: Blackwell, 2002. 444-472.

http://www.library.ualberta.ca/permalink/opac/4671795/WEBSERVER

Heller, Monica. "The Politics of Codeswitching and Language Choice." *Codeswitching*. Ed. Carol M. Eastman. Clevedon: Multilingual Matters, 1992. 123-143.

http://www.library.ualberta.ca/permalink/opac/5781296/WEBSERVER

Lam, Yvonne. "The Straw that Broke the Language Back: Language Shift in the upper Necaxa Valley of Mexico." 195 (2009): 219-233.

http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mzh&AN=2011933580&site=eds---live&scope=site

Rutherford Reserve Room

Labov, William a). "The Stratification of (r) in New York City Department Stores." *The Social Stratification of English in New York City*. Ed. W. Labov. Washington, D.C.: Center for Applied Linguistics, 1966. 63-89.
PE 3101 N7 L12 1966

Hutchby, Ian and Robin Wooffitt. "Introduction. What is conversational analysis?" *Conversation Analysis*. Eds. I. Hutchby and R. Woofitt. Cambridge, UK: Polity Press, 2008. 1-40.
P 95.45 H88 2008

Nedashkivska, Alla. "Symbolic Bilingualism in Contemporary Ukrainian Media." *Canadian Slavonic Papers* vol. LII, Nos. 3-4 (2010): 351-372.

http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sbh&AN=101102&site=eds---live&scope=site

 Analyzing discourse

Egbert, Maria. "Other-Initiated Repair and Membership Categorization – Some Conversational Events that Trigger Linguistic and Regional Membership Categorization." *Journal of Pragmatics* 36 (2004): 1467-1498.

http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/http://dx.doi.org/10.1016/j.pragma.2003.11.007

Schegloff, Emanual, Gail Jefferson, & Harvey Sacks. "The Preference for Self- Correction in the Organization of Repair in Conversation." *Language* 53.2 (1977): 361-382.

http://login.ezproxy.library.ualberta.ca/login?url=http://www.jstor.org/stable/413107?seq

Wodak, Ruth. "Review Focus: Boundaries in Discourse Analysis." *Language in Society* 35/04 (2006): 595-611.

http://login.ezproxy.library.ualberta.ca/login?url=https://www.jstor.org/stable/4169524?seq=1#page_scan_tab_contents

 (The title of this article is slightly different but it is the same as the above citation)

van Dijk, Teun A. "The study of discourse." *Discourse Studies: A Multidisciplinary Introduction*, vol. 1 Discourse as Structure and Process. Ed. Teun A. van Dijk. London: Sage (1997). 1-34.

P 302 D572 1997 v.1 in Rutherford Reserve Room

Guendouzi, Jackie. "'You'll Think We're Always Bitching': The Functions of Cooperativity and Competition in Women's Gossip." *Discourse Studies* 3.1 (2001): 29-51.

http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/doi:10.1177/1461445601003001002

Van Leeuwen, Theo. "Discourse as the Recontextualization of Social Practice: A Guide." *Methods of Critical Discourse Analysis*. Eds. R. Wodak and M. Meyer. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage, 2009. 144-161.
P 302 M3948 2009 in Rutherford Reserve Room

Le, Elisabeth. 2015. "The Invisible 'Other European' in Le Monde." [a book on the representation of the "Other European" in media] *forthcoming*. (on e‑‑‑class)

Acquiring a second language (SLA)
Doughty, Catherine J. & Long, Michael H. "The scope of inquiry and goals of SLA." *The Handbook of Second Language Acquisition.* Eds. C.J. Doughty & M.H. Long.
Oxford: Blackwell, 2003. 3-16.
Access only available to the 2005 edition. Link provided below:

http://login.ezproxy.library.ualberta.ca/login?url=http://www.blackwellreference.com/subscriber/uid=602/book?id=g9781405132817_9781405132817&authstatuscode=202

Gass, Susan. "Input and Interaction." *The Handbook of Second Language Acquisition.*
Eds. C.J. Doughty & M.H. Long. Oxford: Blackwell, 2003. 224-255.
http://login.ezproxy.library.ualberta.ca/login?url=http://www.blackwellreference.com/subscriber/uid=602/book?id=g9781405132817_9781405132817&authstatuscode=202

Foster, Pauline & Amy Snyder Ohta. "Negotiation for Meaning and Peer Assistance in Second Language Classrooms." *Applied Linguistics* 26.3 (2005): 402-430.

http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ728164&site=eds---live&scope=site

Gutierrez, Xavier. "The Construct Validity of Grammaticality Judgment Tests as Measures of Implicit and Explicit Knowledge." Studies in Second Language Acquisition 35 (2013): 423-449 (on e-class).

Izumi, Shinichi. "Output, Input Enhancement, and the Noticing Hypothesis: An Experimental Study of ESL Relativization." *Studies in Second Language Acquisition* 24 (2002): 541-577.

http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ657492&site=eds---live&scope=site

Hulstijn, Jan H. "Theoretical and Empirical Issues in the Study of Implicit and Explicit Second-Language Learning." *Studies in Second Language Acquisition* 27 (2005): 129-140.
http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=20173184&site=eds---live&scope=site

Arnold, Nike, Lara Ducate and Claudia Kost. "Collaboration or Cooperation? Analyzing Group Dynamics and Revision Processes in Wikis." *CALICO Journal* 29 (3) (2012): 431-448.
https://calico.org/html/article_925.pdf

de la Fuente, María J. "Is SLA Interactionist Theory Relevant to CALL? A Study on the Effects of Computer-Mediated Interaction in L2 Vocabulary Acquisition." *Computer Assisted Language Learning* 16.1 (2003): 47-81.

http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=10544659&site=eds---live&scope=site