



Sharif University of Technology  
Languages and Linguistics Center  
Spring Semester, 1392/93-2014

## ***Seminar in Applied Linguistics***

**Course Convener:** *Saeed Rezaei*

**Location:** *Languages and Linguistics Center, Audio-Visual Room*

**Office Hours:** *Saturdays, Sundays, & Mondays (by appointment)*

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### **1. Course Description**

This course is developed for M.A. students of Applied Linguistics (AL) at Sharif University of Technology and will be strategically directed to the main areas of research in the field of TEFL/TESOL/Applied Linguistics. In other words, students in this course will be familiarized with the main trends of research through successive seminars. Subsequently, the content of the syllabus, the reading materials, and the final assessment/project will be tailored around main areas of research.

### **2. Course Objectives**

By the end of this term, the students are expected to

- have a firm understanding of the main areas of research introduced in the syllabus;
- be able to articulate the general history of the development, expansion, and future research in each area introduced;
- give a seminar on their selected area of research or the topics introduced in the syllabus;
- write a summary on the topic of research and deliver it to the course convener; and
- deliver either a proposal or a paper on their seminars.

### **3. Scoring Criteria**

a) Attendance and Participation                      20 points

It is essential for the whole class to attend all the seminars, take notes, and ask questions from the presenter. The audience will also evaluate the seminars.

b) Two Seminars    100 points (50+50)

Students are expected to have two seminars in this class; one based on the topics selected by the convener of the course and the other one either in line with that or something of the presenter's own area of interest.

- c) Summary/Review 30 points  
Students are expected to write a summary of the whole papers and notes they have presented. These summaries should be shared with their peer classmates too.
- d) Proposal Submission 50 points  
Students are expected to submit a proposal based on their seminars.
- e) Paper Submission (Optional) 20 extra points

#### 4. Course Schedule

<b>Session 1</b>
<b><i>Introduction to the Syllabus, History of ELT in Iran</i></b>
<ul style="list-style-type: none"> <li>Borjian, M. (2013). <i>English in post-revolutionary Iran: From indigenization to internationalization</i>. Bristol: Multilingual Matters.</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li><i>Annual Review of Applied Linguistics</i></li> <li><i>Language Teaching</i> (Cambridge)</li> <li><i>Applied Linguistics Review</i> (de Gruyter)</li> </ul>

<b>Session 2</b>
<b><i>Multilingualism and Linguistic Landscape</i></b>
<ul style="list-style-type: none"> <li>Cenoz, J., &amp; Gorter, D. (2011). Multilingualism. In J. Simpson (Ed.), <i>The Routledge handbook of applied linguistics</i> (pp.401-412). London: Routledge.</li> <li>Gorter, D. (2006). Introduction: The study of the linguistic landscape as a new approach to multilingualism. <i>International Journal of Multilingualism</i>, 3(1), 1-6.</li> <li>Shohamy, E., &amp; Gorter, D. (Eds.). (2008). <i>Linguistic landscape: Expanding the scenery</i>. London: Routledge.</li> <li>Special Issue of the <i>International Journal of Multilingualism</i> (2006)</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li><i>Multilingua: Journal of Cross-Cultural and Interlanguage Communication</i></li> <li><i>International Journal of Multilingualism</i></li> <li><i>Language Policy</i></li> <li><i>Language Awareness</i></li> </ul>

<b>Session 3</b>
<b><i>Language Teacher Education: Critical Pedagogy/Applied Linguistics</i></b>
<ul style="list-style-type: none"> <li>Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. <i>Teaching and Teacher Education</i>, 28(5), 706-717.</li> <li>Borg, S. (2011). Language teacher education. In J. Simpson (Ed.), <i>The Routledge handbook of applied linguistics</i> (pp. 215-228). London: Routledge.</li> <li>Pennycook, A. (2008). Critical applied linguistics and language education. In S. May, &amp; N.H. Hornberger (Eds.), <i>Encyclopedia of language and education</i>. (Vol. I) (pp. 169-181). New York: Springer.</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li><i>Teaching and Teacher Education</i></li> <li><i>Journal of Teacher Education</i></li> </ul>

## Session 4

### ***Intercultural Competence in Language Teaching and Learning***

- Byram, M., & Feng, A. (2005). Teaching and researching intercultural competence. In E. Hinkel (Ed.), *handbook of research in second language teaching and learning* (pp. 911-930). London: Lawrence Erlbaum Associates.
- Luk, J. (2012). Teachers' ambivalence in integrating culture with EFL teaching in Hong Kong. *Language, Culture and Curriculum*, 25(3), 249-264.
- Mirzaei, A., & Forouzandeh, F. (2013). Relationship between intercultural communicative competence and L2-learning motivation of Iranian EFL learners. *Journal of Intercultural Communication Research*, 42(3), 300-318.

#### **Journals:**

- *Learning, Culture, and Social Interaction*
- *Language, Culture, and Curriculum*

## Session 5

### ***(Critical) Discourse Analysis***

- Rogers, R. (2008). Critical discourse analysis in education. In S. May, & N.H. Hornberger (Eds.), *Encyclopedia of language and education*. (Vol. III) (pp. 53-68). New York: Springer.
- Machin, D., & Suleiman, U. (2006). Arab and American computer war games: The influence of a global technology on discourse. *Critical Discourse Studies*, 3(01), 1-22.
- Izadi, F., & Saghaye-Biria, H. (2007). A discourse analysis of elite American newspaper editorials: The case of Iran's nuclear program. *Journal of Communication Inquiry*, 31(2), 140-165.

#### **Journals:**

- *Discourse and Communication*
- *Discourse and Society*
- *Discourse Studies*
- *Critical Discourse Studies*

## Session 6

### ***Teaching Skills and Sub-skills: Task-based Language Teaching***

- Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning*, 61(s1), 1-36.
- Pica, T. (2008). Task-based instruction. In S. May, & N.H. Hornberger (Eds.), *Encyclopedia of language and education*. (Vol. IV) (pp. 71-82). New York: Springer.
- Nassaji, H., & Tian, J. (2010). Collaborative and individual output tasks and their effects on learning English phrasal verbs. *Language Teaching Research*, 14(4), 397-419.

#### **Journals**

- *Studies in Second Language Acquisition*
- *The Modern Language Journal*
- *Language Teaching Research*
- *TESOL Quarterly*

## Session 7

### ***Sociolinguistics: Issues in Language Attitude and Identity***

- Block, D. (2006). Identity in applied linguistics: Where are we? In T. Omoniyi & G. White (Eds.), *The sociolinguistics of identity* (pp. 34-49). London: Continuum.
- Rezaei, S. (2012). Researching identity in applied linguistics. *Journal of Language, Culture and Society*, 35, 45-51.
- Rezaei, S., Khatib, M., & Baleghizadeh, S. (in press). Language identity among Iranian English language learners: A nation-wide survey. *Journal of Multilingual and Multicultural Development*.

#### **Journals:**

- *Journal of Multilingual and Multicultural Development*
- *International Journal of the Sociology of Language*
- *Journal of Language, Identity, and Education*
- *Language in Society*
- *Journal of Sociolinguistics*

## Session 8

### ***Progress Reports I***

## Session 9

### ***Technology in Language Education***

- Macaro, E., Handley, Z., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*, 45(1), 1-43.
- Nami, F., & Marandi, S. S. (2013). Wikis as discussion forums: exploring students' contribution and their attention to form. *Computer Assisted Language Learning*, (ahead-of-print), 1-26.
- Wiebe, G., & Kabata, K. (2010). Students' and instructors' attitudes toward the use of CALL in foreign language teaching and learning. *Computer Assisted Language Learning*, 23(3), 221-234.

#### **Journals:**

- *Computer-assisted Language Learning*
- *Technology, Pedagogy and Education*

## Session 10

### ***Statistics in Language Research: Structural Equation Modelling***

- Khatib, M., & Rezaei, S. (2013). A model and questionnaire of language identity in Iran: A structural equation modeling approach. *Journal of Multilingual and Multicultural Development*, 34(7), 690-708.
- Kunnan, A. J. (1998). An introduction to structural equation modelling for language assessment research. *Language Testing*, 15(3), 295-332.
- Rezaei, S. (2013). *A longitudinal investigation of EFL learners' identity construction in the Iranian context*. Unpublished doctoral dissertation, Allameh Tabataba'i University, Tehran, Iran. [Chapter III]
- Special Issue of *Language Testing Journal* 1998

#### **Journal:**

- *Journal of Mixed-methods Research*

## Session 11

### ***Ethics in Academia***

- Hu, G., & Lei, J. (2012). Investigating Chinese university students' knowledge of and attitudes toward plagiarism from an integrated perspective. *Language Learning*, 62(3), 813-850.
- Rezanejad, A., & Rezaei, S. (2013). Academic Dishonesty at Universities: The Case of Plagiarism Among Iranian Language Students. *Journal of Academic Ethics*, 11(4), 275-295.
- Stapleton, P. (2012). Gauging the effectiveness of anti-plagiarism software: An empirical study of second language graduate writers. *Journal of English for Academic Purposes*, 11(2), 125-133.

#### **Journals:**

- *Research Ethics*
- *Journal of Academic Ethics*
- *Journal of English for Academic Purposes*
- *Journal of Second Language Writing*

## Session 12

### ***Psychology in Language Teaching and Learning: Willingness to Communicate (WTC)***

- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54-66.
- Ghonsooly, B., Khajavy, G. H., & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-English major university students. *Journal of Language and Social Psychology*, 31(2), 197-211.

#### **Journals:**

- *The Modern Language Journal (Black-Willey)*
- *Language Learning (Black-Willey)*
- *Learning and Individual Differences (Elsevier)*

## Session 13

### ***Language Teaching Methodology: Corrective Feedback in SLA***

- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46(1), 1-40.
- Sato, M. (2013). Beliefs about peer interaction and peer corrective feedback: Efficacy of classroom intervention. *The Modern Language Journal*, 97(3), 611-633.
- Rassaei, E. (2013). Corrective feedback, learners' perceptions, and second language development. *System*, 41(2), 472-483.
- Special issue of *Studies in Second Language Acquisition* (2006/2010)

#### **Journals:**

- *Language Teaching Research*
- *TESOL Quarterly*
- *TESOL Journal*
- *System*

## Session 14

### *Language Testing: Dynamic Assessment*

- Lantolf, J.P., Poehner, M.E. (2008). Dynamic Assessment. In S. May, & N.H. Hornberger (Eds.), *Encyclopedia of language and education*. (Vol. VII) (pp. 273-284). New York: Springer.
- Poehner, M. E., & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, 9(3), 233-265.
- Naeini, J., & Duvall, E. (2012). Dynamic Assessment and the Impact on English Language Learners' Reading Comprehension Performance. *Language Testing in Asia*, 2(2), 22-41.

#### **Journals:**

- *Language Testing*
- *Language testing in Asia*
- *International Journal of Testing;*
- *Language Assessment Quarterly*

## Session 15

### *Progress Reports II*

#### **Notes!**

- The completion of assignments in a timely fashion is appreciated. Late assignments are discarded and only in rare cases with convincing causes this rule is waived (unless under certain extenuating circumstances or the instructor's own extension!). Requests for extensions should reach me no later than a week before the project is due.
- Three or more unexcused absences will result in the failure of the course! Also absences/tardiness will negatively affect your final score!