

890-512 Current Issues in Applied English Language Studies

Course syllabus

Course instructor

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Course description

The main purpose of this course is to help you gain a sense of orientation in the field of applied English linguistics, with a view to helping you identify possible areas of interest for your thesis. The course is structured around four major questions in contemporary applied English linguistics, all of which have implications both for theory (how academics understand and research English) and for practice (in teaching, professional communication and translation). We will read around each of these four issues and discuss them together in class. Additionally, we will invite outside speakers who have researched one of these issues to join our class and provide a first-hand account of their research.

Course learning outcomes

After completing the course, you should be able to:

- (a) Compare points of view on key issues in applied English language studies;
- (b) Critically evaluate contemporary research in the field;
- (c) Select and critique relevant sources in the development of a literature review on an area of interest.

Course contents

Week	Unit title	Contents
1	Intro to applied linguistics	<ul style="list-style-type: none">• Ice-breaker activity• Initial quiz on views of language• Scope of applied linguistics

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2-4	Language, culture and communication in a globalized world	<ul style="list-style-type: none"> • Complexities of English as a global language, esp. in intercultural communication in ELF • Pedagogy and assessment for success in intercultural communication <p><u>Research lecture: Denchai Prabjandee</u></p>
5-7	Product and process in applied linguistics research	<ul style="list-style-type: none"> • Conventional surveys, tests, error analysis and the assumptions about language and thought that underlie them • New trends toward investigating dynamicity of process in attitudes, motivation, processing, practices <p><u>Research lecture: Bimali Indrarathne</u></p>
8-10	Translanguaging and its implications for research and pedagogy	<ul style="list-style-type: none"> • Translanguaging vs. monolingual views of language as competence/practice • Translanguaging in pedagogy and assessment <p><u>Research lecture: Phoebe Siu</u></p>
11-13	Considering power and creativity in language	<ul style="list-style-type: none"> • Teaching, identity and agency • Learner agency and autonomy, cultures of learning • Power and creativity in translation
14	Study week with consultations	
15	Study week with consultations	
16	Presentations	
F	Final exam period	

Course assessment

Participation in class discussion <i>Come to class regularly and participate to get full score.</i>	10%
Summary of a research article <i>Find a research article related to a topic of interest and summarize it in writing.</i>	20%
Two presentations of research articles <i>I will assign two articles for you to read and present on during the semester.</i>	30%

<p>Final assignment with presentation</p> <p><i>Write and present an assignment reviewing literature on a topic of your interest.</i></p>	<p>40%</p>
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Criteria: A=90%, B+=85%, B=80%, C+=75%, C=70%, D+=65%, D=60%, E=0-59%

Reading list (provisional)

All readings will be made available on the course LMS.

- Baker, B., & Hope, A. (2019). Incorporating translanguaging in language assessment: The case of a test for university professors. *Language Assessment Quarterly*, 16(4-5), 408-425.
- Baker, W. (2009). The cultures of English as a lingua franca. *TESOL Quarterly*, 43(4), 567-592.
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417.
- De Costa, P. I. (2011). Using language ideology and positioning to broaden the SLA learner beliefs landscape: The case of an ESL learner from China. *System*, 39(3), 347-358.
- Galloway, N., & Rose, H. (2014). Using listening journals to raise awareness of Global Englishes in ELT. *ELT Journal*, 68 (4), 386-396.
- Hargreaves, E., & Elhawary, D. (2021). Children’s experiences of agency when learning English in the classroom of a collectivist culture. *System*, 98, 102476.
- Huang, K. M. (2011). Motivating lessons: A classroom-oriented investigation of the effects of content-based instruction on EFL young learners’ motivated behaviours and classroom verbal interaction. *System*, 39(2), 186-201.
- Lim, J., Whitehead, G. E., & Choi, Y. (2021). Interactive e-book reading vs. paper-based reading: Comparing the effects of different mediums on middle school students’ reading comprehension. *System*, 97, 102434.
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281-307.
- Peng, J. E. (2012). Towards an ecological understanding of willingness to communicate in EFL classrooms in China. *System*, 40(2), 203-213.
- Prabjandee, D. (2020). Teacher professional development to implement Global Englishes language teaching. *Asian Englishes*, 22(1), 52-67.

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- Rajendram, S. (2021). Translanguaging as an agentive pedagogy for multilingual learners: affordances and constraints. *International Journal of Multilingualism*, 1-28.
- Rukthong, A. (2021). MC listening questions vs. integrated listening-to-summarize tasks: What listening abilities do they assess?. *System*, 97, 102439.
- Tseng, W. T., Liou, H. J., & Chu, H. C. (2020). Vocabulary learning in virtual environments: Learner autonomy and collaboration. *System*, 88, 102190.
- Widiawati, D., & Savski, K. (2020). Primary-level English-medium instruction in a minority language community: any space for the local language?. *Journal of Multilingual and Multicultural Development*, 1-13.