

## Course objectives and requirements

With the help of this survey course, based on interactive lectures, doctoral students will be introduced to some of the major areas of applied linguistics, defined here not as 'hyphenated linguistics', but as a problem-based approach to language-related issues in life: education, society, etc. Topics will include those listed in the schedule. In each area, theoretical basics will be laid, and theory-practice connections will be emphasised with the help of examples. Some attention will be paid to research design and methodology. While covering a wide variety of aspects, the course will not discuss other important areas, due to the time limits. By the end of the course students will become acquainted with how various areas in applied linguistics can inform issues and problems in human life, and how research can facilitate that.

The course signature will be granted on the basis of class attendance and activity (25%) and three in-class mini-tests (25% each). **Avoid being absent more than three times.** The grade will be given at an oral exam where five randomly picked key terms will be defined, and one randomly picked topic will be discussed.

Course credit value: 8 credits      Grade type: Oral examination (three grades: excellent – pass – fail)

## Schedule

Weeks	Topics
1	Introduction
2	Sociolinguistics
3	Bilingualism
4	Language (teaching) policy
5	First language acquisition
6	Second language acquisition
7	Pragmatics
8	Discourse analysis
9	Language testing
10	Corpus linguistics
11	Language technology
12	Cognitive linguistics and its application
13	Conclusions

## Readings for the course / the exam

- \*Bucholtz, M. (1999). "Why be normal?": Language and identity practices in a community of nerd girls. *Language in Society*, vol. 28/2, pp. 203-223.
- \*Clark, E. (2009). Ch. 1: Acquiring language: Issues and questions. In *First Language Acquisition* (2<sup>nd</sup> ed.). Cambridge: CUP, pp. 1–18.
- \*Gal, S. (1978). Peasant men can't get wives: Language change and sex roles in a bilingual community. *Language in Society*, vol. 7/1, pp. 1-16.
- \*Garcia, O. & R. Otheguy (2019). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*.
- \*Illés, É. (2020). *Understanding context in language use and teaching: An ELF perspective*. Abingdon: Routledge.
- Jurafsky, D. & J. H. Martin (2018). *Speech and language processing*. 3rd edition draft: <http://web.stanford.edu/~jurafsky/slp3/> Ch. 1
- Labov, W. (1972). The social stratification of (r) in New York City department stores. In Labov: *Sociolinguistics patterns*. Philadelphia: University of Pennsylvania Press, pp. 169-188. (Or \*pp. 168-178 in Coupland N. & Jaworski, A. (1997). *Sociolinguistics*. Macmillan.)
- \*McCarthy, M., C. Matthiesen & D. Slade (2010). Discourse analysis. In N. Schmitt (ed.). *An introduction to applied linguistics*. London: Hodder.
- \*Reményi, A.Á. (2019). Long-term mobility for public education teachers in the European Union: Policy steps, research results. *Journal of Eurolinguistics*, vol. 16, pp. 47-62.
- \*Reppen, R. & R. Simpson-Vlach (2010). Corpus linguistics. In N. Schmitt (ed.). *An introduction to applied linguistics*. London: Hodder.
- \*Spada, N. P. Lightbown (2010). Second language acquisition. In N. Schmitt (ed.). *An introduction to applied linguistics*. London: Hodder.
- \*Wei, L. (2013). Language assessment. Chapter 11 in Wei (ed.) *Applied linguistics*. Oxford: Wiley, pp.

### Also recommended:

- \*Cook, G. (2003). *Applied linguistics*. Oxford: Oxford University Press.
- \*Schmitt, N. (ed.) (2010). *An introduction to applied linguistics*. London: Hodder Education.