MA Applied Linguistics:
Applied Linguistics is concerned with practical issues involving language use in the real world: language in the workplace, language and migration, language policy, multilingualism, language education, minority and endangered languages, identity issues, and language and technology.

Who is the MA in Applied Linguistics for?
• Anyone interested in the practical issues of communication in social contexts
• Those interested in understanding how languages are learnt and taught
• Anyone with a qualification in languages seeking to enhance their career prospects in their current employment

Applied Linguistics Career Prospects
The course can provide you with a pathway to pursue research at PhD level and work at universities or other third level institutions, both in Ireland and internationally. Some of our graduates have pursued and enriched their existing careers in teaching, in both public and private sector employment (internationally and within Ireland), as well as contributing to government and policy makers on a range of social issues.

MA Applied Linguistics: longer description:
Applied Linguistics is concerned with practical issues involving language in use in the real world. Applied Linguistics is currently in an exciting phase of diversification and expansion; it has developed from dealing almost entirely with pedagogical practice (which continues to be an important area in the field) to critical inquiry with a focus on language in context. In a multilingual, global society, the monolingual speaker is almost extinct; thus second, and additional, language acquisition and foreign language learning are central issues in applied linguistics. In relation to classroom learning, the programme investigates current debates, focussing on questions such as the applicability of different theoretical approaches and the teachability and learnability of languages. Other areas explored in the programme are language in the workplace, language and migration, language policy, multilingualism, language education, minority and endangered languages, and identity issues. In addition, individual linguistic and cognitive issues are investigated, including the role of innate properties in acquisition, age, gender and other language speaker/learner variables.

Contact information:
School of Languages, Cultures and Linguistics
Professor Vera Regan vera.regan@ucd.ie
Dr Rosario Hernández charo.hernandez@ucd.ie

Structure
Core modules:
• Intro to Applied Linguistics 10 credits
  Introduction to practical issues involving language in a globalised, multilingual world and communication in social contexts. Second language acquisition and foreign language learning are central: understanding how languages are learnt and taught. Other areas to be covered include language and migration, language policy, multilingualism, language education, minority and endangered languages, identity, and individual linguistic and cognitive issues.
• Second Language Acquisition  10 credits
Introduces second language acquisition (SLA) theory and research. Topics include: cross-linguistic influence in L2 acquisition and use, acquisition of L2 morphology, developmental sequences and L2 syntax, acquisition of form and function in an L2, language universals, markedness hierarchies and typological constraints on SLA, individual differences in L2 learners; linguistic and pragmatic processes in SLA, the social context in second language acquisition; input and interaction; effects of instruction on second language acquisition.

• Second Language Teaching  10 credits
Introduces students to the practice and principles underpinning the teaching and learning of second languages. It will provide students with a broad overview of language teaching methodology and foundations for teaching second languages. A substantial part of the module will focus on syllabus design, lesson planning and its delivery, evaluation of teaching classes and on analysis of different approaches to teaching language skills (i.e. listening, writing, etc.). Students will have the opportunity to assess the delivery of second language classes.

• Minor Thesis  30 credits
The thesis topic is chosen by the candidate in consultation with academic staff in the School. It is normally on an area of research related to the courses followed as part of the MA programme, length 12,000-15,000 words.

Options: 30 credits from the following (these may vary from year to year):

• Bilingual & EAL Education  10 credits
Draws on national and international literature on bilingualism to explore the key factors that impact on the development of second/additional languages at individual and societal level. The module will review policy and practice of bilingual education worldwide and examine factors that can empower or disempower bilingual learners in their educational experience.

• Translation Theory  10 credits
Theoretical approaches within the field of translation studies. With a particular focus on literary translation, the module will examine both some influential historical and important current trends in translation studies, providing students with an understanding of the development within this ever-increasing academic field.

• TESOL Understand Discourse Applied Linguistics  10 credits
Topics include spoken and written language; situational and cultural contexts and their effect on language (including, for example, pragmatic features, discourse communities, communities of practice and cross-cultural communication); patterns of text organisation; genre analysis; representation of discourse features in TESOL materials.

• TESOL Materials Development Applied Linguistics 10 credits
Framework for analysing and evaluating commercially published language learning materials designed for use with a wide range of different types of learner, and trends in contemporary syllabus design.

• Minority Languages  10 credits
Examines a broad range of topics relating to minority languages including the assessment of language vitality, language documentation, language rights, language policies, language in education, language attitudes, language shift, and language revitalisation.

• Migration Race and Ethnicity 5 credits
Introduction to the sociology of ethnicity and race from a comparative perspective
using a social constructionist perspective, and theories, and policy-oriented debates around migration in general.

- **Human Language Technologies** 5 credits
  Concepts of speech and language technology research. Includes overview of the underlying linguistic aspects of human language technologies, distinguishing between knowledge-based linguistic approaches and data-driven corpus-based approaches and examines computational models of phonology, morphology, lexicon and syntax.

- **Teachers in Global Context Applied Linguistics** 10 credits
  The module explores issues of critical pedagogy in relation to TESOL, examines the different kinds of English which may be present in a particular context, and analyses the implications for teachers’ professional identity and continuing development.

- **Assessment (L Learning) Applied Linguistics** 10 credits
  This module aims to provide practitioners with the ability to assess learner progress in a wide variety of contexts, for a number of different purposes, using formal and informal methods. It will familiarise them with a number of international tests such as IELTS and TOEFL, as well as more informal in class assessment methods such as portfolios, school based assessment and Assessment for Learning.

- **Sociolinguistics for Applied Linguistics** 10 credits
  This module deals with the main research areas and paradigms in sociolinguistics. Discussion will be based around several broad thematic issues in sociolinguistic research such as language gender, language and identity and language contact.

- **Current Issues in Language Dev** 10 credits
  Current issues in research on first language and on bilingual language acquisition within a psycholinguistic framework.