APPLIED LINGUISTICS
(APLNG)

APLNG 83: First-Year Seminar in Applied Linguistics: Language as Social Practice
3 Credits

This course introduces the idea of understanding language use as social practice. This means studying how language serves to represent and to constrain speakers in various social and cultural contexts. The activity of using language will be viewed through the lens of several research domains in the field of Applied Linguistics, a discipline that studies language in the way that real speakers and writers actually use it. The class will present readings taken from fields as varied as sociolinguistics (language as social performance); second language acquisition research (language as cognition, language as participation); language and identity; pragmatics (speech, act theory; conversational analysis); and language and power (language as power (language policy; gender and language). Whether being studied as a first-year student or learned at a mother’s knee, language is inextricably bound up with who we are and who we become. Theoretical terminology, research-based findings, and innovative ideas about what language ‘really’ is will be introduced and explored through accessible and engaging readings and activities. Students will learn to look at language use in social contexts from multiple perspectives, seeing how it both reflects, and shapes, identity in context (while at the same time allowing speakers to modify and shape those very contexts). Given that this is a first-year class for first-semester students, emphasis will be placed on how the understanding these basic ideas of Applied Linguistics can help us to pursue a satisfying and enriched sense of self, whether as a speaker of a specific language, or as a member of multiple discourse communities. Students will conduct an interview project to better understand the issues faced by language learners in the local community. International students are particularly invited to join this course.

Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
First-Year Seminar
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning

APLNG 200: Introduction to Language, Culture, and Social Interaction
3 Credits

This course is an introduction to the study of language as a communication system and to contemporary thought on the interrelationships among language, culture, and social interaction and their fundamental links to social identities and discourse communities in today’s culturally diverse and technology driven environments. It investigates the fundamental links of language, culture, and social interaction to social identities, social role relationships, and discourse communities. Students will develop an awareness of their interpersonal and intercultural skills and who they are as communicators, an appreciation for variations and dialects of languages, and an understanding of issues related to bilingualism, language learning, and identity.

International Cultures (IL)
General Education: Humanities (GH)
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning

APLNG 210: Global English
3 Credits

Having developed since the fifth century in the British Isles, English has now become a global language used by millions of native and non-native speakers around the world. This course examines the historical roots of English and the factors that explain its spread as the lingua franca of globalization, adopting the metaphor of ‘ecology’ to illustrate how English has adapted INTERNALLY in response to, and in conjunction with, EXTERNAL circumstances. Readings and activities will explore how English language has been instrumental to globalization and how globalization has changed English. After studying the historical and geopolitical bases for the rise of English, we explore the implications of decolonization, diaspora communities, the Internet, and the new economy for diversifying the structure, norms, and usage of the English language. We will place particular emphasis on exploring new modes of literacy and discourse practices, the fluid relationships between English and other languages and cultures, and the continuing reconceptualization of language standards, linguistic identities, and literacy practices.

International Cultures (IL)
General Education: Humanities (GH)
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning

APLNG 220N: Multilingual Lives: Stories of Language and Culture Learning
3 Credits

This course offers an exploration into energy finance through an examination of the oil, gas, and coal commodity markets, as well as global electricity markets and renewable generation. The course addresses fundamental concepts associated with the complex physical and financial risks faced by firms in the energy industry. Students gain the ability to think critically about the entire energy value chain through an overview of the fundamental practices used by firms in the exploration, production, storage, refining, and processing of hydrocarbon-based energy commodities and the development and distribution of renewable energy and clean-air technologies.

International Cultures (IL)
General Education: Humanities (GH)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Integrative Thinking

APLNG 250: Peer Tutoring for Multilingual Writers
3 Credits/Maximum of 3

This class provides theoretical and practical training to prepare Writing Center Peer Tutors with specific expertise in tutoring international/
multilingual students. This course provides a theoretically-grounded introduction to the principles and practices of peer tutoring with multilingual writers (writers for whom English is not a first language). It is designed specifically for undergraduate students who wish to be employed as Peer Tutors with Penn State Learning at the Writing Center. Like ENGL 250, the class provides a basic orientation to the techniques of being an effective writing tutor, but offers a deeper understanding of the issues faced by writers whose first language is not English. The class may be of particular interest to students who study languages or education, who plan to work in academia, or who have a strong interest in cross-cultural communication or international education. However, undergraduate students of any major and of any language background are welcome to enroll in this course. Drawing upon research in second language acquisition, instructional theory, and composition pedagogy, the class examines the central roles of identity, belief, and cultural perspective in the development of tutoring expertise. Exploring the student’s own development as a writer and learner, engaging in practical training activities, writing intensively, talking about writing, and engaging in reflective exercises comprise the first set of topics in the semester. In the second unit, through readings, interaction, observation and discussion, each tutor-in-training will explore the cultural and linguistic factors in the development and maintenance of second-language writing proficiency for international students in an American university context. There is a strong focus as well on tutoring pedagogy, and the class includes a 10-week structured practicum experience during which each student will tutor an ESL student from a first-year writing class (ESL 15). Students who want to work as Peer Tutors must have completed their own first-year writing requirement; it is recommended that they have completed ENGL 202 also.

**Prerequisite:** ENGL 015; ESL 015

**APLNG 260: LANGUAGE AND TECHNOLOGY**

3 Credits

Applied Linguistics is an interdisciplinary field that investigates and aims to study social issues through a linguistic lens. APLNG 260 - Language and Technology - is designed to introduce students to how technology helps shape language learning, education in general, and its impact on society. To develop students’ skills in Social and Behavioral Science (GS), students are introduced to various learning-theory-informed technological applications, such as natural language processing. These applications include virtual reality, gaming, speech recognition within deep learning, and virtual assistants. To develop students’ skills in humanities (GH), students will develop critical and ethical awareness of applying technology use in education based on learners’ needs. Theories of learning and methods will be introduced and applied to technological applications, such as learner-centered design, cloud computing, and open-source learning. The intersection of language learning and technology will be examined by understanding what is second language acquisition (SLA) and its technologies that support SLA, such as using a corpus and using mobile apps to aid in pronunciation production. Through critical reflections and designing instructional methods/materials integrating technology into various educational contexts, students will broaden their intellectual horizon regarding technological use in society, and more importantly, gain further understanding on the possible research directions linking technology, language learning within Applied Linguistics, and education.

General Education: Humanities (GH)
General Education: Social and Behavioral Scien (GS)
social justice. This course will examine how linguistic minorities secure opportunities to use their own languages and have them accommodated in official legislation as mother tongue, second, or foreign languages. The course will adopt a global perspective and analyze language rights as well as language policy and planning in diverse regions of the globe, including but not restricted to, Africa, Asia, and South America. Analysis will primarily focus on how language policies can be carried out from different perspectives (e.g., literary, linguistic, and political) in different geographical regions. After examining how language policies operate in and influence society, the course will use sociopolitical ideologies to explore the nature of the relationship between language policies and language rights and the ways this relationship enables one to achieve an expanded understanding of the impact of language policies and language rights on local language practices.

Cross-listed with: AFR 310, GLIS 310
International Cultures (IL)

APLNG 402: Language, Culture and Cognition in East Asian Context

3 Credits

This course is a linguistic introduction to the relationship between language, culture, and cognition with a focus on Chinese, Japanese, and Korean. In this course, we study the cognitive linguistic view that human cognition is fundamentally embodied and shaped by various figurative processes such as metaphor and metonymy grounded in our bodily and cultural experiences, and that human thought and language are fundamentally metaphorical in nature. We examine how we think and speak figuratively and conceptualize our experience metaphorically in everyday life, and compare the languages in terms of cognitive universals and cultural variations. The objectives of this course are threefold: (1) to lead language students to a linguistic approach to language analysis so that they learn about how individual linguistic expressions fit into a coherent linguistic system; (2) to enable them to see how linguistic structures reflect underlying cognitive, conceptual structures which are derived from the interplay between human embodiment and cultural environment; and (3) to provide them with a broad perspective on similarities and differences among Chinese, Japanese, and Korean as components that form a coherent category known as "East Asian". Class work will include some lecture but will emphasize guided discussions, literature review writings, student presentations, and research papers. This interactive approach is intended to encourage students' participation, involvement, and cooperation in learning, to help them understand the relationship between language, culture, and cognition, and to assist them in developing both analytic and expressive abilities. This course is designed to count as a BA "Other Cultures" and International Culture. Students can take this course as long as they have an interest in the relationship between language, culture and cognition, especially in the context of East Asia.

Prerequisite: ASIA 100; ASIA 101; ASIA 102; ASIA 103; ASIA 104; 5th Semester standing
Bachelor of Arts: Arts
Bachelor of Arts: Humanities
Bachelor of Arts: Other Cultures
International Cultures (IL)

APLNG 410: Teaching American English Pronunciation

3 Credits

Study and application of principles of North American English phonetics and theories of teaching pronunciation. APLNG 410 Teaching American English Pronunciation (3)(BA) This course meets the Bachelor of Arts degree requirements This course, for teachers who deal with speakers of other languages, integrates research and theory on the acquisition and development of pronunciation, as well as current pedagogy, to enable them to construct their own principled theory of teaching pronunciation. Students are introduced to the characteristics of the consonant and vowels systems of English. In addition, students are introduced to variations in the production of consonants and vowels by speakers of languages other than English. Students are expected to understand and to be able to describe the stress rhythm, and intonation of English as well as the adjustments that are made in connected speech. Students will learn how grammar and orthography influence the pronunciation of phonemes. Students will learn how to diagnose an individual's difficulties in the production of North American English and will learn how to develop appropriate curriculum. By focusing on instructional strategies from fields as diverse as theater arts, psychology, and instructional technology, students will be able to individualize their instruction by providing alternative ways to better respond to second language speakers' learning styles and preferences. Moreover, this course requires students to develop and implement appropriate curriculum for both hypothetical, real tutorial, and whole class instruction. The objectives of this course are for teachers 1) to develop a satisfactory understanding of the phonetics of North American English, including consonants, vowels, rhythm, stress, intonation and prominence, 2) to develop an understanding of the relationship between listening and pronunciation, as well as orthography and pronunciation, 3) to develop an ability to explain these phonetic concepts appropriate to students with varying learning styles using a variety of techniques such as kinesthetic and tactile reinforcement, 4) to develop an ability to diagnose speakers' particular pronunciation difficulties and to create instructional materials in response, 5) to develop a coherent philosophy of the teaching of pronunciation, and 6) to develop an ability to evaluate pronunciation textbooks and materials and supplement them when necessary.

Bachelor of Arts: Social and Behavioral Sciences

APLNG 412: Teaching Second Language Writing

3 Credits

This course provides opportunities for exploring various perspectives on theory, research, and pedagogical applications in second language writing. APLNG 412 Teaching Second Language Writing (3) This course has been designed to provide opportunities to explore various perspectives on theory, research, and pedagogical applications in second language writing. Through readings, writing, class discussion, and development of practical applications, students may develop an understanding of how research and theory can inform their practice, as well as an awareness of how personal and professional factors come together to inform their own theory of second language writing. By engaging in instructional activities, such as evaluating writing, responding to writing, and developing materials, students may begin to develop an understanding of how to implement theory in practice aligned with understanding. The overriding objectives are for students to help develop self-awareness as a writer and a teacher of writing, develop their own philosophy of teaching composition in an additional language context and to develop curriculum that embodies this philosophy. Students will be evaluated on reading journals, tutoring in the Writing Center, literature review, materials development project and developing of materials. APLNG 412 is an elective course in the M.A. TESL program and/or PhD option in Applied Linguistics.
APLNG 493: Teaching English as a Second Language

3 Credits

Theory, research, and pedagogy that focus on the teaching of English to speakers of other languages in varied contexts. APLNG 493 Teaching English as a Second Language (3) (IL) This course focuses on the teaching of English to speakers of other languages. Specifically, the course explores the multidimensional nature of the teacher as a learner of teaching, the context of schools and schooling within which teaching occurs, and the activities and content of second language teaching and learning. Throughout the semester, students will engage in a range of theoretical, pedagogical, and reflective activities that will enable them to: 1) understand their own beliefs and knowledge about language learning and language teaching and become aware of the impact of such knowledge and beliefs on their classroom practices, 2) recognize the highly situated and interpretative processes involved in language teaching and be able to reflect on, critically analyze, and evaluate their own teaching practices, 3) become sensitive to the complex social, cultural, political, and institutional factors that affect language teaching and students’ language learning, 4) come to recognize students’ strengths and development as learners and language learners, 5) understand subject matter content from an instructional perspective and learn to anticipate areas that may require additional instructional support, 6) use their knowledge of theory to inform their instructional practices, 7) participate in professional collaborations with other teachers as they learn about language teachers, language teaching, and language learning.

International Cultures (IL)
Writing Across the Curriculum

APLNG 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.

APLNG 496: Independent Studies

1-18 Credits/Maximum of 18

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

APLNG 484: Discourse-Functional Grammar

3 Credits

Develop a working knowledge of the structure of English and apply such knowledge to research and/or classroom situations. APLNG 484 Linguistic Structures for English as a Second Language (3) This course is designed to enable prospective and practicing ESL/EFL teachers to understand the linguistic structures of the English language. Through the use of transformation grammar, students will interpret and analyze the basic grammatical structures of the English language. Students will apply their developing skills of linguistic analysis to recognize, and analyze, and remediate both oral and written grammatical errors in ESL/EFL instructional contexts. Students will understand the current theoretical issues related to pedagogical grammars and develop an appreciation for the practical and theoretical relevance of linguistics analysis for second language educators.

APLNG 491: Theory: Second Language Acquisition

3 Credits

An investigation into current issues in the theoretical bases of second language acquisition. APLNG 491 Theory: Second Language Acquisition (3) This course considers the relationship between second language acquisition (SLA) theory and language teaching. An examination of various aspects of first language (L1) and second language (L2) learning/acquisition processes provides a framework for consideration of basic questions in SLA research and interpretation of findings to date. Of particular interest is the relationship of this research to teaching materials and methods. The questions addressed include the following: What is SLA? What are the methods and aims of SLA Research? How are theories of SLA related to major theoretical models of human language and human learning? What have been or could be important interdisciplinary perspectives in SLA?