**Lecture 4: Applied Linguistics and Language Education**

Previously, applied linguistics (AL, henceforth) has been defined as a problem-solving way by Cook (2003). In his attempt to clarify the scope of AL, he started with «language education» as the first field of the application of linguistic theory. AL is important in shaping effective language teaching and earning practices; there is always a need for practical applications of linguistic theories (and others) in the classroom.

**1/ AL and First Language Acquisition**

First language acquisition (L1) is a fundamental concept in AL. The 3 cornerstone theories of L1 acquisition are:

- behaviourism

-cognitivism

-innativism

Although these theories originated to account for L1 acquisition, they were also applied in L2 teaching.

**2/ AL and second/ foreign language teaching**

**2.1/ Second/ Foreign Language Acquisition**

According to Ortega, second language acquisition « investigates the human capacity to learn additional languages during late childhood, old adolescence, or adulthood, once the first language, in the case of monolinguals, or the first languages, in the case of bilinguals and multilinguals have been acquired.»Thus, first language acquisition and bilingualism are investigated at the critical period, second language acquisition investigates mature uses of one language or more whose first language will influence the second. Foreign language acquisition, on the other hand, refers to the a language acquired in a setting where it is not used, mostly but not solely in educational institutions. The acquisition of a second or a foreign language are said to undergo the same procedures. Therefore, they are often used interchangeably.

**2.2./ Second Language Acquisition Theories**

 Some of these theories originated to account for first language acquisition, yet they have been applied to tailor instruction in second/foreign language acquisition, too.

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| **Theory**  | **Focus**  | **Application in language education**  |
| Behavorist theory  | Conditioning/ repetition/ reinforcement  | The audio-lingual method / drilling/ repeating words and grammatical structures.... |
| Cognitive theory  | Mental processes/ memory/ problem solving | Memory aids/ visualizations memory games/ problem solving/ critical thinking exercises  |
| Universal grammar  | Innate ability to acquire language/ LAD/ universal grammar  | Variety of input/ analysing grammatical structures  |
| Input (hypothesis ) | Input that is slightly above current proficiency level  | Scaffold content/ challenging reading or listening |
| Social interactionist/ socio-cultural  | Social interaction and cultural context  | Collaborative learning/n role play/ pair work/ group activities/ language use in real life contexts/ conversation or group discussion |
| Affective filter (hypothesis) | Emotions/ motivation/ anxiety and language acquisition | Creation of lower-anxiety teaching atmospheres  |