

lecture 1

Applied linguistics:

Is the academic discipline concerned with the relation of knowledge about language to decision-making in the real world

the need for applied linguistics:

Language is at the heart of human life. without it, many of our most important activities are inconceivable.

Language use is in many ways a natural phenomenon beyond conscious control.

The scope of applied linguistics:

Since language is implicated in so much of our daily lives, there's clearly a large an open ended number of quite disparate activities to which applied linguistics is relevant

1) Language and education:

A – first language education, when a child studies their home language or languages

B – additional language education, often divided into **second language education**, when someone studies their society's majority or official language their home language, and **foreign language education** when someone studies the language of another country.

C – clinical linguistics Is the study and treatment of speech and communication impairments , Whether hereditary, developmental, or acquired (through injury, stroke, illness, or age)

D-language testing is the assessment and evaluation of language achievements and proficiency, Both in first and additional languages, and for both General and specific purposes

2) language, work, and law

A – workplace communication is the study of how language is used in the workplace, and how it contributes to the nature and power relations of different types of work.

B – language planning is the making of decisions, often supported by legislation, about the official status of languages and their institutional use, including their use in education

C – forensic linguistics is the deployment of linguistic evidence in criminal and other legal investigations, for example to establish the authorship of the document, or profile of a speaker from a tape-recording.

3) language, information, and effect

A – literary stylistics is the study of the relationship between linguistic choices and effects on literature

B – critical discourse analysis (CDA) is the study of the relationship between linguistic choices and effects in persuasive use of language

C – translation and interpretation is the formulation of principles underlying the perceived equivalence between a stretch of language and its translation, and the practice of translating written texts and interpreting spoken language

D information design is the arrangements and presentation of written language, including issue relating to typography and to layout, choices of medium, and effective combination of language with other means of communication such as pictures and diagrams

E- lexicography is the planning and compiling of both monolingual and bilingual dictionary and other language reference works such as thesauri

lecture 2

linguistics

is the academic discipline concerned with the study of language in general

it is bound to represent an abstract idealization of language rather than the way it is experienced in the real world

generative linguistics

Introduced by Noam Chomsky 1950s onward. in his view , the proper subject matter of linguistics should be the representation of language in the mind (competence) ,rather than the way in which people actually use language in everyday life (performance).

sociolinguistics: the focus is very much upon the relation between language and society

functional linguistics: the concern is with language as a means of communication , the purpose it fulfils, and how people actually use their language

corpus linguistics : vast databanks containing millions of words of actual language in use can be searched within seconds to yield extensive information about word frequencies and combinations which is not revealed by intuition .

these approaches to linguistic study seem much closer of the reality of experience than Chomsky's , and therefore more relevant to the concerns of applied linguistics .yet, they are abstract in the sense that they detach language from the experience of its use .

this is because their purpose is to describe and explain and not , as in applied linguistics , to engage with decision making .

description versus prescription

linguistics favour description (saying what does happen) over prescription (saying what ought to happen)

linguistics concern is knowledge as an end in itself rather than with action based upon that knowledge

prescription is a social phenomenon

the growth of English

400 million or so first-language speakers and over a billion where it is the official language (education business)

the role of other international languages such as French or Russian had diminished drastically

French is no longer the international language of air traffic control, or dominant in diplomacy .

German and Russian are no longer internationally necessary for scientific study.

actually , the influence of English can be seen in films ,television programs , advertisements , and the internet

the teaching and learning of English has generated tremendous personal ,political ,academic ,and commercial interests .

lecture 3

What it means to be a native speaker?**Firstly, there's the question of personal history**

Native speakers and are considered to be people who acquired the language naturally and effortlessly in childhood

Secondly, there is a question of expertise

Native speakers are seen as people who use the language, or variety of it, correctly, and have insight into what is or is not acceptable

Thirdly, there's a question of knowledge and loyalty.

Being a native speaker, it is assumed, entails knowledge of, and loyalty to, a community that uses the language.

However, there are some aspects of language proficiency that this traditional definition of the native speaker does not include

Firstly, it says nothing about proficient see in writing , but only about proficiency in speech

Secondly, the native speakers knowledge of the language is implicit rather than explicit . (using the rules correctly without being able to explain them).

Lastly, traditional native speakerness implies nothing about size of vocabulary, range of style, or ability to communicate across diverse communities.

English as a lingua franca (ELF)

Speaking and new variety of English which depends neither on childhood acquisition nor on cultural Identity and is often used in communication in which No native speaker is involved

(she go)
(you're very busy today,Isn't it?)

The spread of English has generated intense interest in the study of language pedagogy and of **second-language acquisition (SLA)**.historically, the most active of applied linguistics enquiry has been in these areas

Indeed, in the early days of the discipline, applied linguistics and the study of **teaching English as a foreign language (TEFL)** were considered to be one and the same . we will look back at the development of TEFL over the last hundred years or so.

Grammar translation language teaching

In the schoolrooms of Europe in the 20th century, the teaching of modern foreign languages was influenced by the dead classical languages, Latin and ancient Greek.

Modern language learning, it was assumed, brought students into contact with great national civilizations and their literatures.

Grammar rules were explained to the students in their own language , vocabulary lists were learned with translation equivalents.

the way into the new languages was always through the student's own first language.

success was measured in terms of the accurate use of grammar and vocabulary rather than effective communication

using the language meant written translation

there was n emphasis on the development of fluent speech

lecture 4

the direct method

new types of students-immigrants , business people , and tourists-created a new kind of classroom population

students did not necessarily share the same first language, so , first language explanation and translation were not possible .

Hence , the **direct method** was advocated in which the student's own languages were banished and everything was to be done through the language under instruction

in Berlitz schools , for example , microphones were monitored and teachers could be fired for uttering a single word in a students's own language

success was to be measured instead by the degree to which the learners's language proficiency approximated to that of the native speaker

natural language learning

an approach in which an adult learner can repeat the route to proficiency of the native speaking child .

learning would take place without explanation or grading , and without correction of errors, but simply by exposure to meaningful input

it was believed that neither explicit instruction nor conscious learning had any effect

its view os SLA was derived directly from mainstream linguistics research into child first-language acquisition

this approach suggested that learning need not involve hard work

the communication approach

the emphasis was on meaning-focused activities and the focus was primarily and necessarily social for the purpose of achieving a successful communication

there was a shift of attention from the language system as an end in itself to the successful use of that system in context (from form to communication)

language learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake,nor in terms of explicit knowledge of the rules, but by the ability to do things with the language, appropriately ,fluently ,and effectively .

teachers and materials designers were urged to identify things learners need to do with language (I.e. conduct a **needs analysis**)and simulate these in the classroom

this shift of emphasis had consequences at both the macro level of syllabus and curriculum design and at the micro level of a classroom activity

at the macro level, there has been the development of English for specific purposes (ESP) which tries to develop the language and discourse skills which will be needed for practical jobs (English for occupational purposes (EOP)) or for practical fields of study (English for academic purpose (EAP))

At the micro level there has been the development of task-based instruction (TBI) in which learning is organized around task related to real-world activities, focusing on the student's attention upon meaning and upon successful task completion

Language, it was argued, is best handled all at once, as it would be in the real world, as this is the learner's ultimate goal

lecture 5

Knowing the grammar and vocabulary of the language, although essential, is one thing. Being able to put them to use involves other types of knowledge and ability as well.

Linguistic competence

Isolating the formal system of language (i.e. its pronunciation, grammar, and vocabulary) either for learning or for analysis, is a useful first step.

However, the adoption of traditional language-teaching methods need not imply that this is all that learning a language involves, but only that a sound knowledge of the rules and an accurate, if slow, deployment of them is the basis for further development.

This has come from theoretical linguistics in the work of Noam Chomsky. His idea is that the human capacity for language, as illustrated by a child's acquisition of the language around them, is not the product of general intelligence or learning ability, but an innate genetically determined feature of the human species.

We are born with considerable pre-programmed knowledge of how language works, and require only minimal exposure to activate our connection to the particular language around us.

In Chomsky's view, the newborn infant brain already contains a universal grammar (UG) which forms the basis of competence in the particular language of the child goes on to speak.

If we except Chomsky's view, language, as an object of academic enquiry, becomes something more biological than social, the similarities between languages outweigh differences.

Communicative competence

As a deliberate contrast to Chomsky's linguistic competence, the sociolinguist Dell Hymes offered communicative competence in the late 1960s.

As Hymes observed, a person who had only linguistic competence would be quite unable to communicate.

They would be a kind of social monster producing grammatical sentences unconnected to the situation in which they occur.

What is needed for successful communication, Hymes suggested, is four types of knowledge: **possibility, feasibility, appropriateness, and attestedness.**

1) possibility

A communicatively competent speaker knows what is formally possible in a language, i.e, whether an instance conforms to the rules of grammar and pronunciation. They know, for example, that “**me go sleep now** “ transgresses these rules while “**I'm going to go to sleep now**” does not. knowledge of possibility is not sufficient in itself for communication.

“**I am going to sleep now**” maybe grammatical, meaningful, and correctly pronounced, but it is not necessarily the right thing to say, whereas “**me go sleep now**” although wrong maybe both meaningful at appropriate

In addition, a communicatively competent Speaker may know the rules, be capable of following them, but nevertheless break them deliberately. **That was a hard day's night**

2) feasibility

A communicatively competent person knows what is feasible. this is a psychological concept concerned with limitation to what can be processed by the mind, and is best illustrated by an example

The cheese was green

The cheese the rat ate was green

The cheese the rat the cat chased ate was green

The cheese the rat the cat the dog saw chased ate was green

The cheese the rat cat the dog the man beat saw chased ate was green

The last two sentences may be possible but they are not feasible. they do not work, not because they are ungrammatical, but because they are so difficult to process