APPLIED LINGUISTICS (APLNG)

APLNG 500: Practice Teaching in ESL

3 Credits

Provides instructional support and professional mentoring for second language teachers during the practice teaching experience.

APLNG 510: Health and Aging in Multilingual Contexts

3 Credits

This course focuses on anthropological approaches to health and aging in multilingual contexts.

APLNG 512: Language and Adult Lifespan Development

3 Credits

The effects of adult cognitive development and decline on the production and comprehension of language in mono- and multilinguals. APLNG 512 APLNG 512 Language and Adult Lifespan Development (3) This graduate seminar is designed to provide a theoretical and practical introduction to research on adult lifespan development and language processing among multilinguals. It will be offered every other year as one of the course options in language in society, an area of concentration for both the MA TESL and PhD in APLNG degree programs in LALS. This course is also part of a LALS sequence in Language, Health, and Aging. While the main draw will be graduate students in LALS, the course may be of interest to graduate students in bio-behavioral health, gerontology, and human development and family studies. The expected total enrollment is 15. Topics covered in course readings and activities include: theories of adult lifespan development and cognition; language processing among monolingual young, middle-aged, and older adults; multilingualism and adult lifespan development, with particular attention to the effects of aging on bilingual processing, second language acquisition, and language attrition; and research methods proper to cross-sectional and longitudinal studies of language development over time. Over the course of the semester, students will also plan, prepare, and conduct a quantitative experiment or qualitative study on one of these topics. Through participation in a variety of activities, students will 1) become familiar with the research literature on language processing and adult lifespan development, with particular attention to multilingualism, 2) develop critical skills in interpreting and comparing cross-sectional and longitudinal research designs in adult development studies, 3) develop practical skills in conducting such research and analyzing the results. Evaluation of students includes three components: 1) weekly presentation of results from required readings, 2) participation in an empirical research project conducted by the group, 3) summary paper describing the results of that research project.

APLNG 530: Perspectives on African Language Research in the Global South

3 Credits

The innovations and challenges of the Global South extend beyond an agenda that redresses exclusions. Rather, these are deep-seated challenges to the core tenets of language research as well as new directions for theories and practices on language research in the Global South in general. A renewal of southern epistemologies requires an understanding of the absences such knowledge implies. To engage with the transformative potential of non-Eurocentric thinking, the course explores the relevance of a decolonial imagination that makes it possible to envisage an alternative reality and justice that engenders "radical hope." Topics central to the course are the decolonization of research methods, feministic perspectives on African languages, Southern Multilingualisms and education, digitization of African cultural practices, indigeneity, an engagement with "Indigenous cosmovisions," and reinvented traditional concepts, such as ubuntu or sumac kawsay, that suggest that the formation of other worlds is feasible. These newly reinvented cosmovisions render it feasible to move beyond the limitations of Western-centric politics and knowledge production. The course is far more than a critique of the Global North's scholarship. It will cultivate a decolonial imagination, consequently producing African language knowledge with the South, and not on the South.

Cross-listed with: AFR 530

APLNG 570: Second Language Reading

3 Credits

Theoretical and practical introduction to concepts, methods and practices of research and instruction of second language reading development. APLNG 570 APLNG 570 Second Language Reading (3) This graduate seminar is designed to provide a theoretical and practical introduction to the assumptions underlying and principles embodying a variety of approaches to second language reading development and instruction. In addition, it seeks to explicate the role of second language reading in the larger context of second language development. It will be offered every other year as one of the course options in language learning and teaching, an area of concentration for both the MA TESL and PhD in APLNG degree programs in LALS. While the main draw will be graduate students in LALS, the course may be of interest to graduate students in the foreign language departments and linguist ics. The expected total enrollment is 15. Topics addressed in course readings and activities include: 1) the epistemological underpinnings of the notion of second language literacies; 2) psycholinguistic, critical and sociocultural approaches towards second language reading; 3) variables affecting second language reading performance; 4) strategies and instruction to influence second language reading development; 5) assessment of second language learners' reading performance, and 6) critical evaluation of instructional materials for a variety of second language learning contexts. Through participation in a variety of activities, it is expected that students will: 1) develop an understanding of second language literacies, 2) develop critical understanding of the variables and processes involved in L2 reading, 3) develop a principled conception of L2 reading instruction, 4) integrate L2 reading into the broader disciplinary area of second language learning and L2 proficiency, and 5) develop practical skills of designing and evaluating L2 instructional materials. Evaluation of students learning includes the following components: 1) completion and discussion of required readings; 2) presentation of key instructional approaches; and 3) completion of a paper addressing a theoretical, instructional or research issue in second language reading.

APLNG 571: Usage-Based Approaches to Second Language Learning and Teaching

3 Credits

This course provides a broad exploration of usage-based approaches to second language learning and teaching. It considers the roles played by cognition, usage, and communication in shaping how we acquire, process, and use language and builds an awareness of language as a

complex adaptive system that emerges gradually through usage. Building on these insights, participants will explore and critique foundations to contemporary research about the cognitive processes underlying language structure, language learning, and language teaching.

APLNG 572: Communication in Second Language Classrooms

3 Credits

The study of communication in second language classrooms. APLNG 572APLNG 572 Communication in Second-Language Classrooms (3)This course focuses on investigating and understanding the dynamics of communication in second/foreign language instructional settings. Students will examine different variables that influence the nature of communication in second/foreign language classrooms including: teachers' control over the patterns of classroom communication, students' perceptions of the patterns of classroom communication, students' knowledge and use of language, and students' use of language for learning and second language acquisition. Each variable will be evaluated for its theoretical and pedagogical contribution to communication, learning, and second language development.In addition, through understanding the basic theoretical tenants of and actively participating in reflective teaching, students will examine, frame, and manage the dilemmas of classroom practice, become aware of and question the assumptions and values they bring to teaching, become attentive to the institutional and cultural contexts in which they teach, and recognize their responsibilities for their own professional development. Finally, students will be exposed to sociocultural perspectives on mediated language and literacy instruction and recognize their relevance for second language teaching, learning, and classroom communication.Faculty: Karen E. Johnson

APLNG 574: World Englishes: Pluralizing Policy, Pedagogy, and Proficiency

3 Credits

This course explores the global spread of English, the diversification of its norms, and their pedagogical and policy implications. APLNG 574 World Englishes: Pluralizing Policy, Pedagogy, and Proficiency (3) This course analyzes how the English language aids globalization and how globalization changes English. English now features multiple grammatical systems and norms in diverse speech communities, adopts new modes of literacy and discourse practices, and enters into fluid relationships with other languages and cultures. These changes call for a reconceptualization of language standards, linguistic identities, literacy practices, and English language teaching. After studying the historical and geopolitical bases for the rise of English, the course explores the implications of contemporary forms of transnational relations, digital technology, and popular culture for diversifying the structure, norms, and usage of the English language. The course aims to develop in students a sensitivity to the changing norms in English, provide pedagogical resources for teaching English according to local repertoires, examine strategies for facilitating intercultural communication, and articulate policies on the role of English in a multilingual world. While students specializing in teaching English as a second language (TESL) will find this course useful to inform their teaching of English worldwide, doctoral candidates in applied linguistics will find it important to understand how the plural norms of English invite new research on issues such as language acquisition, discourse analysis, and sociolinguistic identities. The course will be of interest to students of English who are increasingly interested in the way World Englishes affect multilingual creative writing and composition practices. In addition, the course will be of interest to

students in Education who have to address the diversification of English in the changing demography of students in national and international classrooms.

APLNG 575: Language Ideology

3 Credits

This course is designed to offer a range of perspectives on language ideology as an analytical construct.

APLNG 576: Language Socialization across Home, School, and Community Contexts

3 Credits

A survey of research on language socialization from a variety of sociocultural groups across a range of sociolinguistic contexts.

APLNG 577: Language Analysis

3 Credits

An overview of cognitive/conceptual/functional approaches to language analysis with applications to research, second language acquisition, and language pedagogy.

APLNG 578: Computational and Statistical Methods for Corpus Analysis

3 Credits

A hands-on introduction to the core and advanced computational and statistical methods for analyzing corpus data. APLNG 578 Computational and Statistical Methods for Corpus Analysis (3) This course will provide a hands-on introduction to the core and advanced computational and statistical methods for analyzing corpus data. Topics to be covered include basic UNIX tools and python scripting for text processing; state-of-the-art computational tools for automatic and computer-assisted corpus compilation and annotation; computational tools for querying and analyzing raw and linguistically annotated corpora; and statistical methods used in interpreting information extracted from text corpora. Prior experience in computational and statistical analysis is not assumed. By the end of the course, students will be expected to have a good grasp of the computational and statistical techniques necessary for processing, annotating and analyzing corpus data, and to be able to implement these methods in their own corpus-based research projects. This course will be highly applied, and there will be substantial opportunities for demonstrations, exercises, and discussions. Students will be evaluated on participation in in-class activities and discussions, completion of a series of lab assignments designed to help them practice the computational and statistical techniques introduced, and a final research project. This course serves as the methods component of the two-course sequence in corpus linguistics offered in the Department of Applied Linguistics.

APLNG 579: Seminar in Applied Corpus Linguistics

3 Credits

This graduate seminar is designed to expose students to a wide range of corpus-based studies to answer questions of interest to applied linguists and language educators. We will examine studies that use large text corpora for describing and analyzing native and learner language from diverse perspectives as well as for language teaching and learning, focusing on theoretical, methodological, and empirical/pedagogical issues. Students will develop hands-on skills applicable to research

topics of their own interest. Previous knowledge of corpus linguistics or a programming language is not assumed.

APLNG 580: Proseminar in Applied Linguistics

1 Credits

This team-taught seminar introduces PhD students to the scholarly areas and research perspectives in Applied Linguistics represented by department faculty. APLNG 580 Proseminar in Applied Linguistics (1)This team-taught pro-seminar is the cornerstone of the PhD program in Applied Linguistics. Its aims are to foster an intellectual community among incoming PhD students and department faculty and to provide the students with an overview of the scholarly expertise and research perspectives in Applied Linguistics represented by department faculty. The areas to be covered include: second and foreign language and literacy development and pedagogy; technology and language learning; language testing and assessment; language policy and planning; language uses in community, workplace, professional and academic settings from local, national, and international perspectives; language and identity; language and health; sociocultural theory; discourse and conversation analysis; and corpus linguistics. This is a required course for those entering the PhD program in Applied Linguistics and will be offered every fall. The enrollment will depend on the number of admitted students to the PhD program with a maximum number of 10. Through participation in discussions with individual faculty members, and readings when appropriate, it is expected that students will become familiar with 1) the scholarly expertise of the participating faculty members and 2) key concepts and research perspectives associated with their areas of specialization in the field of Applied Linguistics. Evaluation of student learning includes completion and discussion of readings. The department's Director of Graduate Studies will be responsible for scheduling the weekly meetings, for collecting feedback from individual faculty members on student contributions/performance and for assigning grades to students.

APLNG 581: Discourse Analysis

3 Credits

Overview of theories and approaches to the analysis of spoken and/or written discourse. APLNG 581 APLNG (CAS) 581 Discourse Analysis (3) This course is designed to provide an overview of the various theories of and approaches to the analysis of spoken and written discourse, e.g., speech act theory, conversation analysis, pragmatics, contextual analysis, functional/cognitive grammar, grammar and interaction. These and other approaches are intended to serve as analytic tools and frameworks for students to ultimately design and carry out their own research projects within the course of the semester. Research projects may focus on any aspect of language use, such as language and grammar, language and interaction, language and culture, language socialization, language and cognition; projects may center on some phenomenon of English or may involve other languages, as long as the student is capable of conducting an in-depth analysis of the particular phenomenon under investigation in that language.

Cross-listed with: CAS 581

APLNG 582: Seminar in Approaches to Language Use

3 Credits

Examines the historical and contemporary landscape of research on language use.

APLNG 583: Methods of Language Assessment

3 Credits

Introduces methodology for selecting, developing, applying, and analyzing tests and questionnaires for research and evaluation in communication and language education. APLNG 583APLNG 583 Methods of Language Assessment (3)This course introduces standard methodology for selecting, writing, and analyzing language tests and research questionnaires. Major focus will be given to reliability and validity issues and the study of current testing research paradigms. Course activities will include reading texts and articles, completing assigned exercises, writing and analyzing a testing/questionnaire instrument, and the preparation and presentation of a research paper reporting test development findings or addressing an approved assessment issue.The course is aimed at promoting the skills necessary to be effective judges and developers of language tests. This will involve learning to conduct item analyses, to understand principles of classical and item response measurement theory, to appreciate current and past language assessment issues, to carry out appropriate statistical analyses by computer or calculator, and to produce assessment research of publishable quality. In addition, the course will provide introduction to issues in latent trait/item response theory, item banking, computer adaptive testing, and instructional program evaluation.Faculty: Karen Johnson

APLNG 584: Sociocultural Theory and Second Language Learning

3 Credits

The course is an introduction to research on second language learning from a sociocultural theoretic perspective. APLNG 584 APLNG 584 Sociocultural Theory and Second Language Learning (3)The course is designed to be a graduate level introduction to research on second language learning and teaching informed by sociocultural theory of mind and cognitive development. The course will initially focus on the general principles of the theory as laid out in the writing of L. S. Vygotsky, his colleagues and modern interpreters of the theory. It will then consider in detail the research that has been carried out over the past 15 years on L2 learning and teaching from a sociocultural perspective. Topics to be covered include the following: a brief history of cultural psychology; mind as a mediated cultural construct; activity theory; the genetic method; internalization and appropriation; the zone of proximal development; inner and private speech (including gesture); collaborative learning, prolepsis, and scaffolding; the role of artifacts and social relationships in development; interface between sociocultural research and language pedagogy; language testing from a sociocultural perspective; regulation in a first and other languages; metacognition in a first and other languages; identity in a first and other languages; the relationship of sociocultural theory to other theories f second language acquisition The course has two primary objectives: to provide students with a solid foundational and critical understanding of the principles of sociocultural theory and for them to carry out a research project on second language learning using the genetic method and sociocultural theory principles to interpret data. Given that second language acquisition has become a dominant paradigm within applied linguistics, developmental psychology, and educational psychology, the course is particularly relevant for students not only in the graduate program in Linguistics and Applied Language Studies (LALS), but also to those working in psychology and education, as well as those pursuing the applied linguistics concentration in the language departments. It also serves as a complement to the other courses in applied linguistics offer by LALS in that it exposes students to a very theoretical perspective from

what is often encountered in graduate courses in applied linguistics. As such, it challenges them to think in different ways about mind, learning, development, teaching, and assessment. The requirements for the course are: completion of required readings; in-class presentation of one research study selected from the L2 literature; submission of two brief (4-5 pages maximum) critical analyses of two research studies drawn from the relevant research literature; completion of a significant research project (topic to be negotiated with the professor). Course to be offered every other year begging 2003-04. Maximum enrollment 12.

APLNG 585: Pragmatics in Language Learning and Teaching

3 Credits

Survey of literature on teaching and learning of second language pragmatics.

APLNG 586: Analyzing Classroom Discourse

3 Credits

A theoretical and practical introduction to concepts and methods associated with the analysis of classroom discourse.

APLNG 587: Theory & Research in L2 Teacher Education

3 Credits

Examines the historical and contemporary landscape of theory and research in second language teacher education.

APLNG 588: Design and Research of Technology-Mediated Language Learning

3 Credits

Using computer and multimedia technologies to support materials development and second language acquisition research.

APLNG 589: Technology in Foreign Language Education: An Overview

3 Credits

Approaches to the uses and research applications of multimedia and other educational technologies applied to the teaching of foreign languages. (also crosslisted with SPAN 589)

Cross-listed with: CMLIT 589, FR 589, GER 589, SPAN 589

APLNG 591: Seminar in Second Language Acquisition

3 Credits

Seminar in second language acquisition by second/foreign language learners and implications for language pedagogy and assessment. APLNG 591APLNG 591 Seminar in Second-Language Acquisition (3)This course focuses on the foundational research and theories of second language acquisition. Course content covers the theoretical underpinnings of models and research on the acquisition of second languages and communicative competence with direct implications for language pedagogy and assessment.Faculty: Sandra Savignon

APLNG 592: Qualitative Research in Applied Linguistics

3 Credits

This course offers an introduction to qualitative research methods in applied linguistics. APLNG 592 APLNG 592 Introduction to Qualitative Research in Applied Linguistics (3) This course is designed to acquaint students with the background, methods, and current status of qualitative research in the field of applied linguistics. The main goals of the course are: 1) to familiarize students with a range of contemporary qualitative approaches to second language research; 2) to develop students' ability to select appropriate methods for particular research questions, 3) to develop critical awareness of issues related to validity and ethics in research design and writing; 4) to enhance students' skill in the collection and analysis of qualitative data. The class will review a range of approaches to qualitative research (e.g.), ethnography, conversation analysis, diary study, case study) as well as issues of ethics and quality in research design, implementation and presentation. Students will be evaluated on reading and discussion (20%), assignments (30%), book and article reviews (20%), and final project (30%). APLNG 592 is a required course for the Ph.D. in Applied Linguistics, one of two courses on research methods contributing to the core curriculum. In addition, this course will be beneficial to students in Applied Linguistics options in the foreign languages (French, Spanish, and German).

APLNG 593: Experimental Research on Language

3 Credits

Standard methodologies for planning, conducting, interpreting, and reporting research in Applied Linguistics. APLNG 593 Research Design and Methodology in Applied Linguistics (3) This course introduces standard methodologies for planning, conducting, interpreting, and reporting research in Applied Linguistics. Course activities will include reading texts and articles, completing assigned exercises, participating in group discussions, criticizing research articles, and conducting formal research projects. Students are encouraged, but not required, to focus the research project around their individual thesis or dissertation research and/or to target the research project for publication in a professional journal.The course is aimed at promoting the skills necessary to being effective consumers and producers of research. This will involve learning to formulate research questions, to select appropriate research designs, to appropriate statistical analyses by computer and/or calculator, and to interpret and report the results of studies.

APLNG 595: Internship

1-18 Credits/Maximum of 18

Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.

Prerequisite: prior approval of proposed assignment by instructor

APLNG 596: Individual Studies

1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, that are supervised on an individual basis and which fall outside the scope of formal courses.

APLNG 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or semester.

APLNG 600: Thesis Research

1-15 Credits/Maximum of 999

No description.

APLNG 601: Ph.D. Dissertation Full-Time

0 Credits/Maximum of 999

No description.

APLNG 602: Supervised Experience in College Teaching

1-3 Credits/Maximum of 6

Students experience in teaching and orientation to other selected aspects of the profession at The Pennsylvania State University.

APLNG 610: Thesis Research Off Campus

1-15 Credits/Maximum of 999

No description.

APLNG 611: Ph.D. Dissertation Part-Time

0 Credits/Maximum of 999

No description.

APLNG 802: Focus on English: Teaching Form, Meaning and Use

3 Credits

Develops an understanding of the various domains of the English language as relevant for adult English language learning and teaching. APLNG 802 Focus on English: Teaching Form, Meaning, and Use (3) This course explores various domains of the English language (phonological, lexical, grammatical, pragmatics) in relation to adult English language learning and teaching. Attention is paid to the various components (form, meaning, and function) of these domains and how each component works within larger stretches of discourse. Students will come to understand: language as communication, meaning-making, social practice; grammar as both structure, arrangement, rules and choices; and language teaching concerned with both language form and language use. The major topics covered include the sound system, lexicon, grammar, tense & aspect, modality, spoken & written texts, discourse & genre, and pragmatics. Students will engage in a variety of data analysis activities that assess their knowledge of the various domains of language and engage in practical activities that require them to apply these understandings to adult English language teaching. This course is one of four required courses that make up the Post-Baccalaureate Credit Certificate in Teaching English to Speakers of Other Languages (TESOL).

APLNG 804: Focus on Learners: Identity, Community and Language Learning

3 Credits

Explores how individual identities shaped by cultural differences, social positioning, institutional roles and structures influence English language learning and teaching. This course explores how individual identities shaped by cultural differences, social positioning, and institutional roles and structures influence the learning and teaching of English in an increasingly globalized world. This course will enable students to: a) recognize the multiple dimensions of one's cultural, linguistic, and educational backgrounds, b) understand the roles and values associated with varieties of English, c) become sensitive to the complex social, cultural, political, and institutional factors that affect adult English language teaching and learners' language learning in diverse instructional settings, d) create culturally responsive curricula that is appropriate for adult English language learning communities in diverse instructional settings. The major topics covered include: developing an understanding of language identities; recognizing diverse instructional settings as cultural contexts of learning; and applying these understandings to adult English language teaching. Students will engage in a variety of practical activities in which they reflect on their own language learning and cultural experiences, conduct an exploration of a bi/multilingual/cultural community and its related instructional settings, and write a final reflective paper that examines learners' identity, community and English language learning in diverse instructional settings. This course is one of four required courses in the Post-Baccalaureate Credit Certificate in Teaching English to Speakers of Other Languages (TESOL).

APLNG 806: Focus on Classrooms: Planning and Supporting Language Learning

3 Credits

Develops a critical awareness of one's teaching practice and highlights instructional planning and classroom interactions with adult English language learners. This course will guide candidates to analyze the interactional patterns and discourse of diverse instructional settings and the factors that impinge upon planning and supporting effective instruction for adult English language learners. Students will: a) examine their own beliefs and knowledge about language learning and language teaching and become aware of the impact of such knowledge and beliefs on instructional practices; b) recognize the highly situated nature of teachers' instructional decisions and practices and develop an awareness of instructional language & classroom discourse that supports English language development; c) devise, select, and/or adapt a wide range of curricular resources to meet the linguistic, social, cultural and educational needs and goals of English language learners; d) develop lesson plans, evaluate curricular units and write teaching objectives; e) connect instruction to local and global activities and problem-solving using the imagination, collaboration, computer and other technological resources. Students will observe several English language instructional settings, recognize instructional models and classroom interactional patterns, review and adapt textbooks, and develop their own materials using authentic language texts. A focus will be on writing clear teaching objectives and lesson plans and the use of new technologies to support adult English language learning. This course is one of four required courses in the Post-Baccalaureate Credit Certificate in Teaching English to Speakers of Other Languages (TESOL).

APLNG 808: Focus on Instruction: Teaching and Assessing Language Learning

3 Credits

Develops an understanding of and ability to use effective teaching and assessment practices that support adult English language learning. This course facilitates the candidate's understanding of and ability to use effective teaching and assessment practices that support adult English language learning. Students will: a) recognize the highly situated and interpretative processes involved in English language learning and teaching and be able to reflect on, critically analyze, and evaluate their own instructional practices; b) understand subject matter content from an instructional perspective, learn to anticipate areas that

may require additional instructional support, and carry out a range of appropriate instructional strategies and activities that support English language development; c) demonstrate an understanding of the central issues and current approaches to the teaching of English language speaking, listening, reading, writing, grammar, as well as approaches to language instruction that are content-based and focused on English for specific purposes; d) recognize the interconnectedness of teaching and assessment, assess students' knowledge using multiple forms of assessment, and address students' diverse needs, backgrounds, and English proficiency as they plan instruction. Major topics will include concepts surrounding second language assessment as well as classroom strategies to evaluate and monitor adult learners' English language learning. Also, students will explore the central issues and techniques for teaching oral communication (listening and speaking), literacy (reading and writing), and grammar. Students will complete a curricular development project, teach and videotape classroom lessons for mentor instructor feedback. A focus will be on guiding students to develop their own teaching practices appropriate to a group of adult English language learners in the specific context in which they live and work. This course is one of four required courses that make up the Post-Baccalaureate Credit Certificate in Teaching English to Speakers of Other Languages (TESOL).