**Lecture 2: An introduction to Applied Linguistics (ctd)**

**2/ The scope of Applied Linguistics**

Cook (2003) claims that although language use is a natural, beyond control phenomenon, « there are also aspects of language use in which we can intervene and about which =, consequently, there are decisions to be made.» he adds further, «in making these decisions, there are many questions and subsidiary questions to be asked, each one admitting many different and opposed answers.»

Cook believes that the educational problems, for example, are not confined to school only. Finding solutions and making decisions about these problems involves systematic action. Moreover, since language is implicated in so much of our daily lives, there is a large number of activities to which applied linguistics can be relevant.

Cook tried to summarize the very broad scope of applied linguistics according to areas in which language is a central element that, in turn, may result in some problems.

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| I/ Language and education   1. First language education 2. Additional language education 3. Second language education 4. Foreign language education 5. Clinical linguistics 6. Language testing   II/ Language, work and law   1. Workplace communication 2. Language planning 3. Forenscic linguistics   III/ Language information and effect   1. Literary Stylistics 2. Critical discourse analysis 3. Translation and interpretation 4. Information design 5. Lexicography |

**3/Subfields of applied linguistics as noted Grabe (2002)**

**Second Language Acquisition**

Second language Acquisition theory deals with the range of variables- in particular, age of immersion, quantity of input etc which may interactively determine the level of ultimate attainment.

**Language Assessment and Testing**

Language Assessment plays a gate-keeping role in terms of the functions they serve for institutions and the corresponding preparedness of institutions to invest in their development and validation. It has always involved the development and implementation of frameworks for describing student’s progress in language learning over time.

**Language Policy and Planning**

The practical nature of language planning deals with the analysis of policy making in contexts where language is a part. Language problems always arise, which could involve rival interest reflecting relations among ethnic, political, social, and bureaucratic and class groupings. Language policy and planning research then draws on knowledge far beyond linguistics to solve such problems where necessary.

**Lexicography**

Lexicography is important and an integral part of applied linguistics in second/foreign language learning and teaching at all ages and levels of education. It is concerned with the writing and study of dictionaries for first/second/foreign language education. It also involves mono- bi- and multilingual works and general children’s school, college, and specialized technical dictionaries.

**Multilingualism** This is the use of more than two languages within a speech community. Applied linguistics deals with the sociological, psychological, attending problems etc. and the implications of these languages on the speech community.

**Corpus Linguistics** This is aimed at improving language description and theory and Stubbs (2006) notes that the task of applied linguistics is to assess the relevance of the language description to practical applications. Corpus data are essentially for accuracy in the description of language use and have shown how lexis, grammar and semantics interact.

**4/ Linguistics Applied vs. Applied Linguistics**

Linguistics is defined as the academic discipline concerned with the study of language in general. One closely related issue to linguistics that has been controversial is the distinction between applied linguistics and linguistics applied, although both concepts are related in a way. Applied linguistics uses linguistic theories in addition to information from other fields to solve practical problems such as lexicography, translation, speech pathology, etc. Linguistics applied refers to the application of linguistic theories only. The applications of the first is way larger than the latter.

Davis and Elder (2006:9) commented on Widdowson’s distinction between Linguistics Applied (LA) and Applied Linguistics (AL) thus: The differences between these modes of intervention is that in the case of linguistics applied, the assumption is that the problem can be reformulated by the direct and unilateral application of concepts and terms deriving from linguistic enquiry itself. That is to say, language problems are amenable to linguistic solutions. In the case of applied linguistics, intervention is crucially a matter of mediation…applied linguistics…has to relate and reconcile different representations of reality, including that of linguistics without excluding others (Widdowson, 2000, p.5).