

Antioneta Celani distinguished lecture, LAEL 50 years

9 December 2020



Professor Maria Antonieta Alba Celani

About LAEL- PUCSP

Programa de Pós-graduação em Linguística
Aplicada e Estudos da Linguagem - Applied
Linguistics Graduate Program - São Paulo
Catholic University — #laelpucsp



Historiography in Applied Linguistics

Richard Smith, University
of Warwick, UK



Why history in applied linguistics?

How to do historical research?

What to do historical research about?

What is applied linguistics?

What is applied linguistics for?

What do applied linguists *do*?



WORLD CONGRESS
RIO 2017



An illustration on the left side of the slide shows a pile of books and papers in shades of orange and brown. Some papers are flying out from the pile, suggesting a sense of discovery or learning.

History of Language *learning and teaching:*

Perspectives on Innovation

HoLLT.net Colloquium

AILA Congress, Rio de Janeiro
25 July 2017

HoLLT.net (<http://www.hollt.net>) is a Research Network of AILA
(*L'association internationale de linguistique appliquée* - International
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How I got interested in doing historical research (why I feel it's important)

Almost 25 years of research – show and tell (15 mins.)!



History of UK ELT – beyond Palmer (10-year PhD)!

vs. method-based, progressivist ‘potted histories’ of ELT/TESOL which are too focused on theory, presented as universal, and over-reliant on existing secondary accounts

- Roots and continuity of UK ELT (e.g. Smith 2003, 2005; Hunter 2009; Howatt and Smith 2014)

...

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Collections » **Warwick ELT Archive »** Resources Catalogue Research Publications Hall of Fame Presentations 2005 Archive Launch

The Warwick ELT Archive

The Warwick ELT Archive (www.warwick.ac.uk/elt_archive) is a stand-alone, browsable historical collection of published and unpublished materials relating to the teaching of English as a foreign language and the development of applied linguistics, c.1880–c.1980. Now housed on mobile shelving in the Centre's new Learning Resources Room, this unique collection has been built up gradually by [Dr Richard Smith](#) since 2002, initially on the basis of donations of materials from members and former members of staff in the (then) Centre for English Language Teacher Education (now, Centre for Applied Linguistics), University of Warwick, and latterly on the basis of acquisitions from a wider variety of interested individuals and institutions/organizations (see below for a full list of donors). In March 2005 a substantial existing collection was incorporated, the Edinburgh [Dakin Collection](#), and in December 2010 a significant donation of materials from Dr Charles Forbes (which we have termed the 'Forbes Collection') enhanced our holdings in the areas of U.S. and Middle Eastern publications.

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See tabs above for Catalogue, Hall of Fame, details of Projects and Publications, etc.



[Panel discussion on the History of EAP and of BALEAP](#), BALEAP 2013 Conference, April 2013.

[Interview with John Trim about the History of Modern Language Teaching and Learning](#), 19 September 2013

A Short History of ELT: Talk by

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Paul Passy (1859-1940)



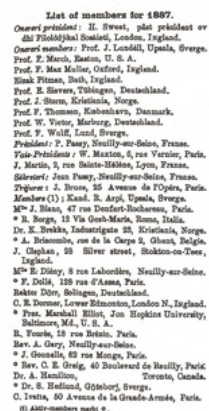
Life

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Passy, Paul. 1884. *Premier livre de lecture*. Paris.

——— 1886. First edition of *The Phonetic Teacher*.



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Korespondens (1).

From Dr. Klinghardt. — Dhi nlu program
ov dhi F. T. A. iz kwalt fureit-rét. For mai

——— 1886a. *Le français parlé. Morceaux choisis à l'usage des étrangers avec la prononciation figurée*. Heilbronn: Henninger.

——— 1886b. *Les éléments d'anglais parlé*. Paris: Firmin-Didot.

——— 1887a *Les sons du français: leur formation, leur combinaison, leur représentation*. Paris: Firmin-Didot.

——— 1887b. *Le phonétisme au congrès philologique de Stockholm en 1886. Rapport présenté au Ministre de l'Instruction publique*. Paris: Delagrave & Hachette.

Life

Works

Archive

Harold E. Palmer (1877-1949)



- Life
- Works
- Archive

THE BULLETIN

OF

THE INSTITUTE FOR RESEARCH IN
ENGLISH TEACHING

Department of Education, Tokyo, Japan

No. 126

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昭和十一年九月一日印刷
昭和十一年九月三日發行

英語教授研究所報
(年十回發行)

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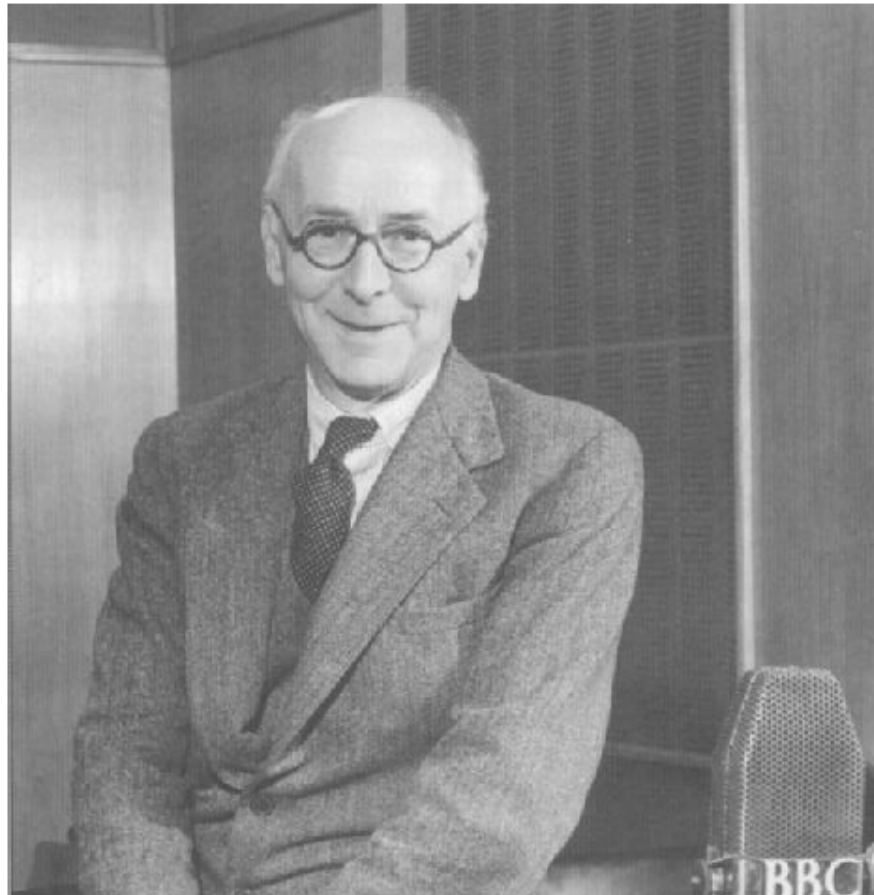
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A. S. Hornby (1898-1978)



Life

Works

Archive

1946

ENGLISH
LANGUAGE TEACHING

A Periodical devoted to the Teaching
of English as a Foreign Language

Volume I

No. 1

October, 1946

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THE BRITISH COUNCIL
3 Hanover Street, London, W.1.

Hamby, (Purin)
Hill, Billings

English Language Teaching

VOLUME XIII · NUMBER 1

Warner: African Students

Enright: Literature Teaching

Wingard: 'What's This?'

Perren: Bilingualism

Filipović: English in a University

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ENGLISH AS A FOREIGN OR SECOND LANGUAGE

VOLUME XVII NUMBER 1 OCTOBER 1962

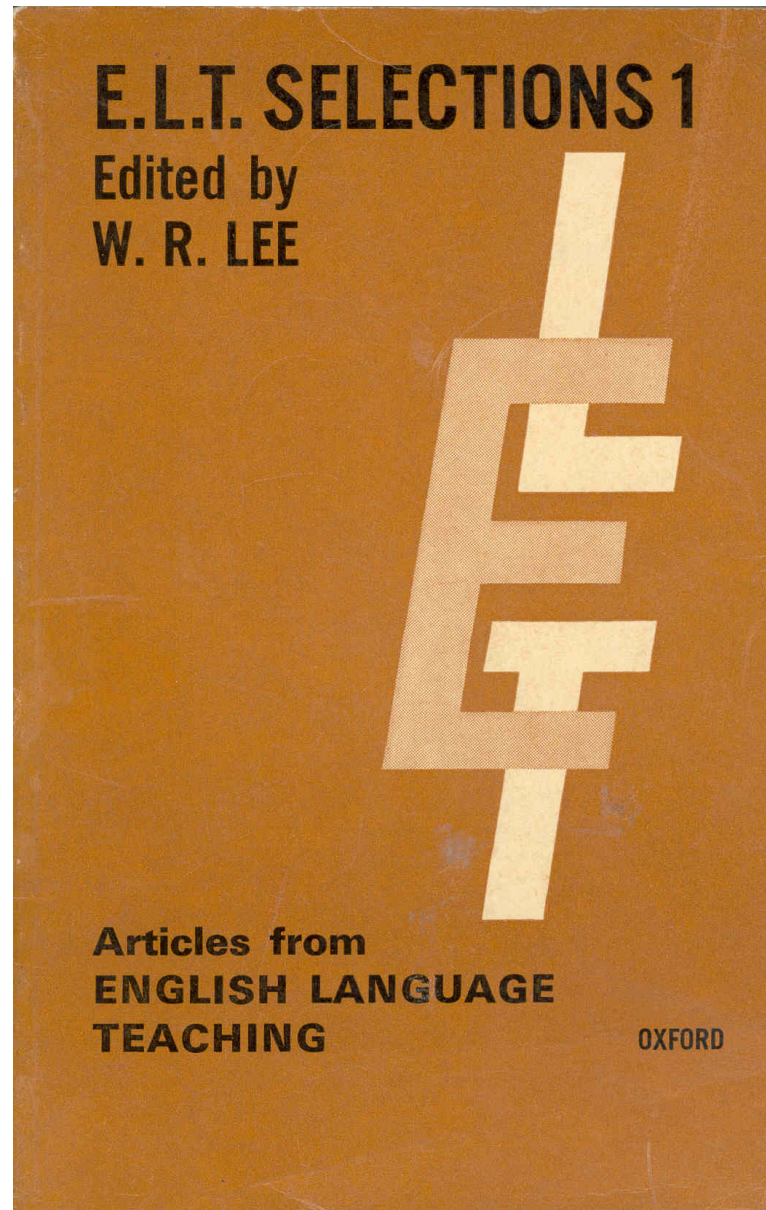
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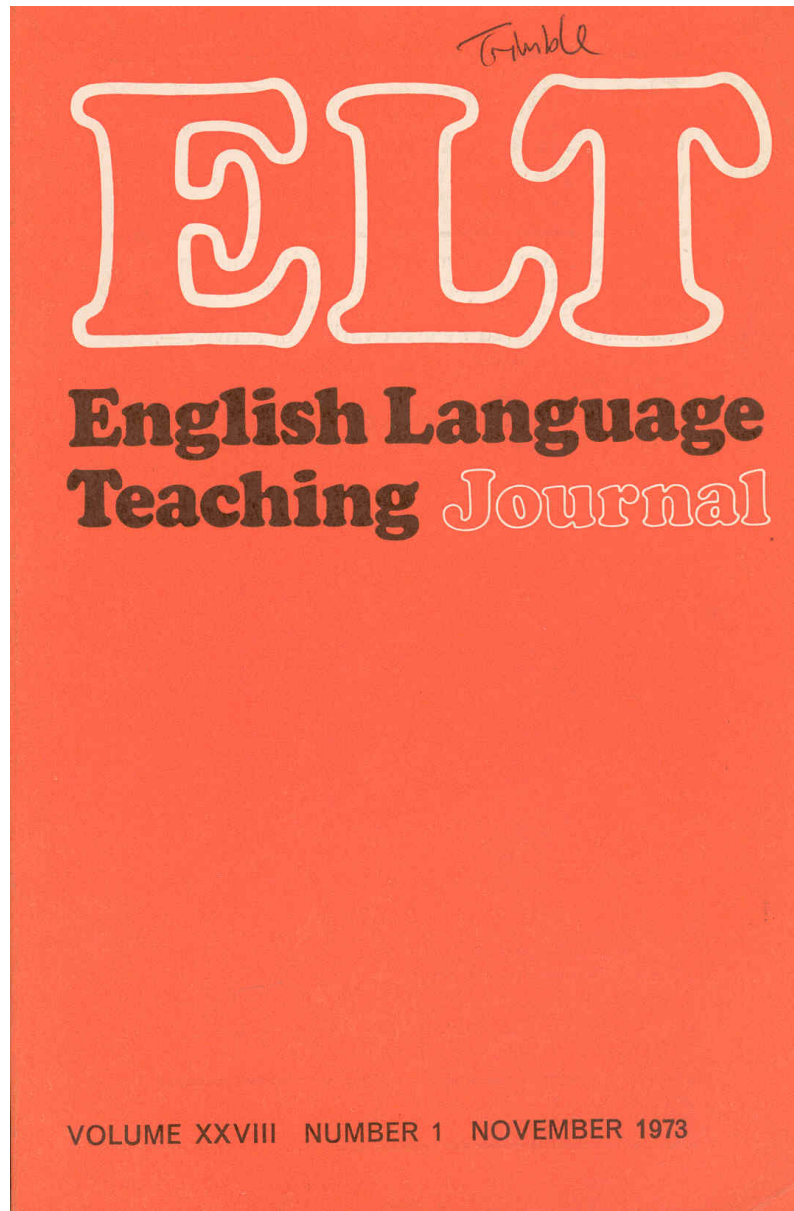
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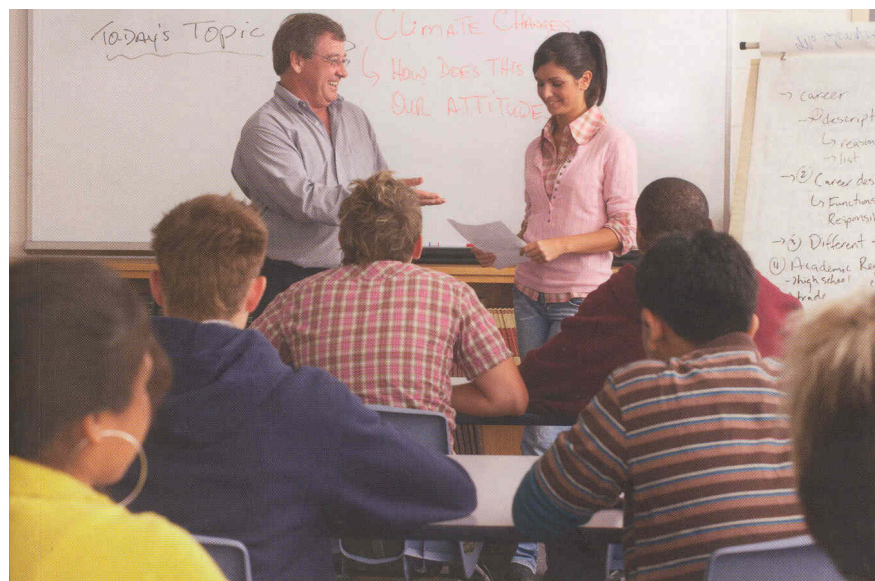


1967



1973+





An international journal for teachers of English to speakers of other languages

Volume
66/1

January 2012

ELT journal

Articles

A.S. Hornby and the Hornby Trust
Learning of routine formulae
The myth of the natural-born linguist
Developing speaking
Developing multiliteracies in ELT
Learner negotiation of L2 form
Culture in ELT
Transnational peer review of teaching
Improving teacher talk

Point and counterpoint
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Digital literacies

Readers respond
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The NNEST Lens: Non-native English Speakers
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The Construction of English: Culture, Consumerism
and Promotion in the ELT Global Coursebook
IATEFL 2010 Harrogate Conference Selections
Shakespeare on Toast
Provoking Thought: Memory and Thinking in ELT
Towards Multilingual Education
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Developing Courses in English for Specific Purposes

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History of UK ELT – beyond Palmer (10-year PhD)!

vs. method-based ‘potted histories’ of ELT/TESOL which are too focused on theory, presented as universal, and over-reliant on existing secondary accounts

- Roots and continuity of UK ELT (e.g. Smith 2003, 2005; Hunter 2009; Howatt and Smith 2014)
- Post-war ELT expansion via institutions (e.g. British Council, IATEFL) and products (e.g. coursebooks) not just export of methods (ideas)
- Alternatives to mainstream methodology (e.g. Michael West)
- Increasingly, work with historians of other language teaching traditions

e.g. history of English language education in different countries

Japan (e.g. Smith with Imura 2004), India (e.g. Vennela & Smith 2018)

ELT in Germany (in German)

Klippel, 1994; Lehberger, 1986, 1990; and Macht, 1986, 1987, 1990.

Recent PhDs by Doff 2002, 2008; Franz, 2005; Kolb, 2013; Ruisz, 2014

ELT in Japan (in Japanese):

Nihon eigakushi gakkai (The Historical Society of English Studies in Japan)

Nihon eigokyoikushi gakkai (The Historical Society of English Teaching in Japan).

Also (to an extent): Attempting to establish historiography within applied linguistics

- not established / no clear mandate
- continuing 'paucity of studies' (Stern 1983)
- little reflection on method – e.g. over-reliance on other secondary sources / over-literal / propagandistic / denigratory

Vs. historical research within Education and Linguistics

- relatively high status of history in these fields
- many studies
- (relatively) 'methodologically informed'

Cf. Konrad Koerner – 'a scientific field reaches its maturity only by becoming aware of its history and by taking a serious interest in having it documented'

Koerner's main early (1970s) arguments concerning 'linguistic historiography' (LH):

- (1) need for more history of linguistic ideas, especially in-depth studies of particular aspects
- (2) need for methodologically better-informed historical research
 - critical reference to primary sources
 - avoidance of over-literal / 'celebratory' or 'partisan' history

A first step towards ‘applied linguistic historiography’ (ALH):

Panel Discussion on [‘Developing the history of applied linguistics’](#),
Henry Sweet Society for the History of Linguistic Ideas Annual
Symposium, University of Edinburgh, 21 September 2000

‘Developing HoAL’ in the sense of looking further back than 1948/1957
(beyond over-literatism) – applied linguists *avant la lettre*

A.P.R. Howatt on Henry Sweet

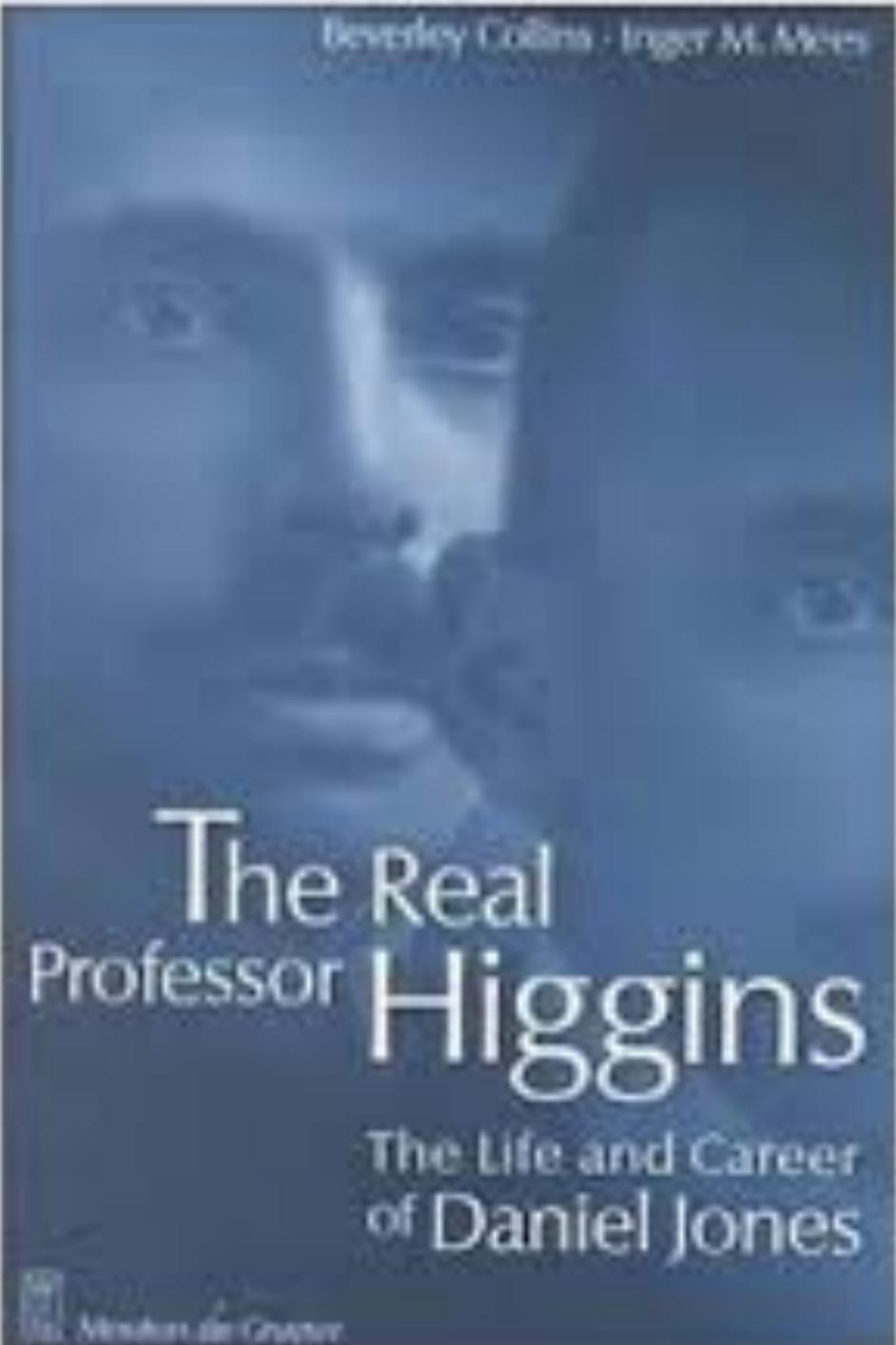


‘Developing HoAL’ in the sense of looking further back than 1948/1957
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The Real
Professor Higgins

The Life and Career
of Daniel Jones



Mentor im Group

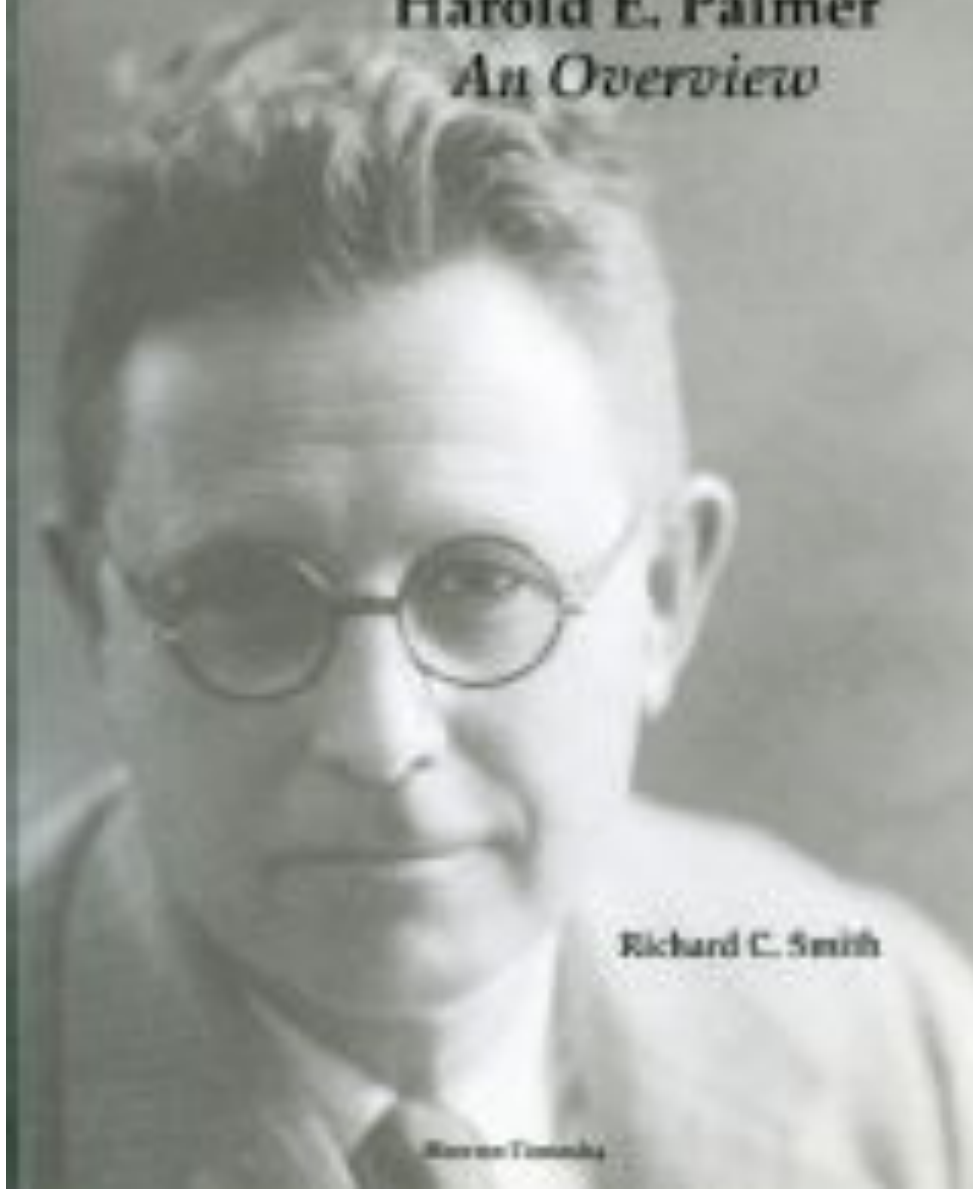
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Bev Collins on Daniel Jones

Richard Smith on Harold E. Palmer

The Writings of
Harold E. Palmer
An Overview



Richard C. Smith

Harold E. Palmer (1877-1949)



- Life
- Works
- Archive

‘Developing HoAL’ in the sense of looking further back than 1948/1957
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Richard Smith on Harold E. Palmer

Terry Gordon on C.K. Ogden

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www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/halloffame/ogden/

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C.K. Ogden (1889-1957)



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start Applied Linguistic Hi... Koerner - summarie... C.K. Ogden - Googl... 3 Windows Explorer Microsoft PowerPoi... 21:44

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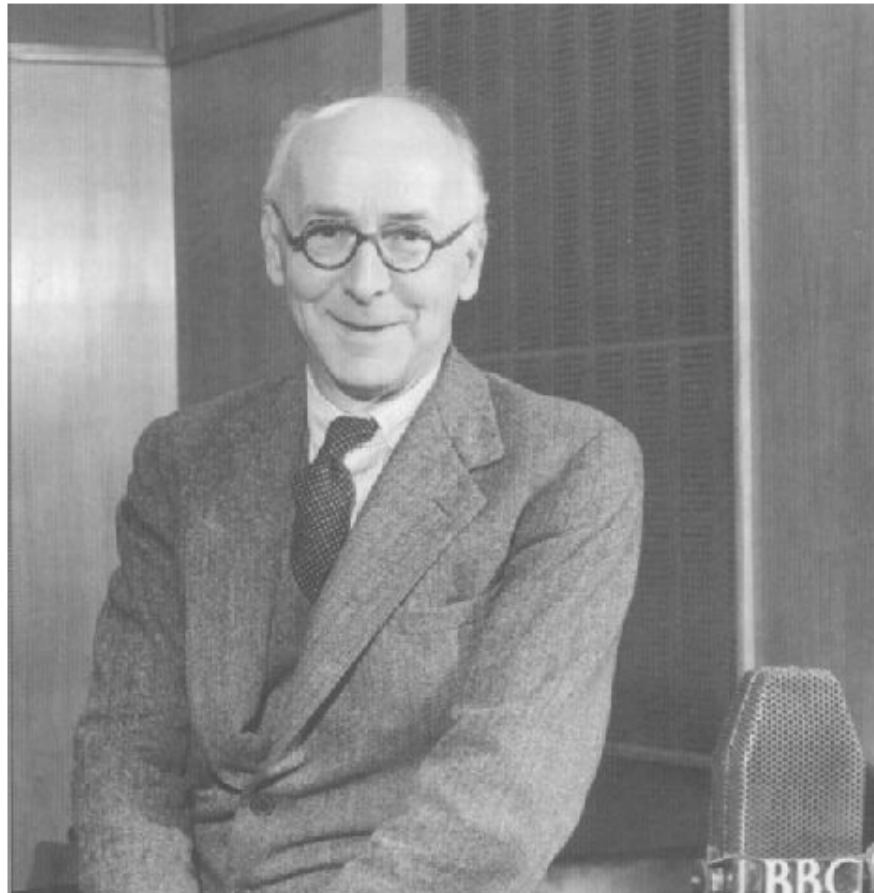
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‘Developing HoAL’ also in the sense of establishing its autonomy from HoL
(to the extent that AL is not just about ‘applying linguistics’)

- Take account of different possible conceptions of applied linguistic theory and research:
- Linguistics applied (Sweet -> Fries -> Edinburgh)
- Problem-centred and (to a degree) interdisciplinary (Palmer -> Widdowson)
- Study of language in use (akin to sociolinguistics)
- Educational science applied (Marcel)



Sweet (phonetics applied) vs. Palmer:

Ce n'est pas la méthode qui nous manque; ce qui nous manque c'est la base même de la méthode"

("it is not 'method' that we lack; what we lack is a basis for method"
(my translation)) (Palmer 1917: 5-6).

Principled eclecticism / 'post-method'!

Other differences of ALH from Linguistic historiography

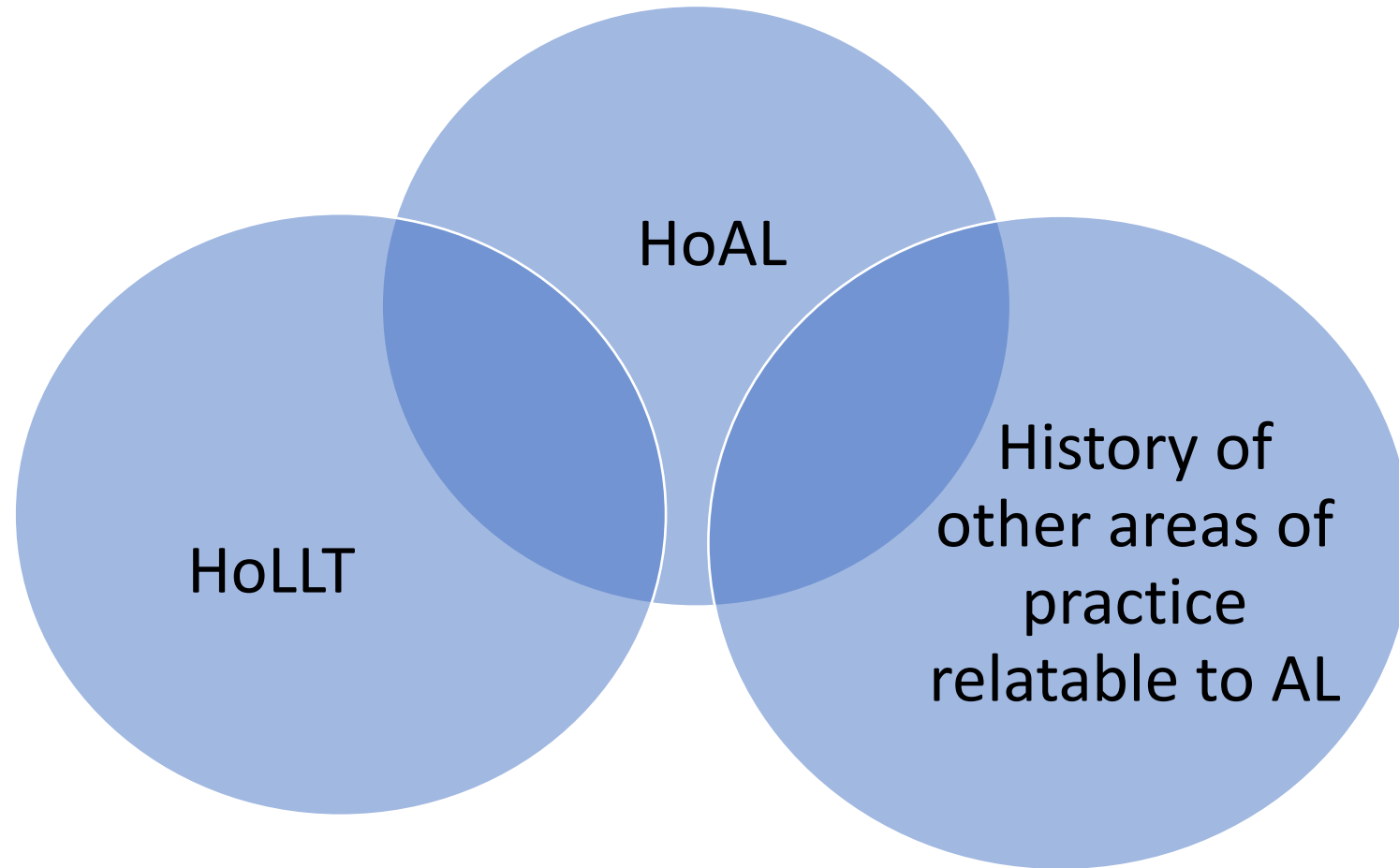
LH (Koerner): need for more history of linguistic ideas

ALH:

- 1) need for more history of 'applied linguistic ideas *and practices*' (= HoAL) *and of relatable practices* (e.g. language learning and teaching (= HoLLT)).
- 2) For *practical relevance*, not just a scholarly pursuit?
- 3) consider *impact* of ideas/research, not just influence on other theorists, and consider *contexts of production* →

Histories of practice, not just histories of ideas

ALH (Historiography in Applied Linguistics)
coverage = all of this:



- ALH: need for methodologically better-informed historical research
- critical reference to primary sources, *including representations of practice*, where possible
 - avoidance of anachronism and over-literalism
 - avoidance of *universalist* / over-literal / 'celebratory' or 'partisan' history

Research methodology

- Be critical of existing secondary accounts
- Refer to primary sources (do 'original' research)
- Attempt to make only evidence-based assertions
- Explicitly state sources of evidence

Examples of primary sources

History of ideas – e.g. theoretical writings

Contextualization of ideas – e.g. written memoirs, teaching syllabuses

Policy and curriculum – government papers

Learning materials – textbooks

Teaching / Learning practices – observation reports

Research methodology (contd.)

- Situate ideas in contexts of practice
- Attempt to ascertain the impact of ideas *on* practice
- [Also] chart developments in practice on their own terms
- Scope available sources / seek out further relevant sources
- Immerse yourself in primary sources, and secondary sources beyond AL
- Triangulate by comparing and contrasting different sources

Research methodology (contd.)

- Select in a principled way from available sources
- Be aware of the limitations of primary sources
- A final, additional prospect: use of applied linguistic tools and procedures in the study of history (e.g. corpus-based analysis of journals; discourse analysis; conversation analysis)

Towards 'HoLLT' in its own right

- [SIHFLES](#) (Société internationale pour l'histoire du français langue étrangère ou seconde) – 25-year history
- [CIRSIL](#) (Centro Interuniversitario di Ricerca sulla Storia degli Insegnamenti Linguistici)
- [APHELLE](#) (Associação Portuguesa para a História do Ensino das Línguas e Literaturas Extranjeras)
- [PHG](#) (Peeter Heynsgenootschap)
- [SEHEL](#) (Sociedad Española para la Historia de las Enseñanzas Lingüísticas)
- Pan-European conferences: Granada (2008), Gargnano (2011)

AHRC research network (2012-14) – HoLLT in UK/Europe

Dec. 2012 – Nottingham workshop
(special issue of *Language and History* -- 2014)

June 2013 – Warwick workshop
(special issue of *Language Learning Journal* – 2018)

July 2014 – Nottingham conference
(3 volumes of proceedings – 2018))

History of Modern Language Learning and Teaching in Britain

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Workshops and Conference funded by the Arts and Humanities Research Council (Towards a History of Modern Foreign Language Teaching and Learning (MFLTL)' Research Network Grant (15 July 2012 - 14 July 2014; AH/J012475/1 / RGS105262; Dr Nicola McLelland (Nottingham) and Dr Richard Smith (Warwick))

July 2014 Conference: 'Connecting Cultures?: An International Conference on the History of Teaching and Learning Second/Foreign Languages, 1500-2000 (2-5 July 2014, University of Nottingham)

MFL conference in Not....htm

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Koerner - summarie...

Applied Linguistic Hi...

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23:46

HoLLT: an emerging 'plurilingual, multidisciplinary, intercultural field'

- Traditions in various regions
- Specificities and commonalities
- (increasingly) beyond Europe
- (increasingly) stories from below / stories of resistance vs. assumed acceptance of imposed ideas

<http://holit.net> – founded in 2015 (AILA Research Network)

The History of Language Learning and Teaching (3 edited volumes), 2018

Bi/Multilingualism in the History of Language Learning and Teaching
(Reading, 2018) – special issue of *Language & History*

Grounded Histories: Valorizing Practice in the History of Language Learning
and Teaching (Bremen, 2019)

Women in the History of Language Learning and Teaching (AILA Symposium,
Groningen, 2021)



Details of national and language-based associations

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[The Henry Sweet Society for the History of Linguistic Ideas](#) (HSS)

日本英語教育史学会 / [HiSELT](#) (Society for Historical Studies of English Learning and Teaching in Japan)

[HELB](#) (História do Ensino de Línguas no Brasil)

Matthias-Kramer-Gesellschaft für die Erforschung der Geschichte des Fremdsprachenerwerbs

[日本英学史学会](#) Nihon eigakushi gakkai

[PHG](#) (Peeter Heynsgenootschap)

[SEHL](#) (Sociedad Española de Historiografía Lingüística)

[SIHFLES](#) (Société internationale pour l'histoire du français langue étrangère)

www.holIt.net

www.helb.org.br

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History of Language *learning and teaching:*

Perspectives on Innovation

HoLLT.net Colloquium

AILA Congress, Rio de Janeiro
25 July 2017

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Maria Antonieta
Alba Celani

(9 Nov. 1923– 16
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January—March

NUMBER 2

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English Language Teaching, January 1956



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OFFICE OF EDUCATION

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Maria Antonieta Alba Celani

has completed successfully an in-service training fellowship in Teacher Education under the auspices of the United States Office of Education.

In recognition whereof, I award this Certificate of Merit and do admit the recipient to all of the rights and privileges appertaining thereunto.

Subject of specialization: Teaching of English

Period of study: Aug. 28, 1963 - Feb. 24, 1964

*In witness whereof, I have hereunto set my hand
at the City of Washington, the Nineteenth
day of February, A. D. 1964*

John Edgar Hoover

United States Commissioner of Education







**Students From The English Language Institute Ready To Board Bus For A Trip To
The U.P. , November 1, 1963**





**Teachers Of English Arrive From Different Countries At UM's English Language
Institute To Study, September 23, 1955**



Language Learning

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EDITORIAL

AT THE PRESENT TIME a number of excellent journals are published in philology, linguistics, education, and the teaching of foreign languages, but none that has come to our attention is devoted to the kind of studies that Language Learning has to present.

AS WE SEE IT

CHARLES C. FRIES

*English Language Institute
University of Michigan*

THE MOST IMPORTANT principle underlying the work of the English Language Institute of the University of Michigan is the belief that only with satisfactory basic materials can one efficiently begin the study of a foreign language. No matter what happens later, the ease and speed of attainment in the early stages of the learning of a language will depend primarily upon the selection and sequence of the materials to be studied.

When the materials of language study are mentioned the ordinary person and often language teachers think primarily of learning "words." For them the basic materials consist chiefly of vocabulary items to be memorized. It is perhaps inevitable that it should be so. Our mastery of the "words" of our own language is a constantly developing mastery. Knowledge of new words and of new meanings keeps increasing as we grow older and we are often very conscious

English as a foreign language is a specialized form of teaching, and detailed and specialized preparation is necessary for those who teach it. "Participants in the ELI teacher education program," says Catford, "receive background instruction in linguistics and phonology as well as training in language teaching methods. The aim is intelligent understanding of principles rather than a narrow vocational training."

Like the intensive course students, the teacher-trainees are

Ann Arbor News,
November 9, 1964

1946 – *Language Learning: a Quarterly Journal of Applied Linguistics*

1957 – School of Applied Linguistics, University of Edinburgh (its first Director, J.C. (Ian) Catford became director of ELI, Michigan, in 1964)

1959 – Centre for Applied Linguistics, Washington, D.C.

1964 – Association Internationale de Linguistique Appliquée - AILA - founded in Nancy, France

Language Learning, December 1963

Editorial

ASIAN DIALECTS OF ENGLISH

THE POST-WORLD War II period has been characterized by the emergence of many new countries, each with its own official language or languages. At the same time, English has become the new language of international diplomacy, commerce and science. The teaching of English as a foreign language, which is now dignified with its own acronym TEFL, is today a major industry throughout the world; even the Russians have offered EFL as a part of their aid programs to developing nations. Textbooks, technical articles, even journals devoted to the subject are being produced at a steadily increasing rate.

English as a second language (ESL) has received less attention, but poses more dramatic and dynamic problems. In India, for example, the plethora of native languages has kept English the working language long after the departure of the British. Indeed, it is maintained by some that a new Indian variety of English is developing, and merits study in its own right. In South and South East Asia, English is the lingua franca of international conferences and commerce.

Loan translations occur, as "Please open your shoes before you come upstairs" (Malay buka = to open; to take off). Local words may be borrowed; Malays find English abrupt, and add the syllable -la, as "I like noodles-la."

A native speaker attending his first ECAFE, SEATO or UNESCO meeting in South East Asia will suddenly get the odd feeling that he is hearing English but that he is not quite tuned in on the right frequency. It may be that one day Asian English will be recognized as an important dialect of English.

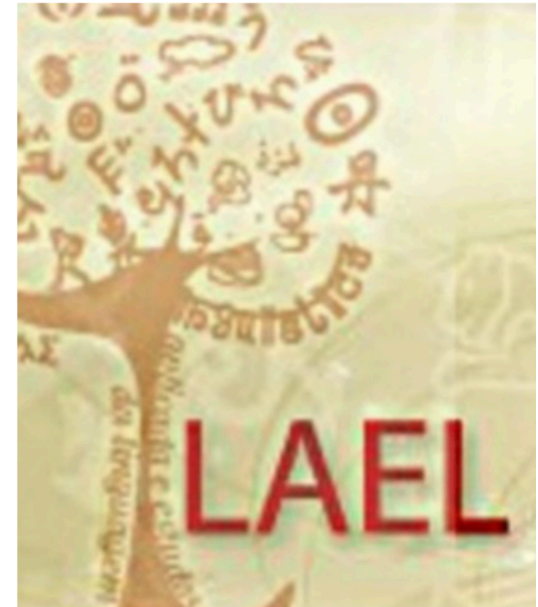
This issue of Language Learning is devoted entirely to various approaches to the problems of TEFL and of ESL in Asia and Africa. Each situation is unique, of course, and demands its own solution. At the same time, however, it may well be that one man's problems will point to another man's solutions.

E. N. M.

*Language
Learning,
January
1964*

About LAEL- PUCSP

Programa de Pós-graduação em Linguística
Aplicada e Estudos da Linguagem - Applied
Linguistics Graduate Program - São Paulo
Catholic University — #laelpucsp



1970

Programa de Pós-Graduação em Linguística Aplicada **ao Ensino de Línguas**

... os ventos de inovações e mudanças que sopravam fora do Brasil, especialmente na Europa, eram trazidos pelos intelectuais que estudavam no exterior devido à ausência desses cursos no Brasil.

Em 1970 iniciava-se um processo de criação de teorias nacionais, já como um resultado do 1º Programa de Pós-graduação em Lingüística Aplicada ao Ensino de Línguas que era instaurado na Pontifícia Universidade Católica (PUC) de São Paulo ... (Ribeiro, Costa & Abdalla 2007)

Language Learning, December 1970

Articles

 [Full Access](#)

THE TRANSFORMATIONAL CHALLENGE AND THE TEACHER OF ENGLISH

T. Kandiah

Pages: 151-182 | First Published: 01 December 1970

[Abstract](#) | [PDF](#) | [References](#) | [Request permissions](#)

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THE CONTRASTIVE ANALYSIS HYPOTHESIS AND SPELLING ERRORS

John W. Oller Jr., Seid M. Ziahosseiny

Pages: 183-189 | First Published: 01 December 1970

[Abstract](#) | [PDF](#) | [References](#) | [Request permissions](#)

ELT Journal, December 1970

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1970

Programa de Pós-Graduação em Linguística Aplicada **ao Ensino de Línguas**

“O Programa objetivava preparar os professores de línguas para o magistério superior. Apesar de, nesse momento, a lingüística aplicada ainda ser vista como uma aplicação da lingüística básica, a PUC-SP serviu de palco inicial de um processo mais crítico para o ensino de línguas e de onde, mais tarde, surgiram teóricos engajados no movimento comunicativo que afluía no Brasil no fim dos anos 70.”
(Ribeiro, Costa & Abdalla 2007)

1980s (planned 1977–1980) – Projeto Ensino de Inglês Instrumental em Universidades Brasileiras [Brazilian National ESP Project], initially with British Council / KELT involvement –

aimed to improve the use of English of Brazilian researchers, science teachers and technicians especially with regard to reading specialist and technical publications

[1970–1985 – ‘Years of Innovation’ for British Council

1977 – Key English Language Teaching (KELT) Scheme founded

1978 –John Munby’s *Communicative Syllabus Design* (CUP)]

1970

Programa de Pós-Graduação em Linguística Aplicada **ao Ensino de Línguas**

→ (1980?)

Programa de Pós-Graduação em Linguística Aplicada **e Estudos da Linguagem**

1990s – Práticas Reflexivas de Ensino-aprendizagem de Inglês na Escola Pública / Programa de Formação Contínua do Professor de Inglês (with Cultura Inglesa São Paulo)



Reconsidering applied linguistics

1980: Widdowson – linguistics applied vs. applied linguistics

1983: H.H. Stern – *Fundamental Concepts in Language Teaching* (1983)

What qualifies as applied linguistic research and writing?

Prof. Celani's publications – (1) ESP (2) reflective teaching / teacher development (3) reflections on 'what is applied linguistics?'

What is applied linguistics *for*?

Prof. Celani's motivations/aims – improvement of (English) language teaching (Higher Education -> public secondary education)

What do applied linguists *do*?

Prof. Celani's activities – **teaching, founding, editing**, researching, writing, presenting, **leading, inspiring, affecting**

Why history in applied linguistics?

How to do historical research?

What to do historical research about?

What is applied linguistics?

What is applied linguistics for?

What do applied linguists *do*?

HELT, HoAL, HoLLT

[www.warwick.ac.uk/elt archive](http://www.warwick.ac.uk/elt_archive)

<http://hol.lt.net>

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