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HANDOUT

Title :
An Introduction to Applied Linguistics for Master One Students of English as a
Foreign Language

Domain: Letters and Foreign Languages

Stream: English language

Specialty: Didactics and Applied languages

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Course Description

The present course in applied linguistics is intended for M1 students (option: Didactics and Applied Languages). It is designed to provide students with the necessary materials in applied linguistics as well as expand their knowledge of the practical application of linguistic theories to solve issues related to language. This course contains four units ranging from theoretical perspectives to practical traditions. The course is taught twice a week one session for Lecture (Cours) and the other for practice (TD), each session takes one hour and a half.

Regarding the design of the syllabus, students' prior knowledge in linguistics and related fields was highly considered. In the previous academic years (first and second years), students were mainly introduced to linguistics as a scientific approach to studying language, where they dealt with essential concepts related to the field, micro and macro linguistics, then they were introduced to various schools of linguistics and major contributions in the field. In the third year, the syllabus includes a deep inclusion of linguistic subfields and an introduction to functional linguistics.

Accordingly, the main objective of the present course is to guide students to the practical application of linguistic knowledge and theories. In the beginning, students are introduced to essential aspects of applied linguistics, the nature and the scope of the field will be explored along with the impact of applied linguistics in language education. Then, the second part of the current course serves as a bridge between theory and practice. Students will acquire fundamentals of language teaching and learning, and various research approaches that deeply examine language use in real context.

Each lesson is delivered using a lecture method then, followed by a session of practice that contains a series of tasks, activities, and presentations to keep students engaged. The current course is organized as follows:

❖ Unit one: Foundations of Applied Linguistics

The unit deals with the emergence of applied linguistics as a field of research and its historical transition. Due to the complex and dynamic nature of the field, students will study various definitions of AL introducing its nature and scope. Furthermore, this unit highlights the intricate allegiance between theoretical and applied linguistics, then paves the way for practical application in other fields including language education.

❖ Unit two: Applied Linguistics as a Mediator between Theory and Practice

This unit permits students to delve into practice; it tackles various topics related to language acquisition and learning. The field of second language acquisition is also carefully demonstrated as it is highly linked to AL. moreover, this unit addresses English language teaching methods and approaches and their practical applications.

❖ Unit three: Practical Applications in Language Teaching

The third unit, in fact, demonstrates the major fields that are related to applied linguistics including contrastive analysis and error analysis. It stresses their importance within the field of AL and presents their pedagogical implications. Besides, this unit tries to expand students' knowledge about the teacher's role as an instructor in the language classroom, where individual differences are considered, and as an applied linguist contributing to solving language-related problems and challenges faced by L2 learners.

❖ Unit four: Analysing language in Real-world contexts

The last unit tackles language use in real-world contexts; it demonstrates language as used by individuals and L2 learners in concrete situations. It first deals with discourse analysis and its significance in AL. second; it tackles computer-mediated communication and its impact on the field of language education.

Course Outcomes

By the end of this course, students will

- Build knowledge about applied linguistics, its nature, and scope.
- Distinguish theoretical linguistics from AL.
- Have the ability to address language-related issues and form hypotheses about language use.
- Learn how to use AL methods in research and analyse language use.
- Contribute to understanding, ameliorating, and solving language-related issues.
- Adopt effective strategies and methods for teaching.

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Unit One: Foundations of Applied Linguistics

Objectives:

At the end of this unit, students should be able to:

- Explain what is applied linguistics
- Picture the historical transition of applied linguistics
- Recognize the major principles of applied linguistics
- differentiate between general and applied linguistics

1. Applied Linguistics: Historical Overview and Definitions

1.1. Introduction

Applied linguistics, as a field of research, allows us to delve into the fascinating world of language and its real-world applications. It offers a lens through which we can examine the complexities of language in action, language practices, and uses. In the present lecture, we are going to explore various definitions of AL, shedding light on its core principles, and examining the historical development of this field.

1.2. Definitions

Defining applied linguistics (Henceforth AL) is a challenging complex task due to the fact of having so many interpretations. Some specialists consider it to be language pedagogy while others associate it with other disciplines (including psycholinguistics, sociolinguistics, pragmatics, computer-assisted linguistics, etc.). In the same line of thoughts, Cook (2006) notes that ‘Applied linguistics means many things to many people’, accordingly, many definitions were given to AL based on various perspectives.

In highlighting AL, William Grabe indicates, “AL addresses real-world problems as they relate to discrimination, language learning problems, attrition, aging migrants, assessment and instruction and contact. These are all fundamental sources of problems” (qtd, in De Bot, 2015, p.27). Simply, AL emphasizes the importance of dealing with real-world issues and challenges related to language and education.

According to the International Association of Applied Linguistics (AILA), applied linguistics “is an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analysed or solved by applying available theories, methods, and results of Linguistics.” The American Association for Applied Linguistics (AAAL) maintains that the area of applied linguistics develops its knowledge about language based on various disciplines, from humanities to social sciences, to address language-related issues and understand the roles of individuals and societies. According to Widdowson (1984), the term applied linguistics implies that the “concern is with the use of findings from theoretical studies of language for the solution of problems of one sort or another arising in a different domain” (p. 7). Brumfit (1991), for instance, sees that applied linguistics main quest is to offer solutions to “real-world problems in which language is a central issue” (cited in McCarthy, 2001, p. 1). Within the field of AL, practical language and communication issues are identified, analysed, and handled using available linguistic theories, methods, and results.

Here are some of the common definitions of AL:

1. Richards and Schmidt (2002, p. 320) in Dictionary of Language Teaching & Applied Linguistics define applied linguistics as follows:

- a. Applied linguistics is the study of second and foreign language learning and teaching.
- b. Applied linguistics is the study of language and linguistics about practical problems, such as lexicography, translation, speech pathology, etc. Applied linguistics uses

information from sociology, psychology, anthropology, and information theory as well as from linguistics to develop its theoretical models of language and language use, and then uses this information and theory in practical areas such as syllabus design, speech therapy, language planning, stylistics, etc.

3. Schmit and Celce-Muria (2004, p. 4) define applied linguistics as “the use of what we know about (a) language, (b) how it is learned, (c) how it is used, to achieve some purposes or solve some problems in the real world.”

5. For McCarthy (2001), it is a ‘problem-driven discipline’ that makes recourse to the ‘theory-driven discipline’ of linguistics for potential solutions. Similarly, Cook (2003) sustains that applied linguistics is the “academic discipline concerned with the relation of knowledge about language to decision making in the real world’ (p. 5).

The above-mentioned definitions and many others give the impression that AL, in its developmental line, has moved from language-teaching concerns to particular issues that have to do with language in one way or another. Another important point that can be derived from the same literature is that it is the weak definitions, as mentioned earlier, that are flourishing in many fields.

- AL entails using what we know about language, how it is used, and how it is learned to solve some problem in the real world.

- AL focuses on the relationship between theory and practices and it has applications in several areas of language study including language learning and teaching, the psychology of language processing, discourse analysis, stylistics, literary studies, etc.

- “AL is about the utilization of knowledge about the nature of language achieved by linguistic research for the improvement efficiency of some practical task in which language is a central component” (Corder, 1974, p.24).

- “AL is the theoretical and empirical investigation of real-world problems in which language is a central issue” (Brumfit, 1977).

- ♣ This means that language is the main concern of AL. more precisely, it tries to provide practical solutions to language-based problems that people encounter in their daily routines.

- ♣ In other words, AL uses our knowledge about language, be it syntactic, phonological, or morphological to find solutions to real-world problems and help improve language teaching, learning, planning, etc.

- ♣ AL concerns itself with second (L2) because L2 is more problematic in comparison with L1.

1.3. The Historical Overview

Over the past decades, AL has developed a rich and storied history. It has grown into a unique field that serves as a bridge between theoretical linguistics and the real-world application of language. Gaining insights into its historical progression and the notable figures who have contributed to its growth offers valuable context for recognizing the field’s importance within modern language studies.

Despite its wide range and numerous areas, applied linguistics’ dominant application has always been teaching and learning of second or foreign language (L2) and this may explain the historical development of the discipline.

Historically speaking, AL as a field of study/ research appeared in the 20th century. However, this does not mean that this is the first time when people started doing AL. In fact, throughout human history, people have been involved in doing AL. but they did not name it at that time. For instance, putting dotes and Arabic diacritics to facilitate Qur'an reading for non-Arab Muslims. In addition, the history of humanity is full of examples of lexicographers who wrote monolingual and bilingual dictionaries to help people get the right meaning, facilitate spelling, and improve translation. There were also several attempts to develop effective language teaching methods. Aristotle and Plato designed one of the first language-teaching curricula. Richard M. Caster even wrote about the need for language-teacher training programs. The majority of these examples required the use of linguistic knowledge alone. Thus, it is believed that the first version of AL was linguistics applied and its target is mainly related to language teaching.

The first use of the term AL was used in the University of Michigan 1940s. It all started with the creation of an English language institute at this university and the publication of the first issue of the Language Learning Journal that carried the term of 'applied linguistics'. It was mentioned in an article that the term applied linguistics meant the application of linguistics. One of the editors emphasized the wide range of theories and research methods that were used to investigate language studies in 1993. Applied Linguistics, at that time, adopted a linguistically supplied approach to teaching English as a second language.

According to Grabe (2002), the history of applied linguistics can be discussed in different countries:

- In the United States, 1948 marked the creation of a quarterly journal of applied linguistics and it was entitled 'Language Learning' (of course after the foundation of the English Language Institute in 1941).

- In the 1950s, the field began to move away from linguistics and focus more on language teaching and its relation with behaviourist psychology.

- In the United Kingdom, 1956 witnessed the creation of a school of AL (set up by J.C Catford at the University of Edinburgh)

- In the 1960s, the field began to be more institutionalized by creating various associations across the globe

- 1964 : Association Internationale de linguistique appliqué (AILA)
- 1967: British association of applied linguistics (BAAL)
- 1977: American association of applied linguistics (AAAL)

Each one of these associations held its annual conferences where scholars from all over the world came to discuss topics and issues of AL.

- In the 1980s, the field of AL became interdisciplinary by including themes and topics that are not related to language teaching. Journals and international conferences of AL started including issues that are new such as multilingualism, language and gender, language and identity, and language and technology alongside the traditional topics of orthography, lexicography, and language teaching.

The International Association of Applied Linguistics (AILA) holds a four-year international congress with published proceedings.

- The aim behind creating the British Association of Applied Linguistics (BAAL) was to foster education, the study of language use, language acquisition, and language teaching, and the promotion of interdisciplinary collaboration in this study (BAAL, 1994).

The II World War was instrumental in the emergence of AL due to its role in necessitating effective military communication, code-breaking, and language training programs. Linguists played vital roles in breaking enemy codes, teaching foreign languages to personnel, and understanding linguistic diversity in post-war reconstruction efforts. These practical linguistic challenges during the war era spurred the development of AL as a field focused on solving real-world language-related problems. Traditionally, the field was first associated with applied linguistics in language teaching. AL initially grew out of the need to develop effective methods for teaching foreign languages and addressing language-related challenges in educational settings. Over time, it expanded to encompass a wide range of practical applications related to language, including translation, language assessment, language policy, and communication studies, among others.

1.4. Conclusion

The development of AL is a testament to humanity's enduring interest in the practical application of language. From its early days, as an implicit practice, to its formalization as a distinct field, AL has continuously adapted to address the evolving needs and challenges of language in society. Today, it stands as a vital bridge between theoretical linguistics and the real-world complexities of language use, shaping our understanding of language and its impact on various aspects of human life.

Study Questions

- ❖ How has the focus of AL evolved?
- ❖ Why is language, particularly second language acquisition, a central point in AL?
- ❖ Why is AL considered a “problem-solving discipline”?
- ❖ How does AL incorporate knowledge from other fields?
- ❖ What are the fundamental sources of language-related problems?

- ❖ When and how was the discipline of AL born, and what were its early influences?

Assignment

Write a short essay highlighting the similarities and differences between the definitions provided by scholars in the lecture, the principles of AL, and the major contributions of historical figures.

Further Readings

Cook, G. (2003). *Applied linguistics*. Oxford: Oxford University Press.

Groom, N., & Littlemore, J. (2011). *Doing applied linguistics: A Guide for students*. Oxfordshire (UK) Routledge.

McCarthy, M. (2001). *Issues in applied linguistics*. Cambridge: Cambridge University Press.

2. The Nature of Applied Linguistics and its Scope

2.1. Introduction

Browsing through the long list of definitions that are found in literature, it becomes clear that is quite difficult, if not impossible, to agree on a single definition of applied linguistics. Different scholars define AL in different ways that represent their perspectives and views of what AL is and what it should do. The major interest of AL includes providing explanations and solutions for general problems that are related to language. In the present lecture, the nature of AL will be discussed and its major scope will be carefully considered.

2.2. The Nature of AL

Applied linguistics focuses on addressing or improving social issues associated with language. The issues addressed by applied linguistics are likely to include language instruction improvement, speech pathologies and their diagnostics, the creation of valid language examinations, guiding the Ministry of Education regarding proposals to implement a medium for language instruction, comparing language acquisition, etc. Thus, providing answers to specific questions and suggestions for specific situations contributes to improving language-related problems as well as solving them.

AL practices emerged mainly in reaction to the dominance of theoretical perspectives in linguistics with the rise of generative grammar in the late 1950s. It has consistently maintained a socially active role as demonstrated by its primary focus on language issues. However, other practices denote applying linguistics and it is sometimes called 'linguistics applied'. Thus, reviewing the extensive array of definitions in literature reveals the diversity of definitions

representing two various strands of AL linguistic practices, i.e., applied linguistics and linguistics applied (Davies and Edler, 2007).

2.2.1. Linguistics Applied

The first strand represents definitions with the classical view of AL as the application of purely linguistic knowledge in solving real-world problems that involve language. The above definitions and many others give the impression that AL, in its developmental line, has moved from language-teaching concerns to particular issues that have to do with language in one way or another. Another important point that can be derived from the same literature is that it is the weak definitions, as mentioned earlier, that are flourishing in many fields. This view is already known as the linguistics applied view and it is the oldest version of AL. This view manifests in definitions highlighting that “AL is concerned with real-life problems that can be solved with linguistic knowledge” (Grass, 2015. cited in Schmitt and Celce-Murcia, 2002). The central role linguistics, as described by this definition, plays in AL stresses the importance of applying linguistic knowledge and theories to solve or improve real-life problems that involve language. Thus, we can safely say that linguistics applied is based on three main principles:

- Linguistics applied is practical
- Linguistics applied is unilateral
- Linguistics applied requires a fundamental knowledge of linguistics alone

2.2.2. Applied linguistics

The second strand of definitions represents a very different view. It considers AL an interdisciplinary field that transcends the boundaries of linguistics. In this perspective, applied linguistics allows the applied linguists to use their knowledge of linguistics and combine it with new theories from other fields, for instance: psychology, sociology, medicine, law, and

computing to solve real-world problems related to language. A linguist adopting this view believes that some real-world language problems cannot be solved by using all the linguistic knowledge rather these problems require collaboration with experts from other fields and disciplines to provide a comprehensive understanding of solutions to the problem. In this regard, interdisciplinary in AL refers to the fact that AL is open to every other field that can aid in understanding and analysing human field knowledge and solving real-world problems involving language. These definitions are made by AILA and AAAL and focus on the importance of combining linguistic knowledge with knowledge of other fields to solve or at least ameliorate real-life problems in which language is a central issue.

The examination of these definitions demonstrates that interdisciplinary AL is built on the following principles:

- Linguistic knowledge alone is not enough to solve real-life problems involving language. It claims that AL should draw on solutions from other disciplines outside linguistics.
- AL can develop new theories: if the existing ones are not useful in with dealing the problem, it tries to solve it.
- AL is a dynamic field that is always ready to accommodate new changes and challenges.

Thus, the scope is continuously growing.

- AL is not independent because it always works with other disciplines and fields.
- AL presents itself as a postmodern discipline as it does not have a fixed method of structure of research.

2.3. The scope of AL

Language, a miraculous means of communication, is at the heart of what is being human. It is the basis of the communication process through which we voice our thoughts, express emotions, structure ideas, and determine intentions. Language, on the one hand, is the backbone of our social life. On the other hand, most people take it for granted and use it to achieve their purposes without thinking about its usage. Taking this into consideration, no need to know about the language to use; the first language is acquired unconsciously and transmitted from the cultural environment where we live and its usage is subject to the local standards that we already know. In the same line of thought, Cook (2003) argues that “language use, then, is in many ways a natural phenomenon beyond conscious control” (p.03). We cannot deny the wide use of language which is influenced by many external factors (social, cultural, political, etc.). Indeed, these aspects influence language use and decisions should be made. for instance, in a multilingual country, there might be a societal conflict about language education, which language should be the medium of instruction, the influence of L1 on foreign language learning, etc. Besides, languages are dynamic and they keep changing, the creative aspect of language, shift vs maintenance, and language death; all are subject to careful analysis and deep understanding.

Again, Cook (2003) notes that answering questions that are related to language issues should start by investigating and understanding the facts of language use. For him, AL refers to “ the academic discipline concerned with the relation of knowledge about language to decision-making in the real world” (p.05).

AL is inevitably related to language practices as there would be some related problems. These might not be solved without the interference of applied linguists. However, the scope might be vague, and different types of issues should be classified in a systematic way to outline the scope of AL (Cook, 2003).

1- Language and education

- 2- Language, work, and law
- 3- Language, information, and effect

The above-mentioned domains belong to AL and are identified as areas of research by various organisations and journals dealing with the discipline. Cook (2003) carried on arguing that some fields are more independent than others including ‘clinical linguistics’ and ‘translation studies’. Among others, some are more active than other areas of academic research including “the study of foreign language learning”.

2.4. Conclusion

In conclusion, the exploration of AL has unveiled a rich tapestry of perspectives and definitions, each contributing to our understanding of the dynamic nature of this field. It can be viewed as the practical application of linguistic knowledge to solve real-world language problems, while also acknowledging its interdisciplinary nature, requiring collaboration with other fields to address complex language challenges comprehensively.

Study Questions

1. What is the primary focus of AL?
 - a. Theoretical linguistics
 - b. Language acquisition
 - c. Practical application of linguistic knowledge
 - d. Literature analysis
2. Which perspective of AL emphasizes the practical application of linguistic knowledge to real-world language problems?
 - a. Linguistics applied
 - b. Interdisciplinary AL
 - c. Sociolinguistics.

d. Psycholinguistics

3. According to the lecture, what is one key principle of “linguistics Applied” within applied linguistics?

a. Collaboration with other disciplines

b. An exclusive reliance on linguistic knowledge

c. The development of new linguistic theories

d. A focus on abstract language description

Debate

Topic 1: "The Dominance of Linguistics in Applied Linguistics: Is It Necessary, or Should We Embrace a Truly Interdisciplinary Approach?"

Topic 2: “the role of AL in addressing language barriers in language education: Necessity vs. Practicality”

Assignment: Critical Reflection

Write a short composition where you discuss which perspective (LA or AL) is more compelling and why. Support your writing with examples and real-life case studies.

Further Readings

Grabe, W. (2002). Applied linguistics: An Emerging Discipline for the Twenty-first Century. In B, Kapla (Ed), Oxford Handbook of Applied linguistics (pp.3-12): Oxford University Press.
http://www.oup-usa.org/sc/019513267X_01.pdf.R801Oxf

Hrehovcik, T (2005). What do we teach: Applied linguistics or language teaching methodology?
Theory and Practice in English Studies 3, 213-219.

Schmitt, N., & Celce-Murcia, M. (2010). An overview of applied linguistics. In N. Schmitt (Ed),
An introduction to applied linguistics (2nd ed., pp. 1-15). UK: Hodder & Stoughton Ltd.

Widdowson (1984), H. G. (1984). Explorations in applied linguistics. UK: Oxford University
Press.

3. Linguistics and Applied Linguistics: An Intricate Relation

3.1. Introduction

Both linguistics and applied linguistics study a common aspect, which is considered a key element for both disciplines “language”. However, each discipline tackles this human faculty from a specific perspective. Linguistics refers to the academic discipline that studies language in general. However, applied linguistics deals with language differently where language-related problems are investigated. Accordingly, the present lecture marks the differences between linguistics and applied linguistics; besides, the roles of linguists and applied linguists are highlighted.

3.2. Linguistics vs. Applied Linguistics

Both linguistics and applied linguistics present unique challenges in finding common ground, yet bridging the gap between the two fields remains a central challenge for applied linguists. Linguistics, like any field of study, aims to identify general principles that underlie observable phenomena, and to a certain extent, it focuses on the mental side of language (competence) rather than the actual use (performance). Cook asserts linguistics is “bound to represent an abstract idealization of language rather than the way it is experienced in the real world” (p09). He carried on highlighting different and opposed schools to use when doing a linguistic investigation.

- **Generative Linguistics**

This influential type of idealization was introduced by Noam Chomsky in 1950. For him, the crucial matter of linguistics should be the mental representation of language, i.e., competence, rather than the actual use of that language, i.e., performance.

- **Sociolinguistics**

Unlike Chomsky's linguistics, the sociolinguistic study emphasizes the relation between language and society. Exploring the systematic connections between social groups and contexts, as well as the various ways languages are used, is a key focus of sociolinguistics.

- **Functional Linguistics**

In this area, the focus is on language as a tool for communication, its intended function, and real-life usage by individuals.

- **Corpus Linguistics**

By using this method, a large database with millions of words from real language can be quickly searched to provide detailed insights into word frequencies and combinations that may not be apparent through intuition.

These linguistic approaches appear to be more grounded in reality compared to Chomsky's, making them more applicable to the field of applied linguistics. However, in various ways and for various reasons, they abstract and idealize, separating language from its practical use. Their major purpose is describing and explaining which is contradictory to AL that aims to engage with decision-making.

On the other hand, linguistic theory and description cannot be directly used in AL since these latter stress problem-solving and decision-making. Cook (2003) in his book ‘’ discusses the major reasons that make AL different from linguistics.

- The nature of the tackled problems in applied linguistics makes the difference, these problems indeed represent particular perspectives on reality

- AL investigations involve more than just aligning language findings with existing issues; in fact, it entails using these findings to review how problems can be solved.
- Considering problems from different perspectives contributes to bringing solutions and having implications for linguistics as well.
- The methodology adopted by applied linguists is complex. On one hand, they must refer to the findings and theories of linguistics. On the other hand, they proceed with investigations considering the experience and needs of people involved in the problem itself.
- Applied linguistics does research and develops theories independently.
- Applied linguistics aims to find a shared foundation. it creates a reciprocal connection between experience and knowledge, between professional issues related to language and the field of linguistics

Linguistics	Applied Linguistics
It starts with description; it ends with theorizing.	It starts with a description/ empirical investigation and it should aim to end with the planning, testing, and evaluation of a potential solution
Abstract idealization of language is stressed	Language use in the real world is stressed
A descriptive-discipline	A problem-solving discipline
Attempt to describe and explain	Engage with decision-making

Table1. Differentiating linguistics and applied linguistics

3.3. The Role of Applied Linguists

Since the field of AL is not concerned with theorizing and description, the role of an applied linguist is more engaging with problem-solving and decision-making. An applied linguist applies language theories, methodologies, and findings to understand, ameliorate, or solve real-world issues related to language. Applied linguists' contributions take place in a wide range of domains and disciplines including language education, translation and interpretation, language policy and planning, speech therapy, forensic linguistics, computational linguistics, etc. Many books on 'applied linguistics' including (Davis and Elder, 2008; Cook, 2003; Schmitt, 2010) cover various aspects of AL and provide various insights into applied linguists' roles and responsibilities in different contexts and fields.

Examples:

- In investigating speech therapy, applied linguists work with people who have speech and language disorders. They proceed by providing an assessment, then, they engage in the problem-solving process by providing diagnosis and therapy to improve communication skills.
- In forensic linguistics, applied linguists analyse language evidence in legal cases including authorship attribution (identification and verification), language use in criminal acts, and interpretation of legal documents.
- Applied linguists can provide valuable insights for developing and executing bilingual education programs, teaching additional languages, and addressing language-related issues in schools, such as selecting the language for instruction.
- Applied linguists have the ability to choose and develop pedagogical books along with other learning and teaching materials to align with language policies and plans. Thus, teachers can be applied linguists or collaborate with applied linguists to create textbooks or curricula.

The above-mentioned examples and many others illustrate that applied linguistics is a field that bridges the gap between theoretical linguistics and concrete language use, tackling real-world issues and problems associated with language in various contexts.

3.4. Conclusion

To conclude, linguistics and applied linguistics both focus on the study of language, which is a fundamental element for both fields. Each field approaches this human ability from a unique point of view. An academic discipline that studies language in general is known as linguistics. Applied linguistics uniquely approaches language by examining language-related issues. The current lecture distinguishes between linguistics and applied linguistics, emphasising the roles of linguists and applied linguists.

Study Questions

- 1- Which linguistics approach emphasizes the mental representation of language over its actual use?
- 2- What is the primary focus of AL?
- 3- What distinguishes AL from theoretical linguistics? (explain the differences based on their approaches to study language)
- 4- Describe the roles of applied linguists

Discussion

In groups, discuss the following question:

- 1- Why is it important for applied linguists to bridge the gap between theoretical linguistics and real-world language use?

- 2- Can you think of other fields and or contexts where applied linguistics play a significant role?

Assignment

“Applied linguistics is more relevant to real-world language issues than theoretical linguistics”

Write a composition discussing the validity of this statement, considering both the strengths and limitations of each field.

Further Reading

Coffin, C., Lillis, T. and O’Halloran, K. (eds) (2010). *Applied linguistics methods: A reader*. London: Routledge.

Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. London: Routledge.

Hall, J.C.; Smith, P.H., & Wikacsono, R. (2011). *Mapping Applied Linguistics: A guide for students and practitioners*. London & New York: Routledge, Taylor & Francis Groups.

4. The Interdisciplinary Nature of Applied Linguistics and ELT

4.1. Introduction

Applied Linguistics is a dynamic interdisciplinary field that covers different facets of language, including its acquisition and use, as well as its significance in society and education. In this lecture, we address features related to Applied Linguistics, its importance in addressing language-related issues, and the way it is linked to language education.

4.2. The interdisciplinary nature

AL, as an interdisciplinary field, has many purposes and intentions that are related to language in general (linguistic knowledge about language, how such language is learned and acquired, and basically how this language is used when, where, and by whom.) this may sound wide for a discipline related to linguistics and language. Yet, its main focus is providing a wide/large understanding of language's role in human affairs. Thus, the purpose that applied linguists want to attain is to provide necessary knowledge (analysis, testing, theories, techniques, etc.). For language decision makers, simply, AL is the key to solving language-related problems, and theories and analysis provided by applied linguists pave the way for making the correct decision related to language in both academic and non-academic domains. In the same line of thoughts, Schmitt and Celce-Mercia argue that “Applied linguistics is using what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some purposes or solve problems in the real world” (p. 01). Language-related decisions can be taken regarding the classroom, the workplace, the law court, or the laboratory.

4.3. Characteristics of AL

- AL is autonomous, multidisciplinary, and problem-solving: it uses and draws theory from other related fields concerned with language and generates its theory to find solutions to language-related problems and issues in the real world.
- Practical concerns have an important role in shaping the questions that AL will address.
 - Language-related problems concern teachers, learners, academics, lawyers, translators, test takers, service providers, etc.
 - Problems related to language can also be said as related to:
 - Language learning/ teaching, literacy, language contact, language policy and planning, language assessment, language use, language and technology, translation and interpretation, and language pathology.
- AL occupies an intermediary mediating position between language-related disciplines (linguistics, psycholinguistics, and sociolinguistics) and professional practice.
- It uses theories from language-related disciplines to understand language-related issues and solve language-related problems. The choice of disciplines involved in AL matters depends on the circumstances.

Academic Related problems	Non-Academic related problems
<ul style="list-style-type: none"> ❖ SLA theory ❖ SLA pedagogy ❖ Teaching and learning SL/FL 	<ul style="list-style-type: none"> ❖ Authorship identification ❖ Forensic linguistics
<ul style="list-style-type: none"> ❖ Literacy ❖ Speech pathology ❖ Deaf education 	Language disorders where applied linguists study the speech :

<ul style="list-style-type: none"> ❖ Interpreting and translation ❖ Communication practices ❖ Lexicography ❖ L1 acquisition ❖ Other tongue education ❖ Language planning ❖ Bilingualism & multilingualism 	<ul style="list-style-type: none"> • Aphasic • Schizophrenic • Autistic • Hemispherectomy patients
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Table 2. Types of problems tackled by applied linguistics

4.4. Applied Linguistics and Language Teaching

Despite the large number of areas covered by the field of AL, language teaching and learning of L2/ FL has always been the dominant application. Due to the widespread of second language learning, studies proved that a large percentage of people around the world speak more than one language. Besides, L2 could serve as a lingua-franca in countries where they speak different languages (Cook, 1996; Crystal, 1995).

Out of the numerous areas that AL covers, the dominant application has always been the teaching and learning of a second or a foreign language. Because of its strong relationship to psychology and its ability to influence teachers and students of the target language, applied linguistics has been adopted by the majority of schools since the turn of the 20th century. as Vivian Cook and Li Wei (2009, p.04) clarified "Applied linguistics has produced syllabuses and examinations used worldwide; some have moved into course book writing" (qtd. in Salih, 2022, p.210) . When employing a second or foreign language to solve real-world problems, non-native language speakers face difficulty in understanding the target language. According to McDonough (2002), applied linguistics and language instruction are comparable because they both aim to serve different language communities. Experience occurs when individuals encode signals using words whose meanings they understand. In addition, knowledge is unquestionably implemented without assumption (Vivian Cook and Li Wei, 2009).

4.5. Conclusion

In conclusion, applied Linguistics is at the heart of understanding and addressing language-related issues in diverse contexts. Throughout this lecture, we have delved into the key features of AL, including its autonomy, multidisciplinary, and problem-solving approach, which render it a crucial resource for language decision-makers across various domains. Applied linguists are essential in comprehending language-related problems and creating successful solutions by utilizing theories and methodologies from different language-related fields.

Study Questions

- 1- Describe the role of applied linguistics in solving related language problems in academic domains, particularly, in SLA.
- 2- How can AL help in a better teaching and learning environment?
- 3- Interest in language teaching was centuries before AL's emergence, what are the major contributions to the field of language education, and who are the major historical figures contributing to it?

Discussion

A teacher can be an applied linguist and instructor at the same time, do you agree?

Assignment

Write a composition addressing a set of problems encountered when learning a foreign language.

Think like an applied linguist and try to provide solutions to the ascribed problems.

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Unit Two: Applied Linguistics as a Mediator between Theory and Practice

Objectives

At the end of this unit, students should be able to:

- Understand language learning theories
- Recognize the principles of each learning theory
- Learn the elements of second language acquisition theory
- Differentiate between first and second language acquisition
- Know various methods and approaches in ELT

1. Fundamentals of Language Teaching (part I): Language Learning

Theories

1.1. Introduction

When exploring the process of language acquisition or learning, two key aspects should be emphasized ‘first and second languages’. First language acquisition refers to the process by which children become speakers of their native language or languages. It is considered a part of psycholinguistics and it covers many stages including the pre-linguistic development, sound play, the one-word stage (holophrastic stage), and the two-word stage (telegraphic speech). However, second language acquisition (SLA) is an area of AL that studies the processes by which individuals acquire or learn L2/ a foreign language. Indeed, acquiring a first language occurs naturally, while learning a second language happens after the first language is already established. Studying how languages are learned and processed is crucial for shaping language teaching methods, designing curricula, making language policy choices, and developing language assessment techniques. Accordingly, the present lecture tackles theories of language learning and carefully considers the area of SLA.

1.2. Understanding theories of language learning

In the past few years, various theories have been proposed to elucidate how children acquire language skills including behaviourism, constructivism, and cognitivism. Each theory represents specific principles of learning.

- **Behaviourism**

The behaviourist theory was first introduced by the psychologist B.F. Skinner while carrying on a series of experiments on animals. The obtained information from observation demonstrated that the behaviour can be shaped by environmental stimuli and reinforcement, i.e., encouraging habit-forming. Indeed, desirable behaviour was rewarded while negative one was punished, this was known as positive and negative reinforcement. The major principle of this theory is “learning which is based on conditioning and habit forming”. Skinner recommended this theory to explain human language acquisition. For him, children imitate their parents’ language and efforts will be rewarded once recognized. Indeed, within that process, successful attempts will be reinforced while unsuccessful ones will be forgotten.

For a long period, behaviourism had a significant impact on second or foreign language learning (between 1940 and 1970). The principles of behaviourist theory strongly inspired the audiolingual method where teaching is intended to trigger the desired reaction from the learner in response to a specific stimulus. Illustratively, teaching learners is based on small sequential steps (structures and sentences). A small part of the language represents the cue (stimulus), leading the learner to respond through repetition or by substituting. In the meantime, the teacher provides reinforcement. In fact, the process of repetition allows learners to develop language-learning habits which should be appropriate ones and error-free

as because errors lead to ‘bad habits’; teachers’ role entails encouraging students’ to develop good learning habits.

Learning principles drawn from the behaviourist theory were influential for a long time in education. Yet, this was consistently avoided later on due to the ignorance of the brain capacities and problem-solving skills. Learning was perceived as a matter of habit formation which is controlled by teachers’ reinforcement.

- **Innateness or Mentalism**

Mentalistic language acquisition theory was developed, by the American linguist Noam Chomsky in 1960, as a reaction to the behaviouristic language learning theory. The current theory emphasized the cognitive ability, which was completely ignored in the behaviourist tradition, which considered learning as an outcome of innate capacity. In the same vein, Wilkins (1972, p.168) stressed the key principle of the mentalistic theory denoting that “everybody learns a language, not because they are subjected to a similar conditioning process, but because they possess an inborn capacity which permits them to acquire a language as a normal Maturational Process” (qtd in Demirezen,1989. p.153). Chomsky argued that innate properties of language are evident as children quickly master their native language despite the abstract nature of rules. Following this, Chomsky referred to this innate knowledge as the Language Acquisition Device (LAD) in his article on "Linguistic Theory.". he carried on mentioning that all normal children in any society are born with this ability (LAD) to learn their native language. Accordingly, and in contrast with behaviourism, LAD is the mechanism of learning and no importance is placed on the environment.

The Mentalistic language learning theory suggests that human learning capacity is both universal and innate, not acquired socially. In essence, language acquisition lacks a social focus. Language acquisition should be considered a biologically acquired process rather than solely a

result of social learning, with the learning environment playing a crucial role. Major principles of mentalistic theory and learning a language are summarized as follows:

- Adequate exposure to the target language is required so the kid will form a hypothesis on linguistic utterance.
- External factors will not influence the learning process.
- Learning will occur without repetition and reinforcement
- The child will generate rules and then try to apply these rules to produce and understand the language.

In conclusion, the present theory's significant contribution lies in its focus on internal accounts of language learning (Karakas, 2020), but with a careful consideration of its principles, the adopted type of reasoning is entirely theoretical. In 1977, Bard and Sachs conducted a study on Jim, a child born to deaf parents. Jim's parents preferred that their son learn spoken language instead of the sign language they typically used. He was frequently exposed to language input by making him watch television and listen to the radio. Yet, his progress was restricted until a speech therapist was brought in to assist him. Accordingly, simple exposure to language without interaction would have little significance in language learning.

- **Constructivism**

Constructivism is not a recent ideology. Jean Piaget and Lev Vygotsky, often linked to constructivism, have long been prominent figures in the field of language studies. Constructivism became a dominant paradigm in post-structuralist theoretical viewpoints towards the end of the twentieth century. In the field of education, constructivism captured many definitions illustrating various perspectives. This theory suggests that language users are responsible for independently constructing the meaning of language elements. Equally, Dagar and Yadav (2016, p.2), in explaining the constructivist theory, note "It is assumed that learners have to construct their own

knowledge individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community, other learners and teacher is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction". On that account, learners are perceived as responsible for knowledge-building by associating new ideas with existing ones.

Based on this theory, language learners are expected to derive the meaning of language items. He explores and connects ideas and new concepts by engaging with language in various contexts. When teaching language in a constructivist learning environment, educators can employ various strategies such as multimedia, scaffolding, case studies, role-playing, storytelling, group discussions, probing questions, project-based learning, and social and emotional learning techniques. Regarding assessment, Constructivist learning necessitates a qualitative approach. Real-life tasks and performance are utilized to complete learning assignments, aiding in the development of student's learning process and language production (ibid).

1.3. Conclusion

In conclusion, it is evident that Applied Linguistics is a crucial and ever-evolving field that sits at the crossroads of theory and practice within language-related areas. Throughout this discussion, it has been made clear that Applied Linguistics covers a variety of language-related issues and uses an interdisciplinary approach to address these challenges. Applied linguists are essential in various areas such as language teaching, language policy, and forensic linguistics, contributing significantly to solving practical language issues. Applied Linguistics plays a crucial role in connecting theoretical knowledge with real-world applications, driving improvements in language education, communication strategies, legal processes, and various aspects of human activities. In our interconnected world, the field of Applied Linguistics provides valuable insights

and solutions to help us navigate diverse linguistic landscapes. Applied Linguistics serves as a guiding light of knowledge and innovation, leading us to a greater comprehension of language and its diverse functions in society.

Study Questions

- 1- What are the limitations of Behaviourist theory?
- 2- What are the assumptions and principles of constructivism?
- 3- Why behaviourism was harshly criticised by cognitivists?
- 4- Explore the concept of LAD, and explain how does the mentalism theory differs frm the behaviourist one.
- 5- Evaluate the constructivist approach to language learning. How does constructivism emphasize the active role of learners in constructing meanings?

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2. Fundamentals of Language Teaching (part II): Second Language Acquisition

2.1. Introduction

In the vast landscape of human communication, learning languages beyond one's native tongue has become more important than ever. Exploring second language acquisition (SLA) takes us on a journey that started with significant progress in studying first language acquisition in the 1960s, which then led to a more concentrated focus on SLA in the following decades. Exploring the complexities of SLA requires careful analysis, covering the learning of any language beyond one's native tongue, whether it is a second, third, or foreign language. Learning a second language can take place in a variety of settings and is shaped by many different factors.

2.2. Second Language Acquisition (SLA)

The 1960s witnessed significant progress in first language acquisition, while in the 1970s, second language acquisition (SLA) initiated grounding by understanding and characterizing the process of acquiring a second language. The term itself, 'SLA' is intricate, it may seem obvious, but it needs a meticulous explanation. The aspect of 'second' refers to any language learned after the mother tongue; thus, such language can be the second, the third, or foreign language. In the same line of thoughts, Ellis (1997) argues “ L2 acquisition, then, can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and second language acquisition (SLA) as the study of this” (p.03). On that account, learning a second language would be done in two main ways, in a natural context or a classroom following academic instructions, i.e., formal vs. informal learning.

According to Cook (2003), SLA inquiry investigates both second and foreign language learning, “and the ways in which it is affected by external factors such as instruction, interaction, and motivation. Particular areas of interest have included the degree of transfer from the first language/s, the degree of systematicity in learners’ language, variation between learners and within one learner, and -most of all perhaps- why the process of acquiring a first language is so often regarded as incomplete” (p.71). Simply, SLA studies the way individuals learn languages beyond their native language(s), considering factors like learner traits, learning environments, motivation, learning issues, and contexts where the second language is acquired. Besides, SLA research findings are always a reference point for teachers and curriculum designers to improve the process of language teaching and learning.

2.3. First and Second Language: Different Learning Processes

One of the crucial aspects that makes the difference between first and second languages is ‘the process of acquisition’. In the first, it occurred in a natural context without effort; however, in the second, it is well-determined, intentional, and occurs in specific contexts (formal setting). Other differences are listed below:

- **The acquisition/learning hypothesis:** Krashen (1982) asserts that adults may approach a second language in two ways: either by 'acquiring' it, similar to how toddlers naturally learn their own language unconsciously via informal, implicit learning. Acquiring something may happen without immediate awareness. It feels innate; it feels like It has always existed. Conscious learning is much different from acquisition. This is an understanding of language, referring to explicit, formal linguistic knowledge of the language. (cited in Ellis, 2003, p.17).

- **Input:** L1 acquisition is the outcome of children's exposure to natural language input from their parents, caregivers, and environment. However, L2 follows a formal instructional tradition.
- **Interlanguage:** acquiring L1 is achieved progressively and particular stages of language development are anticipated, for instance, babbling, one word stage two-word stage, sentence forming, etc. However, L2 learning is subject to interlanguage development. Learners produce their own linguistic system that integrates elements from the native language and the target one.
- **Fossilization** describes the process in which non-target standards become permanently fixed in Interlanguage. Possible causes of fossilization include:
 - Age-related decline in brain plasticity.
 - Lack of motivation to conform to target language norms due to social and psychological factors.
 - Communicative pressure to perform beyond linguistic competence, and limited learning opportunities.
 - The impact of feedback on L2 use (positive feedback can lead to fossilization, while negative feedback can prevent it) (Ellis, 1994; McLaughlin, 1987. cited in Ipek, 2009).
- **Errors** would occur during the acquisition of the first language are typically systematic and indicative of the child's current language development stage. Errors in L2 acquisition can differ based on factors like language transfer, interference from prior languages, and proficiency in the target language.
- **Motivation:** L1 is unconsciously learned and this does not require high motivation. Yet, this latter plays a significant role in L2 acquisition. Learners' engagement and ultimate proficiency in the target language are controlled by their motivation.

2.4. Krashen's Theory of SLA

Stephen Krashen is a well-known linguist recognized for his theory on second language acquisition (SLA), commonly known as the "Input Hypothesis" or the "Monitor Model." Essentially, Krashen's theory posits that language acquisition happens through exposure to understandable input rather than direct teaching, and it is impacted by a range of internal and external elements. Krashen developed the current theory in the 1970s where he introduced five related hypotheses (Spada & Lightbown, 2013).

- According to Monitor Theory, a key hypothesis suggests a distinction between 'acquisition' and 'learning'. Acquisition is believed to happen similarly to L1 acquisition, where the learner prioritizes communicating messages and meanings. Learning is viewed as a conscious process, where the learner's focus is on the rules and forms of the language. According to the monitor hypothesis, spontaneous speech may be edited by what has been learned, serving as a monitor for L2 learners who prioritize message accuracy.
- The Input hypothesis delves into how students acquire a second language, focusing solely on 'acquisition' rather than 'learning'. Individuals acquire the target language by being exposed to adequate and understandable second language input. Understanding Comprehensible Input involves grasping the target language that the learner cannot yet speak but can comprehend. The conveyed meaning contributes to the overall learning experience.
- Research indicates that second language learners, similar to first language learners, go through predictable phases while acquiring linguistic elements. Krashen (1982) introduced the 'natural order hypothesis' based on this observation.
- The 'comprehensible input hypothesis' suggests that second language acquisition, similar to first language learning, happens via exposure to meaningful and diverse

linguistic information. Effective linguistic input for enhancing a learner's competency should be intelligible with contextual information and provide exposure to language somewhat more difficult than what the learner currently knows.

- According to The 'affective filter hypothesis', successful acquisition of a second language depends on the learner's motivation and receptiveness to comprehensible input. Several scholars have raised concerns about the lack of clarity in Monitor Theory's hypotheses and the challenges associated with empirically testing some of them (DeKeyser, 1997; McLaughlin, 1990; White, 1987).

Krashen's theory has made a substantial impact on the field of second language teaching. Teachers and students commonly recognize the difference between 'learning' and 'acquisition' based on personal experiences of struggling to use a second language despite classroom study. This concept is particularly relevant in educational settings that prioritize meta-linguistic knowledge over communicative language practice (Spada & Lightbown, 2013 p110).

The study of second language acquisition is now a very diverse and abundant field. Many participants in this endeavour primarily see its ultimate rationale as the aspiration to enhance learning and teaching. Studying second language acquisition is a significant aspect of applied linguistics, which aims to address language-related issues. On the other hand, a study of classroom-focused Second Language Acquisition (SLA) research conducted since 1985 by Lightbown (2000) warns us against quickly trying to implement the findings of this research into teaching. These findings are just one of many sources of information that teachers use to form their expectations and methods.

2.5. Conclusion

Ultimately, exploring second language acquisition reveals a diverse array of complexities, challenges, and possibilities. Exploring the theories of influential figures such as Krashen and

the practical applications for language teachers, SLA goes beyond just learning a language to represent a deep exploration of culture and cognitive development. As we explore the ever-changing world of language learning, it is important to remember the different ways learners progress and to welcome the new teaching methods that will define the future.

Study Questions

- 1- What are the key differences between L1 and L2 acquisition? (provide examples)
- 2- How do theoretical frameworks including Krashen's theories contribute to understanding and SLA theory?
- 3- What are the psychological features that shape the learning process?
- 4- How can teachers foster learners' motivation?
- 5- How do individual differences and cognitive abilities influence the learning experience?

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3. English Language Teaching Approaches and Methods

3.1. Introduction

AL linguistics is defined as a discipline concerned with language-related problems. Among the issues that captured applied linguistics attention is the existence of many languages that are ‘mutually incomprehensible’ (Cook, 2003). In this case, many issues may arise including understanding languages, perceiving difficult words, using familiar symbols, and forming sentences and using them in contexts. For Cook, “These facts mean that one of the main problems in which language is implicated is how speakers of different languages can communicate with each other” (p.74). He continued suggesting two solutions “learn the target language or using translation”. If we go for language learning the question that must be asked, is which language teaching method is appropriate for which context?

The last decades witnessed a massive spread of English all over the world, and this growth grounded the status “Lingua Franca”. The English language now is taught in almost all countries as the main foreign language, thus, tracing back the history of English language teaching (ELT) in the twentieth century delivers considerable insights into adopted teaching methods and approaches. In the present lecture, we are going to outline the development of ELT.

3.2. Approaches and methods of ELT

Historically speaking, the major concern of early AL was language teaching and learning; more precisely, SLA and teaching English as a foreign language (TEFL) were the dominant areas. Inquiry at that time focused on how to generate interest in and how to improve English teaching. On that account, the current section reviews the development of methods and approaches in teaching English over the last century.

4.2.1 Grammar Translation Method (GTM)

According to Richards and Schmitt (2010), GTM is “a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities.” (p252). Historically speaking, this method was the conventional approach used to teach Latin and Greek in Europe. During the 19th century, Latin started being used for teaching contemporary languages like French, German, and English, and this practice continues in certain nations today. The delivered lessons, following this approach, heavily rely on grammatical rules, vocabulary study (lists of vocabulary were provided), and translation activities. The present method, indeed, prioritizes reading over communication. GTM relied on specific principles (Richards and Rodgers 1986) including:

- Priority is given to reading and writing while little attention was drawn to listening and speaking.
- The choice of vocabulary is determined by the reading materials, and words are introduced through bilingual word lists, dictionary study, and memorization.
- Emphasis is placed on accuracy and students are expected to achieve high standards in translation.
- The learners’ native language is the means of instruction
- Grammatical rules are taught deductively
- A sentence serves as the fundamental element in education and language activities.

3.2.2. The Direct Method (DM)

Language teaching traditions have shifted in Europe mainly in the early twentieth century; attempts were made to reach effective teaching by radically changing the grammar-translation method (Kumari, 2002). Richards and Rodgers (2010) observed that the Direct Method (DM)

was built on the principles that emphasize active language teaching in the classroom along with encouraging direct use of the foreign language for speaking and vocabulary acquisition.

According to Richards and Schmitt (2010), the current method of foreign or second language teaching depends on the following features:

- The exclusive use of the target language in class
- The direct communication of meanings by associating speech forms with actions, objects, mime, gestures, and situations
- Speaking is prioritized while reading and writing should be taught after
- Grammar teaching is based on an inductive approach; simply, grammar rules should not be taught to the learners
- The direct technique was the first oral-based approach to gain widespread acceptance. Some characteristics were preserved in subsequent approaches like situational language education.

The Direct Method was effective, yet it had weaknesses in several areas. It was mostly effective in private schools like the Berlitz but it was challenging to introduce in public schools where parents could not afford their children's superior language education. Furthermore, it overstressed the similarities between the natural acquisition of a first language and the educational setting in which a second or foreign language is taught and acquired (Richards and Rodgers 1986).

4.2.2 The Audio-Lingual Method (ALM)

The present teaching method was prominent in the mid20th century, basically in the United States where the necessity for foreign language teaching was eminent due to various factors including globalization, educational reform, English growth, technological advances, etc. ALM has a psychological basis taken from the behaviourist theory where language learning is

perceived as a matter of habit formation through constant practice and reinforcement. Adding to operant conditioning and reinforcement, following this method imposes an error-free learning process ((Qing-Xue and Jin-fang, 2007).

This method of foreign or second language teaching is based on the following principles (Richards and Schmitt, 2010):

- speaking and listening are taught before reading and writing
- uses Dialogues and Drills; learners are encouraged to produce correct language
- the use of L1 in the classroom is forbidden
- Errors are not tolerated and high attention is placed on an error-free learning process.

Richards and Schmitt (2010, p. 28) carried on explaining the theory behind the audiolingual method, which is the aural–oral approach to language teaching. For them, it contains the following beliefs regarding language and language learning:

- Speaking and listening are the most basic language skills.
- Each language has its own unique structure and rule system.
- a language is learned through forming habits.

The above ideas were partially derived from structural linguistics theory and somewhat from behaviourism. Criticism of the audiolingual approach stems from critiques of both its theoretical framework and its instructional practices and this was later highlighted and replaced by the cognitive code approach and communicative approach

3.2.3. The Communicative Approach

Also known as communicative language teaching, an approach to foreign or second language teaching that emphasizes communicative competence when learning; it strives to prioritize meaningful communication and language usage in school activities. Many researchers and

applied linguists including Dell Hymes, W. Rivers, H. Douglas Brown, and C. Brumfit contributed to the development of this tradition as a reaction away from grammar-based approaches. Researchers and educators adopting this method call for more communicative and functional learning. The major principles of Communicative Language Teaching are listed below (Richards and Schmitt, 2010, p.98):

- learners use a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities
- fluency and accuracy are both important goals in language learning
- communication involves the integration of different language skills
- learning is a process of creative construction and involves trial and error

Communicative language teaching triggered a reassessment of language teaching objectives, curricula, resources, and classroom practices, significantly influencing language education globally. Some of its concepts have influenced other communicative techniques including task-based language teaching, cooperative language learning, and content-based education.

3.3. Conclusion

In conclusion, English Language Teaching is marked by a wide variety of methods and approaches, each providing distinct viewpoints on language learning and teaching. ELT has evolved from grammar-focused approaches in the past to more communicative and task-based methodologies. Throughout this lecture, we have delved into how the selection of ELT methods or approaches is influenced by factors such as learner needs, learning objectives, teaching context, and educational philosophy. Various methods and approaches provide valuable insights

and techniques that can be adapted and integrated into effective language instruction, despite the complexities of language teaching and learning.

Study Questions

- 1- What are the main features and underlying principles of the direct method, and how do they differ from the grammar-translation method?
- 2- What are the practical techniques used in CLT to promote communicative language skills?
- 3- Reflect on your own language learning experiences, which ELT methods or approaches were the most effective in developing your language proficiency?

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Unit Three: Practical Applications in Language Teaching

1. Contrastive Analysis (Part one)

1.1. Introduction

Educators, Linguists and psycholinguists have long been concerned with mistakes made by individuals learning a second language, whether in their spoken or written communication, or both. Indeed, the mistakes made by learners have been the focus of extensive investigation and intense controversy that persisted for a considerable duration. Two primary methodologies are applied in the examination of learner errors. Specifically, the two approaches are Contrastive Analysis and Error Analysis.

1.2. The Definition of CA

Contrastive analysis (CA) is a systematic examination of two languages to recognize their structural distinctions and similarities, often used for translation and education. Modern contrastive linguistics aims to identify the differences between two languages and provide solutions to address practical issues (Keshavarz, 2012). Comparing and contrasting two languages helps second-language learners discover potential challenges they may have while learning the new language.

Example: Analyze the differences between English and Arabic to help second-language learners pinpoint challenging aspects.

Examples:

❖ Alphabet and Script:

- English use the Latin alphabet, which has 26 letters.

- Arabic is written from right to left and comprises of 28 letters, some of which have varying forms based on their location in a word.

❖ Pronunciation:

- English: English pronunciation can be challenging due to its irregularities, silent letters, and diverse regional accents.
- Arabic: Arabic pronunciation can be challenging for English speakers due to the presence of unique consonant sounds (e.g., guttural sounds like "ʕ" and "ħ") and the absence of certain sounds in English (such as "p" and "v"). Arabic pronunciation may be difficult for English speakers because of the existence of distinct consonant sounds (e.g., guttural sounds like "ʕ" and "ħ") and the lack of certain consonants found in English (such as "p" and "v").

❖ Vowel System

- English has a sophisticated vowel system consisting of five primary vowels (a, e, i, o, u) and many diphthongs.
- Arabic has three short vowels (a, i, u) indicated by diacritical markings, which are often left out in common writing, leading to a more context-dependent and difficult vowel pronunciation for learners.

❖ Syntax

- English grammar is mostly based on word order and auxiliary verbs to express meaning and tense.
- Arabic grammar is distinguished by a sophisticated system of roots and patterns. Variations in vowel patterns and prefixes/suffixes signify several grammatical roles, posing a challenge for learners to fully grasp.

Conversational Analysis (CA) has been used in translation theory to examine issues of equivalence (having same meanings in two languages). Contrary to other comparative studies, CA focuses only on contemporary languages. Contrastive linguistic studies may be used to analyse different variations of a language, such as dialects, registers, and styles, known as Contrastive Rhetoric (ibid.).

1.3. Types of CA

There are two main types of contrastive studies: theoretical and applied. Theoretical contrastive studies, as Fisiak (1985, p. 2) puts it, “give an exhaustive account of the differences and similarities between two or more languages, provide an adequate model for their comparison, and determine how and which elements are comparable, thus defining such notions as congruence, equivalence, correspondence, etc.” He further adds that:

Theoretical contrastive studies are language-independent. They do not investigate how a given category present in language A is presented in language B. Instead, they look for the realization of a universal category X in both A and B. Thus, theoretical contrastive linguistics does not have a direction from A to B or vice-versa, but rather the direction is from X to A and B.

(qtd. In Keshavarz, 2012, p. 28)

Example:

- Consider the linguistic category of "definiteness." In English (Language A), definiteness is often marked by the definite article "the," as in "the book." In Arabic (Language B), definiteness can be marked by a combination of morphological features and word order, as in "الكتاب" (al-kitab), where "ال" (al) is the definite article.

In a theoretical contrastive study, instead of simply comparing how definiteness is expressed in English versus Arabic, the focus would be on the universal category of definiteness (X) and its realization in both languages. Researchers would analyse how definiteness is achieved across languages in various contexts, considering factors such as linguistic structure, semantics, and pragmatics. This approach enables a deeper understanding of how languages encode and convey the concept of definiteness, without being constrained by the specific linguistic features of any single language (ibid.).

On the other hand, applied contrastive analysis is part of applied linguistics. Since it was first introduced by Robert Lado in the 1950s, CA has been concerned with practical problems, for instance, (a) to avoid interference errors in foreign-language learning, as advocated by the proponents of CA such as Di Pietro (1971), (b) to assist interlingual (between two languages) transfer in the process of translating texts from one language into another, as demonstrated by Hatim (1996), and (c) to find lexical equivalents in the process of compiling bilingual dictionaries, as illustrated by Heltai (1988) and Hartmann (2007). A major task of applied contrastive studies is explaining why some features of the target language are more difficult to acquire than others. It is this kind of contrastive study, i.e. pedagogical contrastive analysis.

1.4. Pedagogical Contrastive Analysis and Its Psychological Basis

Throughout the fifties and until the late sixties, pedagogical contrastive analysis was used extensively in the field of Second Language Acquisition (SLA) as a method of explaining why some features of the target language are more difficult to acquire than others. According to Ellis

& Barkhuizen (2005, p.52), CA involves comparing characteristics in two languages, recognizing differences, and predicting outcomes. errors learners would make served two major purposes: first, it provided an explanation for why learners make errors, and second, it served as a source of information for identifying which structural areas of the TL teachers needed to teach (i.e., those where the negative transfer was likely). Contrastive Analysis, along with Behaviorist Psychology and Structural Linguistics, significantly influenced SLA curriculum design and language teacher education, providing the theoretical foundation for the Audio-Lingual Method and identifying potential difficulty areas for efficient language course design.

Psychologists along with structural linguists believe that native language habits, which are acquired during childhood, interfere with the acquisition of second language habits, which are usually quite different from the habits of the mother tongue. Thus, contrastive analysis is founded on the assumption that second or foreign language learners will tend to transfer to their L2 utterances the formal features of their L1. This assumption was clearly stated by Lado in his famous book, *Linguistics Across Culture* (1957, p.2), as follows: Individuals tend to transfer the forms and meanings. The distribution of forms and meanings of their native language and culture to the foreign language and culture. Both productively when attempting to speak the language and receptively when attempting to grasp and understand the language as practiced by natives. Based on this assumption, structural linguistics - who strongly believed that languages greatly differ from one another and that only overtly observable data should be analysed - set out to identify areas of difficulty for second language learners and produce appropriate teaching materials to overcome these difficulties. They did this by systematically comparing and contrasting the structure of the learners' native language with that of the target language. As mentioned earlier, this technique was referred to as Contrastive Analysis.

2.5 Conclusion

In the present lecture, the concept of CA was defined along with its pedagogical and psychological implications. Contrasting languages proved to be much more significant in predicting teaching materials as well as mistakes that would occur.

Practice

Analyse the case study and develop a personalized CA-based intervention plan to help the learner overcome these difficulties.

Case Study: Lily's Language Learning Journey

Lily is a 25-year-old native Spanish speaker who recently moved to an English-speaking country for work opportunities. She has been studying English intensively for six months but continues to struggle with certain aspects of the language.

Challenges:

- She tends to substitute similar sounds from her native language, leading to misunderstandings in communication.
- Verb Tenses: While Lily understands the basic grammar rules for English verb tenses, she frequently makes errors in their usage, especially with irregular verbs and complex tense forms. For example, she struggles with distinguishing between past simple and present perfect tense.
- Word Order: In Spanish, the word order is more flexible compared to English. Lily sometimes constructs English sentences with the same word order as in Spanish, leading to awkward or ungrammatical sentences. She also finds it challenging to use English phrasal verbs correctly.

- **Vocabulary Acquisition:** Lily often translates directly from Spanish to English when learning new vocabulary, resulting in literal translations that may not accurately convey the intended meaning. She also struggles with idiomatic expressions and colloquialisms commonly used in English.
- **Cultural Differences:** Lily finds it challenging to understand cultural nuances and social norms in English-speaking environments. She often feels hesitant to engage in conversations or social interactions due to fear of making cultural faux pas

1- Suggest strategies of improvement for Lily

2- Now I need you to think about your language-learning journey, identify challenges that you faced, and maybe still facing, and what strategies of improvement that you used.

Further Reading

Hymes, D. (1967). Models of the Interaction of Language and Social Setting. *Journal of Social Issues*. 23 (2), 8-28 <https://doi.org/10.1111/j.1540-4560.1967.tb00572.x>

Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*. New York: Pergamon Press.

Slinker, L. (1972). Interlanguage. *Product Information International Review of Applied Linguistics in Language Teaching*, 10, 209-241. <http://dx.doi.org/10.1515/iral.1972.10.1-4.209>

2. Contrastive Analysis (part Two)

2.1. Introduction

Previously, the concept of contrastive analysis was thoroughly explained. The definitions, types, and pedagogical and psychological implications were carefully explored. In the present lecture, we tackle CA from other perspectives. We are going to speak about different versions of CA and then move to the shortcomings of this approach to language analysis

2.2. Types of CA

Three different versions of the contrastive analysis hypothesis have been discussed in the literature, namely the strong version, the weak version, and the moderate version.

a. The Strong Version of CA

In explaining the strong version of CA, Keshavarz (2012) argues that it is deeply rooted in the behaviourist psychology and structural linguistics. For him, it focused on the notion of *interference* coming from the first language as the principal barrier to second language learning. The strong version made claims with respect to predicting the difficulties and errors of SL learners.

- The only cause of difficulty and error in FL learning is interference coming from the learners' NL
- Difficulties are the results of differences in languages
- The more differences we have, the more learning difficulties will be
- The result of a comparison between the two languages is needed to predict the difficulties and errors which will occur in learning the foreign language

- What the student has to learn equals the sum of the differences established by the CA.

b. The Weak Version of CA

Having realized that the strong claims of contrastive analysis were too ambitious and beyond the reach of contrastive grammars, Wardhaugh (1970) proposed a more reasonable weak version of contrastive analysis. "The 'weak' version", he writes, "requires of the linguist only that he uses the best knowledge available to him in order to account for observed difficulties in second language learning" (p.4).

In this version, errors are studied after they have been committed by second-language learners and explanations based on a contrastive analysis of those areas in question are offered as to why the errors have occurred. However, as it is evident from the above quotation, the weak version is more realistic and practicable than the strong version.

It is still confined to the notion of linguistic interference and seems to be able to account only for errors caused by language transfer. In other words, the weak version recognizes the significance of interference across languages, the fact that such interference does exist and can explain difficulties, but it also recognizes the fact that linguistic difficulties can be more profitably explained after they have been observed.

c. The Moderate Version of CA

In view of the shortcomings of the contrastive analysis hypothesis, its proponents were gradually forced to tone down the unrealistic claims of their discipline and make less ambitious ones. Oller & Ziahosseiny (1970) introduced a new type of Contrastive Analysis after studying spelling mistakes committed by foreign learners of English with various original languages. The study discovered that English spelling was more challenging for learners whose native language

utilized a Roman alphabet (such as French, Spanish, Germanic, Slavic) compared to those whose native language used a non-Roman alphabet (like Chinese, Japanese, Semitic), contradicting the strong version of the Cross-Language Activation Hypothesis. According to the weak version of the Critical Period Hypothesis (CAH), pupils whose home language employs a Roman script are projected to do better than the other group due to increased positive transfer (Keshavarz, 2012).

It is assumed that the moderate version has more explanatory power than the other two versions since it focuses on the nature of human learning, and not just on the contrast between two languages.

- Oller & Ziahosseiny maintained that the learning of sounds, sequences and meanings will be the most difficult where differences are imposed between L1 and L2 or sometimes within L2 only.
- interference is more likely to happen if the learned items are more similar to the existing ones than when they are entirely new and unrelated to the existing items (Brown, 1987).
- Brown further explained that major differences are often more easily perceived and stored in memory while minimal differences can be overlooked because of overgeneralization
- Unlike the strong version of contrastive analysis hypothesis major differences are not always the motives of greater difficulty. Indeed, this view stress the significance of intralingual errors, which are perceived other factors in second-language learning as interlingual errors.

2.3. Shortcomings of CA

The actual section summarizes the major drawbacks and merits of CA, which contributed to its decline and the emergence of other related fields.

- CA had a significant impact on foreign language education in the 1950s and 1960s, but its effect started to decrease in the 1970s. (This was partially caused by the limitations of structural linguistics, with which it was intimately linked.)
- The CAH conflicted with second language learning and interlanguage theory, which suggested that only a tiny number of mistakes were caused by influence from the first language.
- Interest in CA has not faded away entirely. After it went under severe attacks in the United States, in Europe the tradition of CA was followed more faithfully.
- Contrastive analysis is founded on two primary assumptions: first, the learner's native language hinders the acquisition of the target language, with interference from the mother tongue being the primary, if not the only, reason for errors; and second, the more distinct the structures of the source and target languages, the more challenging it is to learn a new language.
- Establish interference as the primary source of mistakes in second language acquisition. Conversely, research has shown several instances of mistakes that cannot be linked to a learner's native language (Dukova, 1967; Wilkins, 1968; Buteau, 1970; Nemser, 1971).
- The second premise of the contrastive analysis hypothesis states that a direct association between learning difficulties and differences in the source and target language cannot always be identified. As previously stated, the challenges indicated by contrastive analysis did not always materialize as expected (Whitman, 1970; Nickel, 1971; Whitman and Jackson, 1972).

2.4. Conclusion

To conclude, this examination of several forms of contrastive analysis has shown both the advantages and limitations of this method in linguistic study. Traditional contrastive analysis has offered useful insights into language comparison and translation but has been criticized for oversimplifying linguistic structures and ignoring socio-cultural aspects. Although limited, contrastive analysis is nonetheless a useful method for investigating language universals and comprehending the difficulties encountered by language learners. Utilizing findings from various kinds of contrastive analysis may enhance our understanding of language learning and guide the development of more efficient language teaching methods.

Study Questions

- 1- What were the reasons for the criticism and replacement of CAH?
- 2- How can language educators effectively handle the intricacies of language transfer and learning challenges without depending exclusively on corrective feedback/ CAH?
- 3- The failure of Contrastive Analysis (CA) in the 1970s can be attributed to several factors. How were the limits of structural linguistics seen as a contributing factor?
- 4- Examine different methods for comprehending language transfer and learning challenges in second language acquisition that go beyond Contrastive Analysis (CA). How can these approaches provide different viewpoints on effective language teaching practices?

Discussion

- Contrastive Analysis (CA) should be entirely discarded as a technique for anticipating and dealing with challenges in language acquisition. Do you agree?

- Is it advantageous for language educators to undergo training in Contrastive Analysis (CA) as part of their professional development, or would it be more useful to prioritize alternative language teaching methodologies?

Further Reading

Hymes, D. (1967). Models of the Interaction of Language and Social Setting. *Journal of Social Issues*. 23 (2), 8-28 <https://doi.org/10.1111/j.1540-4560.1967.tb00572.x>

Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*. New York: Pergamon Press.

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3. Error Analysis

3.1. Introduction

The field of linguistics and psychology witnessed a revolution by the appearance of generative transformational grammar that replaced structural linguistics with the emergence of syntactic structure (Chomsky, 1957) and aspects of the theory of syntax (Chomsky, 1965). Chomsky's linguistic theory shows strong principles relying on cognitive abilities of learning which made the psychological foundations incompatible. As a result, behaviourist psychology was replaced by cognitive code learning theory to cooperate with GTG where the *human mind* is considered the key factor in the *thinking process* and the attention shifted to meaningful learning in opposition *to rote learning* of behaviourism.

3.2. Definition of EA

Due to the limitations of CAH in addressing many elements of second-language learners' language, some academics started seeking a more theoretically acceptable and pedagogically feasible alternative way to studying errors. This approach, grounded on ideas of first and second-language learning and potential parallels between them, is acknowledged as Error Analysis (EA).

In view of recent research concerns in approaches and techniques of first and second language acquisition and the focus on cognitive abilities when acquiring/learning, the study of errors, as made by both the native child and the second-language learner, became significantly more important (Keshavarz, 2012). Errors were perceived as an indication of the processes and strategies of language acquisition. According to Menyuk (1971), examining the mistakes made by child native language learners can provide insights into the cognitive and linguistic processes involved in language acquisition.

In the field of second-language learning, there has been a shift towards a more positive view of learners' errors, moving away from the Contrastive Analysis approach. Errors were no longer viewed as negative indicators of failure, in teaching and/or learning, to be avoided at all costs; instead, they were recognized as an essential aspect of the language-learning process.

The analysis of errors emerged reacting to the perspective on second language acquisition recommended by contrastive analysis theory, which emphasized language transfer as the primary mechanism in second and foreign language learning. Examining errors aims to demonstrate how learners perform based on the mental processes they use to rearrange the information they get from the learned language.

One of the essential areas of interest in error analysis is the insight that learners' mistakes offer into the processes involved in acquiring a second language. It examines the incorrect forms generated by learners of a second or foreign language. Many experts believe that learning a language, similar to learning any other skill, is not error-free. As stated by Dulay, Burt, and Krashen (1982), individuals are unable to acquire language without making errors in a structured manner. The learner benefits from mistakes by using them to receive feedback from the environment and then using that feedback to evaluate and adjust hypotheses about the target language. Accordingly, error analysis provides us with facts about the nature of learners' knowledge in the TL, and paves the way for the things that must be learned. Linguistically speaking, EA helps in recognizing sources of errors that may cause learning problems. Regarding this matter, the data we obtain resembles the one offered by Contrastive Analysis. By examining errors, we can verify the accuracy of bilingual comparisons and this process is crucial for gathering more insights to determine which items should be included in the syllabus.

3.3. Important Concepts Related to EA

3.3.1. Receptive vs. Productive

Language competence is categorized into two types receptive and productive. These two skills do not develop equally one would be more dominant than the other would. Thus, some individuals would claim to have a stronger comprehension of a language than their ability to speak it, or the opposite. Errors are classified into two categories as well receptive and productive. The former leads to the listener misinterpreting the speaker's intentions, whereas the latter arises in the language learner's speech. Besides, analyzing productive errors is simpler than analysing receptive ones. In fact, productive error investigation typically relies on examining the learners' utterances (requests, compliments, comments, orders, etc.). However, receptive error analysis is based on learners' behaviour, which gives clues about their understanding.

Examples

If a person responds "I am twelve" to a question like "What's your name?" it can be assumed that she did not understand the content of the question" (Corder, 1973, p.06). However, there are different ways in which receptive behaviour operates. Some of which are culture-specific. The response I am twelve may also illustrate the interlocutor's refusal to give his or her name. (cited in Keshavarz, 2012, p.60).

3.3.2. Errors vs. Mistakes

Considering the EA approach, a significant distinction between errors and mistakes should be highlighted. Errors are *systematic* and occur due to a *learner's incomplete knowledge* of the rules of the target language. Therefore, they reflect the learner's linguistic system at a specific point in their language acquisition process. They are prone to recurring and going unnoticed by the learner. Only the teacher or researcher can find them (Gass & Selinker, 1993). **Simply**, Systematic errors provide insight into the learner's current transitional competence, indicating their underlying knowledge of the target language. Moreover, Kashavars (2012, p.

352) noted “Errors are regarded as rule-governed since they follow the rules of the learner's interlanguage”.

Unlike errors, mistakes are random deviations that are not related to any system. They simply represent the types of performance mistakes that could happen in the speech or writing of native speakers. For example, errors like slips of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and similar mistakes (ibid.).

Examples

A common type of performance mistake is referred to as spoonerism after the name of an eminent dean of Oxford University, William A. Spooner, who often changed initial consonants around when he spoke. For example, instead of ‘You have missed all my history lectures’ he once said, complainingly, to a student who had been absent from his classes, You have hissed all my mystery lectures.

Besides slips of the tongue and slips of the pen another type of slip, namely slips of the ear has been mentioned by Yule (1988) which may provide some clues to how the brain tries to make sense of the auditory signal it receives. This kind of slip can result, for example, in our hearing great ape for grey tape.

Errors caused by factors like fatigue, strong emotions, memory constraints, lack of focus, etc., are usually random and can be rectified by the language user if pointed out. Similarly, Corder (1973) suggests that both native speakers and second-language learners are influenced by comparable external factors, such as memory lapses and fatigue when using language. However, the fact that the native speaker would be more effective when communicating in the L1 even with those conditions which is the opposite of L2 learners.

Despite the existing difficulty when distinguishing mistakes and errors, two criteria were suggested to differentiate ‘frequency of occurrence’ (Schachter, 1974; Kleinmann, 1977), and ‘self-correctability’ (James, 1998). In the first one, performance mistakes have low frequency and errors are systematic. However, in the second one, learners can correct their mistakes if their attention is drawn to them, while errors are not self-corrected.

3.4. The Significance of Errors

EA is concerned with characterizing and analyzing mistakes committed by learners of second languages, regardless of whether such errors are caused by the mother tongue or come from other sources. The major goals of EA investigations are identifying the language learning mechanisms that students use, exploring the reasons behind the mistakes made by students, supporting the creation of instructional materials, and gathering data on typical challenges associated with language acquisition. Accordingly, EA tradition is classified as a useful support that teachers would rely on when instructing and designing teaching materials.

Supporting the use of error analysis as the main pedagogical tool can be justified by the following arguments:

- Errors analysis is not limited to errors caused by L1 interference.
- Error analysis offers insights into real issues rather than theoretical ones and this paves the way for making a more practical foundation for developing teaching methods.
- Error analysis avoids the intricate theoretical challenges faced by CA.

Pit Corder (1975), on the other hand, highlighted the significance of errors. First, a systematic analysis of errors allows the teacher to obtain information about the learning progress. Second, it gives the researcher data on the process of language acquisition and the strategies used by the

learner in learning the language. Third, errors are essential for the learner since they serve as a tool for learning (Corder, 1982).

3.5. Conclusion

To conclude, error analysis proves to be a valuable approach in the field of second language acquisition. It provides practical insights into learners' language learning processes and helps shape teaching practices. Teachers can better support learners and enhance language acquisition outcomes by identifying and rectifying mistakes.

Study Questions

- 1- What makes error analysis different from CAH?
- 2- What is the significance of errors and how do they affect the language-learning process?
- 3- What is the difference between errors and mistakes?
- 4- How does error analysis contribute to understanding the language acquisition process?
- 5- How does EA support the development of effective language teaching methods and materials?
- 6- How does error analysis inform language-teaching practices?

Case study

- Find errors in the text, and identify them as systematic errors or random mistakes.
- Try to guess the reasons behind errors

Hello,

My name is Maria. I'm fourteen and I live in Germany. My hobbies are go to discos, sometimes I hear music in the radio. In the summer I go bathing in a lake. I haven't any brothers or sisters. We take busses to school. I visit year 9 at my school. My birthday is on Friday. I hope I

will become a new guitar. I'm looking forward to get a e-mail from you.

Yours,

Maria

Assignment

Make an error analysis journal where you note errors that you encounter while speaking or writing in the target language.

- Reflect about the types of errors
- Identify the reasons behind these errors
- Periodically review errors with your friends or teachers who might provide you with feedback and guidance

Further Reading

Corder, S. P. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*.

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4. Teacher's Role and Learners' Differences

3.1. Introduction

The present lecture focuses on the nuanced intricacies of learners' differences and the vital roles assumed by teachers in the realm of education. Within the dynamic nature of language classrooms, a diverse array of learners brings forth unique learning styles, strategies, and backgrounds, underscoring the imperative for educators to navigate this rich diversity effectively. We aim to clarify the importance of these distinctions and explain how well-planned teaching methods may create an inclusive learning environment that supports the overall growth of each student.

3.2. Understanding Learners' Differences

3.2.1. Learner's Differences Types

Recognizing different learning styles is crucial in the field of education as it enables the customization of instructional approaches to suit the specific requirements of each learner, hence optimizing the results of the learning process. Age, personality, motivation, and learning styles are influential elements in determining how individuals gain knowledge and skills.

a. Age

Age plays a major role in the teaching learning process. Age differences, indeed may shape and guide learning depending on specific categories. Features related to age are summarized as follows (Saville-Troike 2012):

- Children are more successful in L2 learning than adults.
- Young learners exhibit brain plasticity, meaning their brains are more flexible and adaptable. They tend to rely less on analytical thinking and have fewer inhibitions

compared to older learners. Additionally, their sense of identity is not as well-developed, and they benefit from simplified input to aid their learning process.

- Older learners typically exhibit lower levels of plasticity, analytical ability, and pragmatic skills compared to younger learners. However, they often possess a greater knowledge of their first language (L1), as well as a deeper understanding of real-world knowledge and societal perspectives.

b. Gender

Another element that has been researched in connection with learning a second language (L2) is gender, albeit the results of studies on its influence on language acquisition are more conflicting than those on aptitude or age.

According to specific research, there are gender variations in L2 acquisition when it comes to motivation, competency levels, and learning styles. For instance, studies have shown that women typically do better than men in verbal ability tasks, such as reading comprehension and vocabulary development (Hyde & Linn, 1988; Maccabey & Jacklin, 1974). These results might point to a little advantage that women enjoy in some areas of language acquisition. Other research, however, has not consistently found differences between the genders in L2 learning outcomes (Sparks & Ganschow, 1993; Gardner, 1996). Language learning results may be more influenced by variables other than gender alone, such as motivation, personality traits, and learning styles (Dörnyei, 2005).

Moreover, cultural and societal conventions may have an impact on how gender affects language learning. As per Gardner (2007), girls may be less motivated and have lower language competency than boys due to cultural norms that value verbal abilities and language acquisition. But these cultural impacts can change greatly depending on the situation.

Gender may influence verbal proficiency and motivation, among other aspects of language learning, but its influence is nuanced and multidimensional. Examining the relationship

between gender and L2 learning outcomes requires taking individual characteristics, cultural norms, and environmental factors into account.

c. Aptitude

The ability to learn a second language (L2) is the natural ability of a person to become proficient in a second language. Aptitude is a cognitive basis that determines how quickly and well a person may pick up a new language, even though motivation, exposure, and teaching techniques all play important roles in language learning.

Further studies have looked into how aptitude affects L2 learning. For instance, Skehan (1991) suggested differentiating between analytic and memory language ability. While memory aptitude refers to the capacity to recall and retain linguistic knowledge, analytical aptitude relates to the ability to recognize and comprehend a language's laws and patterns. This distinction has shed light on the ways in which diverse aptitudes may impact language learning at different stages.

In their socio-educational model of second language acquisition, Gardner and MacIntyre (1992) also emphasized the significance of aptitude. They highlighted how aptitude plays a part in predicting language competency and success in language learning environments, along with motivation and language learning tactics.

Additionally, utilizing neuroimaging techniques to examine the brain structures and processes linked to individual differences in language learning capacity, new research has investigated the neurological correlates of language aptitude (e.g., Wong et al., 2011).

In second language acquisition, aptitude is a broad concept that includes a range of cognitive capacities. Knowing how each person's aptitude for language varies might help guide interventions and instructional strategies that help students meet their language learning objectives.

d. Motivation

Another factor explaining L2 effectiveness is motivation. For Saville-Troike (2012), Motivation largely determines the level of efforts which learners expend at various stages in their L2 development” (p.91). Similarly, Oxford Herman (1993) and Dorneyei (2001) entail the following elements when explaining the concept of motivation:

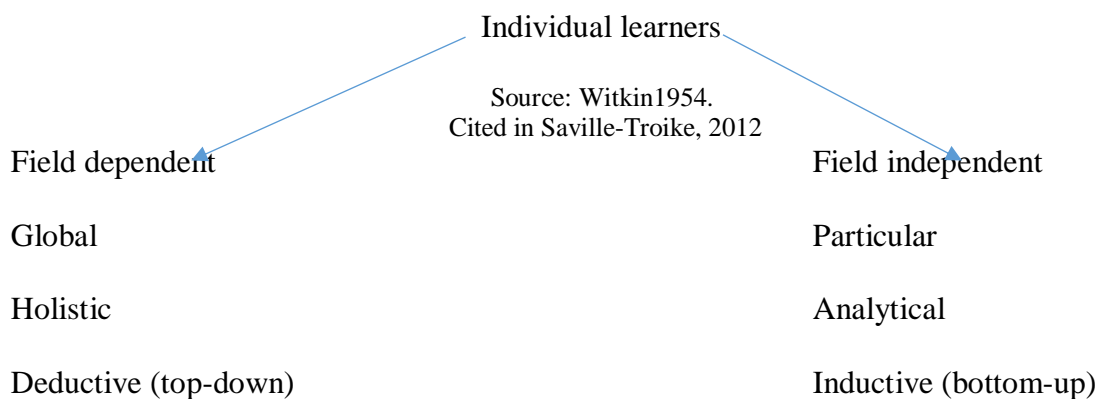
- Significant goal or need.
- Desire to attain the goal.
- Perception that learning L2 is relevant to fulfilling the goal or meet the need.
- Beliefs in likely success or failure of learning L2.
- Value of potential outcomes/ rewards.

Motivation is a potential power that may positively influence L2 learning and this was seen in rare cases where even old learners may overcome the ‘odds’ for not acquiring native-pronunciation, sounding “native” is perceived to be importantly enough. (Saville-Troike, 2012).

e. Cognitive Style

It refers to individual’s preferred way of processing, conceptualizing, organizing, and recalling information. The cognitive style has a crucial role in explaining why some learners are more successful than others are.

Categories cognitive styles are commonly determines pairs of traits on opposite ends of continuum:



3.2.2. Learner's Styles

There are variations among learners in the way they perceive information; some are visual, some are auditory, and others are kinaesthetic. Undoubtedly, identifying learners' styles is crucial for optimising adequate teaching methods and techniques to enhance the learning process. In dividing learning styles, researchers like Dornyei (2005) and Oxford (2001) highlighted three sub-types including visual, auditory, and tactile/kinaesthetic (Awla, 2014).

- **Visual learners:** Individuals who are visual learners tend to process information more effectively through visual aids like diagrams and videos.
- **Auditory learners:** learners acquire information primarily through verbal explanations, whether spoken or written (Felder, 1993). Repeating words out loud is one of the techniques used by verbal learners to retain.
- **Kinaesthetic learners:** learners of this type learn better through carrying out a physical activity rather than learning by listening or watching.

3.2.3. Learning Strategy

Learners' strategies refer to the used techniques for understanding the meanings and applications of words, grammatical rules, and other language components being studied. In L1 acquisition, the concept of 'strategy' is used to describe the way children process a language without purpose or awareness (Richards & Schmitt, 2010). In SLA, the strategy is intentional and purposive. Besides, different types of strategies have been categorised: (a) cognitive strategies like analysing the target language, comparing new information with existing knowledge in L1 or L2 and organising data. (b) Metacognitive strategies involve self-awareness

in learning, creating a structured plan, and monitoring progress. (c) Social strategies like interacting with native speakers or collaborating with classmates. (d) Resource management strategies such as establishing a consistent schedule and study environment for language learning. (ibid. 331). Differences in learning style have a strong influence on the way learners approach learning activities and determine task achievement. Considering all these factors that influence the learning process, teachers opt for various roles in the classroom to facilitate the learning process.

3.3. Teacher's Roles in Education

Teachers play a crucial role in education, affecting students' academic, social, and emotional growth. James Harmer (2007) stresses the facilitating skill that all teachers must have to make learning an effective process. He carried on mentioning that this effectiveness is the outcome of a set of roles that the teacher would perform. Those roles are listed below:

- Teachers are perceived *controllers* as they assume the responsibility for the class end activity. Classroom management would be achieved by providing information, leading activities, and characterizing the learning environment with a teacher-centered approach.
- Teachers should act as *prompters* and encourage students to speak when needed (refraining due to lack of vocabulary, uncertainty, anxiety, etc.).
- Teachers should act as *participants*, instead of observing students making conversations/ debates and intervening only in case of feedback or error correction, teachers might participate in their own way to boost the activity.
- A teacher is *a source* and *knowledge provider* for students, mainly when engaging them in class activities. They may ask for clarifications, help to write something, answer some queries, and so forth.

- Teachers are *tutors* as they have the ability to provide guidance to individuals or small groups and help them explore new directions.

Based on this, teachers have a crucial role in managing the classroom and the learning process; they are the cornerstone of education. The above-mentioned roles and many other responsibilities are flexible and may change according to the main goal of the lecture as well as the learners' differences and cognitive styles. Adding to this, teachers are compelled to create a supportive and inclusive learning environment (considering learners' differences and learning styles), establish trust with learners, and foster learner autonomy and self-directed learning.

3.4. Application in Language Teaching Classrooms

Individuals' difference should be carefully examined by the teachers so they could create an inclusive learning environment. Teachers can follow a set of teaching strategies to engage students:

- Differentiated instructions, as a teacher's response to diverse learning needs in general education classes (Tomlinson, 2010). This might include providing several modes for information presentation, such as visual aids, audio explanations, or hands-on exercises.
- Arrange students in flexible groups, and encourage them to work in pairs or groups. Such types of activities boost group talk and peer feedback.
- Provide learners with multiple forms of assessment and constructive feedback.

Teachers have a vital role in shaping the educational increase of their students. The teacher's role goes beyond providing knowledge to take on multifaceted roles as facilitators,

prompters, and tutors, shaping learners' personalities. Since SLA may trigger some language-related issues such as negative transfer, fossilization, anxiety, motivation, learners' linguistic repertoire and its influence on the learning process, etc. thus, teachers can have both roles, instructors and applied linguists at the same time; or they can work with applied linguists to understand and ameliorate language-related problems. Such collaboration contributes to curriculum and course design and determines the appropriate way of assessment.

4. Conclusion

To conclude, the education field is enhanced by many characteristics of learners, each aspect adding to the overall knowledge and comprehension in the classroom. It is our responsibility as educators to go beyond traditional limits and take on various responsibilities that support the intellectual, social, and emotional development of our pupils. We provide routes to fair educational experiences where every student may succeed by accepting the diverse diversity among learners and skilfully using teaching methods.

Study Questions

- Explain the three main learning styles highlighted in the lecture, choose the one that you think you opt for when learning and give concrete examples.
- What is the difference between cognitive, social, and resource management learning strategies?
- Discuss the major roles of teachers that would make teaching and learning more effective.
- How can teachers adapt their roles and teaching methods to accommodate diverse learners' needs preferences?

Assignment

- Write a short essay discussing the major challenges teachers may encounter when addressing learners differences in the classroom and purpose strategies for overcoming these differences.
- In what ways can collaborate with applied linguists to overcome learning challenges and other language-related issues in SLA to enhance the learning process.

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Unit Four: Analysing Language in Real-contexts

Objectives

At the end of unit, students should be able to:

- Define discourse analysis
- Understand pedagogical implications of discourse analysis and language corpora
- Know computer mediated communication and its role in language teaching
- Recognize the importance of technology in enhancing language teaching/learning

1. Discourse Analysis

1.1. Introduction

Examining speech and its significant consequences in the realm of applied linguistics.

Discourse analysis is fundamental for comprehending the subtle details of language use, communication structures, and social exchanges in many settings. Discourse analysis reveals the hidden structures, ideologies, and power dynamics inside linguistic expressions by carefully examining and interpreting spoken and written language. This lecture will delve into discourse analysis as a crucial technique in applied linguistics, highlighting its importance in areas including language instruction, sociolinguistics, discourse studies, and more. We will analyze discourse intricacies, interpret its levels, and explore its significant influence on forming our comprehension of language in use.

1.2. Discourse Analysis Definition

People's life is marked by an ongoing exchange of communication using language, which plays a crucial role in shaping different contexts that formulate culture. A normal day starts with greeting house members and news from various sources, followed by various discourses in institutions like business meetings, university libraries, and fast food outlets. At the end of the

day, family members convene for a communal meal to reflect on the day's events and envision future possibilities. All these activities depict “the extent to which life is made up of discourse, and of the extraordinary range of contexts in which you engage in communication” (McCarthy, Matthiessen & Slade, p.53). Moreover, those activities provide insights into various language challenges encountered by language learners. Accordingly, language teaching and learning aim to provide learners with the fundamentals to engage in discourse, i.e., it guarantees effectiveness. Besides, the study of discourse is crucial in applied linguistics and for language students and teachers, developing an awareness of discourse patterns and linguistic strategies is highly beneficial.

Before discussing the importance of discourse analysis as a central concern to AL and its central role in language teaching, let us first have a deep understanding of its meaning and significance. According to (Hall, Smith, and Wicaksono, 2010), as the name implies “The word discourse refers to spoken or written language (perhaps in combination with images) used to communicate particular meanings. Discourse analysis is the practice of exploring what kinds of speaking, writing, and images are treated as ‘normal’ (and ‘abnormal’) in real situations, and the proportions, combinations, and purposes of discourse that are conventionally acceptable (or not) in these situations.” (p.76). the aims and methods of cover the following principles:

- Describing the contextual language use, explaining the way DA is processed in the mind, and considering the way DA reflects and creates specific interpretations of events, objects, and people (Pennycook, 1999a. cited in *ibid.*).
- DA can be approached from both linguistic and sociolinguistic perspectives.
- The discourse analyst studies texts in both forms, spoken or written, long or short, and examines the link between text and contexts.

- Discourse analysts always examine real texts, and this makes them significantly different from formal grammarians and philosophers of language who tend to work with fictional constructed examples.
- Discourse analysis tackles utterances sequences of words written or spoken in specific contexts) unlike grammarians who tend to work with sentences.

McCarthy, Matthiessen, Salade (2010, p. 54) provided a set of questions that are crucial when conducting DA research: Who are the participants in the discourse, that is, the writer and reader(s), the speaker(s) and listener(s)? What is their relationship? Is it one between equals? Are there differences in power or knowledge between the participants? What are their goals? How do we know what writers and speakers mean? More specifically, discourse analysts ask ‘What does this piece of language mean in this context?’ and ‘What does the speaker/writer mean by this piece of language?’ What factors enable us to interpret the text? What do we need to know about the context? What clues are there in the surrounding text which will enable us to apprehend the meaning? (In contrast, a formal grammarian can ask the question ‘What does this sentence mean?’, and a lexicologist can ask ‘What does this word mean?’

1.3. Discourse Analysis and Applied Linguistics

Many conducted research studies highlighted the importance of discourse analysis within the field of applied linguistics such as (Cazden, 1970; Coulthard, 1970; Mercer,1980). These studies demonstrated that DA is crucial in applied linguistics as it allows linguists to analyse real language data, such as texts written by first and second-language learners, recordings such as texts written by first and second-language learners, recordings of spoken output by second-language learners, and interactions in classrooms. Hall, Smith, and Wicaksono (2011) highlighted that the collected data permit via recording enables applied linguists to understand the discourse experienced by language learners outside the classroom. Furthermore, data provide

teachers and curriculum designers with the appropriate course materials along with authentic language usage to guarantee effective learning. Examining real language use significantly assists language testing by providing criteria for evaluating test performances.

1.4. Conclusion

Discourse analysis stands as a corner stone in understanding different language uses, communication patterns, and social interactions. Teachers' collaboration with applied linguists could provide effective teaching materials and contribute in enhancing the language learning using authentic language use. Hence, in the next section another important aspect which is 'language corpora' is going to be introduced. It goes with DA and has also significant impact on language teaching and the field of research.

Study Questions

- 1- Analyse the significance of discourse analysis in the fields of language assessment and curriculum design. How might the application of discourse analysis criteria improve the assessment of language learners' performances and contribute to the development of impactful learning materials?
- 2- Examine the significance of participants' connections, power dynamics, and goals in the interpretation of conversation. What is the impact of these elements on the understanding of language usage?
- 3- Explain the difference between linguistic and sociolinguistic perspectives in discourse analysis. Provide examples of how each perspective might approach the analysis of a given text.
- 4- Compare the methodology employed by discourse analysts with that utilized by formal grammarians and philosophers of language. What are the differences in their approaches and areas of study?

Debate

- Is it necessary to include discourse analysis as a compulsory element in teacher training programs for language educators?

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2. Corpus Linguistics

2.1. Introduction

Corpus linguistics is a strong analytical technique that revolutionizes our knowledge of language structure, use, and development in an era abundant with language data. Corpus linguistics use extensive collections of genuine language samples, called corpora, to methodically study patterns, trends, and complexities in linguistic phenomena. Corpus linguists use detailed analysis and computational methods to understand the intricacies of language, revealing patterns in vocabulary, sentence structures, communication norms, and other aspects. This lecture delves into corpus linguistics, covering its theoretical underpinnings, methodological techniques, and many applications in domains including lexicography, language instruction, and translation studies.

2.2. Language Corpora

As reported by Richards and Schmitt (2010) corpus refers to a “collection of naturally occurring samples of language which have been collected and collated for easy access by researchers and materials developers who want to know how words and other linguistic items are actually used.” (p. 137). Besides, the variation ranges from a few sentences to a collection of written texts or recordings. In language analysis, corpora typically include a large, organised collection of texts or text segments that are stored and retrieved via a computer. A corpus is created to include many forms of language use, such as informal conversations, corporate correspondence, and writings related to English for Specific Purposes (ESP). Richards and Schmitt (2010) carried on distinguishing different types of corpora:

- Specialized corpus: a corpus of texts of a particular type, such as academic articles, student writing, etc.

- General corpus or reference corpus: a large collection of many different types of texts, often used to produce reference materials for language learning (e.g. dictionaries) or used as a base-line for comparison with specialized corpora
- comparable corpora: two or more corpora in different languages or language varieties containing the same kinds and amounts of texts, to enable differences or equivalences to be compared
- learner corpus: a collection of texts or language samples produced by language learners

Considering the above-mentioned, there is another area of research, along with DA, which is recently vital, and usually associated with AL, which is corpus linguistics. This approach investigates language structure and applications by analysing massive databases of concrete language examples saved on computers. In the same vein, Cook (2003) argues that “ corpus linguistics is concerned with the patterns and regularities of language use which can be revealed by systematic analysis of such corpora” (p.73). He carried on clarifying that the traditional version of data collection was done using printed corpora, which were carefully read and analysed, then, facts were manually recorded. With technological advances, the analysis became easier using electronic storage and automatic searching.

As far as language teaching is concerned, many researchers discussed the importance of corpus findings that should be a reference point for changing the way of teaching. Since achieving a native-like level of proficiency relies heavily on memorising extensive pre-existing units, it may be prudent to redirect focus away from grammar and towards vocabulary or even reconsider the relevance of the conventional separation between the two (ibid.). this area of applied linguistics goes beyond language teaching to reach other levels. For instance, corpus linguistics re-established the field of lexicography by providing lexicographers with accurate language use and word contexts. Moreover, forensic linguistics did benefit from that approach. It contributed in determining individual’s styles as evidence to recognize the fake documents.

2.3. Pedagogical Implications

McCarthy, Matthiessen, and Salade (2010) portrayed ideas that can be used as direct implications for methodology:

- Discourse analysts describe and analyse how language is structured in different contexts of use. This enables language practitioners to more precisely delineate in syllabuses and materials the different genres of language with which learners will need to engage, and to select and evaluate discourses that are relevant to particular learners' needs
- When modelling different types of writing (for example, academic paper, business letter), discourse analysis can help teachers to explain the underlying features of the text types associated with those types of writing.
- Teachers can use insights from discourse analysis to better evaluate their own learners' performance in classroom tasks, such as pair work and group work, in terms of its proximity to or distance from real-world discourse. The results of such evaluation may also lead to better classroom task design.
- Conversation analysis shows that everyday talk is not as disorganized as it may seem, and this offers the possibility of systematic teaching of features, such as the language of openings and closings, discourse markers, and common adjacency pairs.
- Discourse analysis provides the descriptive information that pedagogical grammarians and lexicographers require to produce more true-to-life descriptions and guidelines for the use of language. The products of these descriptions (especially corpus-based ones) come in the form of pedagogical grammar and learners' dictionaries, which are more sensitive to context and the different demands that speech and writing place on the learner.

Similarly, Cook stressed the importance of SLA and corpus linguistics research findings in ameliorating the teaching-learning process. He claims that these two fields are different, yet regarding AL, “ both lay claim to having uncovered objective scientific facts about language-SLA about learning, corpus linguistics about use- and both, at times, assume that such findings should be the main factor in language-related decision making”. (Cook, 2003, p.74).

2.4. Conclusion

To conclude, Corpus linguistics provides excellent insights for discourse analysis, allowing educators to examine the complexities of spoken and written communication in many situations and genres. Researchers may reveal speech patterns, rhetorical techniques, and sociolinguistic norms that influence communication in different contexts by studying corpora. This information guides the creation of teaching materials and curricula that mirror genuine communication practices and equip students for successful interaction in real-life scenarios. Corpus linguistics also serves as a powerful means in enhancing teaching and learning practices and discourse analysis.

Study Questions

- 1- Discourse analysis can be a valuable tool for language practitioners in the process of syllabus design and content selection. Please provide specific instances or illustrations.
- 2- Discuss how discourse analysis can assist teachers in elucidating the fundamental characteristics of various writing genres to their pupils. Provide concrete illustrations.
- 3- Discourse analysis can enhance the assessment of learners' performance in classroom tasks by providing valuable insights. How could this contribute to the improvement of task design?

- 4- What is the role of discourse analysis in enhancing the progress of instructional grammar and learners' dictionaries? Elucidate the importance of these resources in the process of acquiring language skills.
- 5- Cook (2003) explores the consequences of research findings in Second Language Acquisition (SLA) and corpus linguistics on decision-making in language teaching and learning contexts.
- 6- How can teachers effectively incorporate findings from both Second Language Acquisition (SLA) and corpus linguistics research into their language teaching practices? Offer tangible illustrations.

Discussion

- 1- Should language syllabuses include an equitable combination of teaching language structures and teaching discourse features?
- 2- Is it necessary for language teachers to receive training in discourse analysis and conversation analysis techniques?

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3. Computer-Mediated Communication and Computer Assisted Language Teaching

3.1. Introduction

The present lecture tackles the aspect of technology, which became indispensable in a world that almost every domain including language education. Indeed, we are going to delve in two vital fields, which are computer-mediated communication (CMC), and computer assisted language teaching (CALL/CALT). On one hand, computer-mediated communication is becoming a common aspect of modern culture, enabling people to communicate and work together regardless of distance or cultural differences. On the other hand, computer-assisted language teaching has transformed language education by using technology to improve the teaching and learning process. This lecture brings in light the theoretical foundations, practical uses, and educational consequences of both CMC and CALL.

3.2. Computer-mediated Communication

Computer-mediated communication (CMC) is not a new aspect. In practical terms, it emerged since the invention of electronic digital computers and from the time emails started spreading around 1960s. That time was a turning point in people's communication record where technology was embedded to facilitate the process. Though CMC has an early history, it explicitly showed up around the 1990s with the fast-growing popularity of personal computers typically for mailing and chatting (Thurlow, Langel, and Tomic, 2004). On that account, CMC became scholarly attractive and started grounding as a field of research. Some common definitions of CMC are listed below:

- Thurlow, Langel, and Tomic, 2004 “The label ‘computer mediated communication’ essentially refers to any human communication achieved through, or with the help of, computer technology.”(p.15).
- Gerry Santoro (1995) defines computer-mediated communication (CMC) as comprising a wide range of computer applications such as statistical analysis programs, remote-sensing systems, and financial modelling tools, all falling under the umbrella of human communication.
- Alternatively, there is a rather mysterious explanation by John December (1997): Computer-Mediated Communication is the use of computers for human communication when individuals in certain situations interact to manipulate media for different reasons. Susan Herring (1996), a long-time researcher in the topic, offers another traditional description. CMC refers to communication between individuals using computers.

3.3. The Emergence of CMC for Language Learning and Education

Computer-mediated communication (CMC) has been a subject of interest for educators, students, and scholars for a considerable amount of time. In 1989, Mason and Kaye discussed its use in various educational settings. The title of their famous book, *Mind weave*, highlighted the blending and exchange of ideas made possible by computer-mediated communication. Language specialists quickly realized that Computer-Mediated Communication (CMC) might serve a dual purpose: as a tool for education and as a standalone objective. Learners might enhance their learning by communicating via online language exchanges instead of in conversation sessions.

On the other hand, computer mediated communication for language teaching emerged in the mid-1990s when universities started providing asynchronous text-based networking options to students. Computer technologies for synchronous communication, such as voice-based

Internet telephony, have been gradually used in many areas of language instruction in developed nations, both in distance and co-located settings.

Summarized the historical transition in the following points

- The first stage is behaviouristic CALL, where the computer offers exercises to a student who typically replies individually. The most sought-after talents are reading and writing.
- In the 1980s, there was a shift towards communicative Computer-Assisted Language Learning (CALL). The computer remains better in providing correct answers, but CALL may use technology for interactive learning, student choice, and control, coinciding with the rise of communicative teaching.
- The period from the 1990s to the early 2000s is characterized as an era of integrated Computer-Assisted Language Learning (CALL). Multimedia goods and the widespread usage of the Internet provide access to many forms of media (text, hypertext, graphics, sound, animation, and video) and human-produced content (written, visual, spoken) via a multimedia networked computer. Utilizing many abilities simultaneously may closely mimic communication in face-to-face settings. It also implies that online learning and teaching may be done in groups, allowing computer-assisted language learning (CALL) to support socio-cognitive and collaborative teaching methods.

3.4. Conclusion

The present lecture discussed major definitions of computer-mediated communication as set by some scholars. We then, explored how advances in communication contributed to enhancing language education and emergence of new fields such as computer assisted

language teaching. Thus, communication tools transformed not only our way of exchanges but also made opportunities to enhance language learning and education.

Study Questions

- 1- How did the introduction of synchronous communication technologies influence the evolution of computer-mediated language teaching?
- 2- Examine the possible advantages and disadvantages of integrating synchronous communication tools into language instruction. How do they measure up against asynchronous text-based networking alternatives?
- 3- Consider the twin function of CMC in language instruction: as a means for facilitating education and as an independent goal in itself. In what ways has this dualism influenced the development of language learning methods?
- 4- Examine the potential outcomes of computer-mediated language teaching in the future. What are the potential effects of technological improvements on the field, and what difficulties can occur as a result?

Discussion

- 1- What strategies can language educators use to reduce the impact of the digital divide and provide fair access to computer-mediated communication (CMC) resources for language learning?
- 2- Discuss the significance of feedback and assessment in computer-mediated language learning environments. How can technology either improve or impede these processes?
- 3- Examine the difficulties associated with sustaining learner engagement and motivation in online language courses in comparison to traditional classroom environments.

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