

Institute of Humanities & Arts

Introduction to Applied Linguistics

Course Code: ENGL-3120

Credit hours: 3

Aims and Objectives:

The course aims to introduce students to broad issues in language and education, to enable them to make informed decisions as future leaders in the TESOL profession. By the end of the courses the students will be able to: Compare the language policy of their country with other countries and will be able to understand its implications for the teaching of English, national and local languages and to:

- Develop a range of perspectives to review the language in education or in situations within a country and its possible impacts on access, equity, poverty alleviation etc.
- Make informed choices for school/institutional level policies and practices.

Course Contents

Unit 1

- Applied Linguistics and its scope
- Place of language in Education for All
- Second Language Development
- Medium of instruction in bilingual/multilingual communities

Unit 2

- Bilingual education programs
- Role of majority and minority languages

UNIT 3

- ☐ Linguistic rights
- ☐ Language and literacy

- Linguistics and Language Teaching

Unit 4

- Language Teaching Methods and Techniques

Recommended Readings:

1. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2,122-132.
2. Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*. (34- 85 58). Cambridge: Cambridge University Press.
3. Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
4. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.
5. Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30:3,401-428.
6. Schiffman, H. E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
7. Smith, L. (Ed.), (1981). *English for Cross-cultural Communication*. New York: Macmillan.
8. Strevens, P. (1982). World English and the Worlds Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts*. June, 418-31.
9. Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.
10. Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. (Second edition). Boston, MA: Heinle and Heinle.
11. Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.
12. Huddleston, R. & Pullum, G. (2005). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.
13. Huddleston, R. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
14. Leech, G. (1988). *Meaning and the English Verb*. London: Longman.
15. Leech, G. & Svartvik, J. (2003). *A Communicative Grammar of English* (Third edition). London: Longman.
16. McKay, S. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.
17. Odlin, T. (Ed.), (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.