

Applied Linguistics

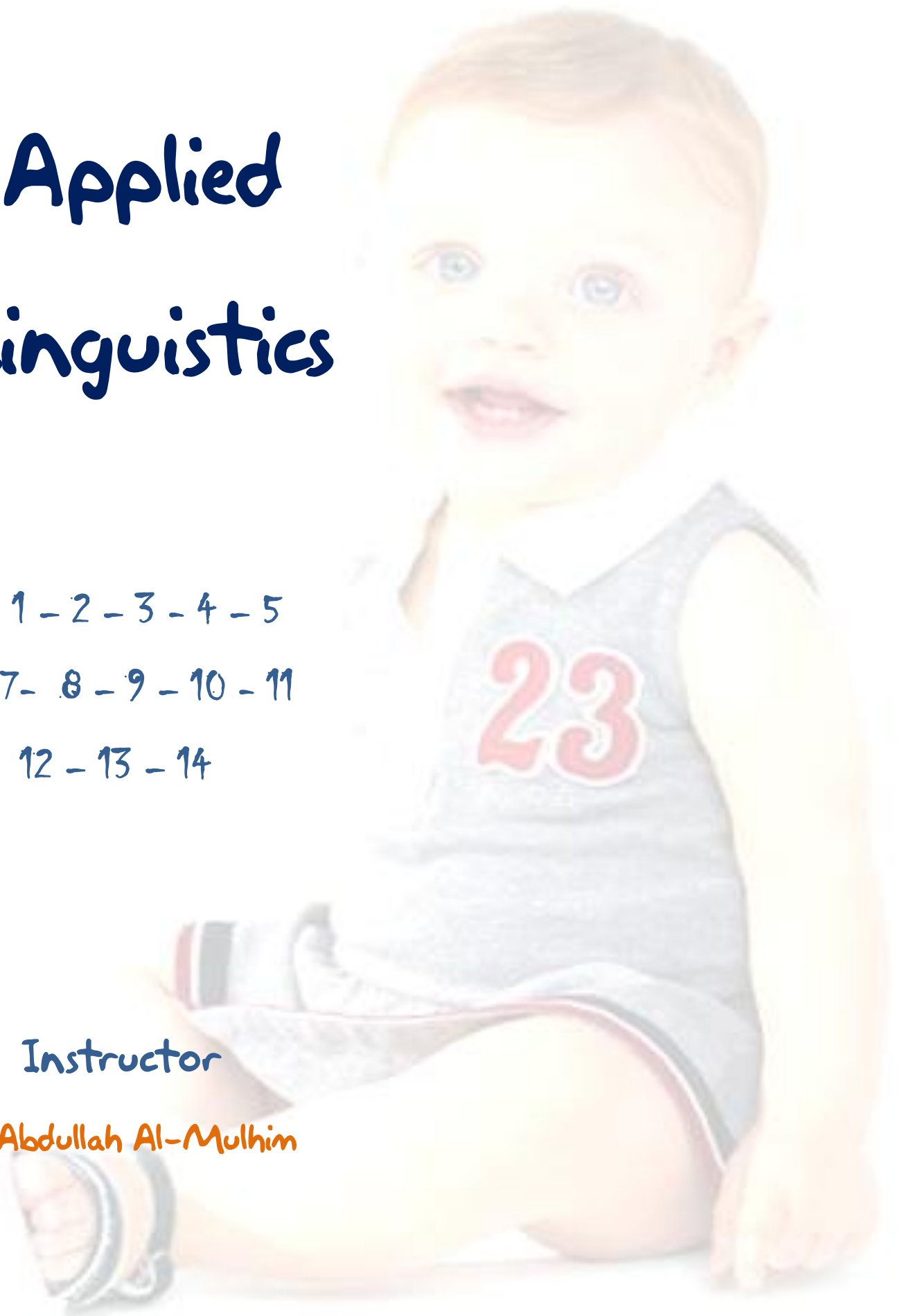
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Instructor

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"Applied Linguistics"

covers the main areas of applying linguistic knowledge in specific professions, particularly teaching English and translation.

The course surveys areas such as error analysis and interlanguage, language testing and evaluation, learning and teaching, syllabus and curriculum design, and communication skills.

In addition, it discusses approaches to first and second language acquisition and language planning.

-0-**Applied Linguistics****Content**

- What is linguistics and applied linguistics?
- What is linguistic competence?
- What is first and second/foreign language?
- What is acquisition and learning?
- Language assumptions.
- Ways to describe language.
- Language teaching approaches

Linguistics & applied linguistics

Linguistics: The discipline that studies the nature and use of language.

Applied linguistics: The application of linguistic theories, methods, and findings to the elucidation of language problems that have arisen in other domains. The term is especially used with reference to the field of foreign language learning and teaching.

Linguistic competence: Speakers' ability to produce and understand an unlimited number of utterances, including many that are novel and unfamiliar.

First & second language

First Language: (native language) – the first language learned by a child, usually the language of his/her home.

Second/foreign language: a language learned subsequent to a speaker's native language.

Acquisition: the gradual development of ability in a first or second language by using it naturally in communicative situations.

Learning: the conscious process of accumulating knowledge, in contrast to acquisition.

Language assumptions

- Language is a voluntary behavior.
- Language is a set of habits, patterns that are common to an entire group speaking the language and consistent to large degrees in individuals.
- Language as a form of communication is entirely arbitrary in its relation to what is communicated. The sounds we produce when referring to an object, e.g. a book, name the object no better than any other set of sounds would. There is nothing inherent in the thing that requires us to make a given set of noises.
- Language is a convention, a tradition, a social institution. It is something that has grown through the common living of a large number of people who carry on a tradition.

Ways to describe language

Language consists of :

- 1- Phonology: the study of the sound system of a language.
- 2- Morphology: the study of the structure of words.
- 3- Syntax: the sentence structure of the language. Grammar is the set of rules governing the use of the language so that people can communicate meaningfully and consistently with each other.
- 4- Semantics: the study of the meanings communicated through language.

Language teaching approaches

- 1- Grammar-Translation Approach.
- 2- Direct Approach.
- 3- Reading Approach
- 4- Audiolingualism Approach.
- 5- Situational Approach.
- 6- Cognitive Approach.
- 7- Affective-Humanistic Approach.
- 8- Comprehension-Based Approach.
- 9- Communicative Approach.

Grammar-Translation Approach

- Instruction is given in the native language of the students.
- There is a little use of the target language.
- Focus is on grammatical parsing, i.e., the form and inflection of words.
- There is early reading of difficult classical texts.
- A typical exercise is to translate sentences from the target language into the mother tongue.
- The result of this approach is usually an inability on the part of the student to use the language for communication.
- The teacher does not have to be able to speak the target language.

Direct Approach

- No use of the mother tongue is permitted (i.e.' teacher does not need to know the students' native language).
- Lessons begin with dialogues and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear.
- Grammar is learned inductively.
- Literary texts are read for pleasure and are not analyzed grammatically.
- The target culture is also taught inductively.
- The teacher must be a native speaker or have native-like proficiency in the target language.

Reading Approach

- Only the grammar useful for reading comprehension is taught.
- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- Translation is a respectable classroom procedure.
- Reading comprehension is the only language skill emphasized.
- The teacher does not need to have good oral proficiency in the target language.

Audiolingualism Approach

- Lessons begin with a dialogue.
- Mimicry and memorization are used, based on the assumption that language is a habit formation
- Grammatical structures are sequenced and rules are taught inductively.
- Skills are sequenced: listening, speaking– reading, writing postponed.
- Pronunciation is stressed from the beginning.
- Vocabulary is severely limited in initial stages.
- A great effort is made to present learner errors.
- Language is often manipulated without regard to meaning or context.
- The teacher must be proficient only in the structures, vocabulary that he/she is teaching since learning activities are carefully controlled.

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