The Handbook of
Applied Linguistics

Edited by
Alan Davies and Catherine Elder

Blackwell Publishing

The Handbook of Applied Linguistics

Edited by

Alan Davies and Catherine Elder

Blackwell Publishing

© 2004, 2006 by Blackwell Publishing Ltd

BLACKWELL PUBLISHING
350 Main Street, Malden, MA 02148-5020, USA
9600 Garsington Road, Oxford OX4 2DQ, UK
550 Swanston Street, Carlton, Victoria 3053, Australia

The right of Alan Davies and Catherine Elder to be identified as the Authors of the Editorial Material in this Work has been asserted in accordance with the UK Copyright, Designs, and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs, and Patents Act 1988, without the prior permission of the publisher.

First published 2004 by Blackwell Publishing Ltd
First published in paperback 2006 by Blackwell Publishing Ltd

2 2007

Library of Congress Cataloging-in-Publication Data

The handbook of applied linguistics / edited by Alan Davies and Catherine Elder.
p. cm. — (Blackwell handbooks in linguistics ; 17)
Includes bibliographical references and index.
ISBN 0-631-22899-3 (alk. paper)
1. Applied linguistics. I. Davies, Alan, Ph. D. II. Elder, C. (Catherine) III. Title.
IV. Series.

P129. H33 2004
418—dc22

2003021505

ISBN-13: 978-0-631-22899-8 (alk. paper)
ISBN-13: 978-1-4051-3809-3 (paperback)
ISBN-10: 1-4051-3809-2 (paperback)

A catalogue record for this title is available from the British Library.

Set in 10/12 pt Palatino
by Graphicraft Ltd, Hong Kong
Printed and bound in the United Kingdom
by TJ International, Padstow, Cornwall

The publisher's policy is to use permanent paper from mills that operate a sustainable forestry policy, and which has been manufactured from pulp processed using acid-free and elementary chlorine-free practices. Furthermore, the publisher ensures that the text paper and cover board used have met acceptable environmental accreditation standards.

For further information on
Blackwell Publishing, visit our website:
www.blackwellpublishing.com

Notes on Contributors

Bob Adamson is International Director in the TESOL Unit at Queensland University of Technology, Brisbane, Australia. He has published in the fields of curriculum studies, teacher education, higher education and comparative education, with particular interest in English Language education and China.
b.adamson@qut.edu.au

Gary Barkhuizen is a Senior Lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. He has taught ESL and has been involved in language teacher education in South Africa, the USA, and New Zealand. His research interests include language-in-education planning, learner perceptions of their learning, and the social context of language learning.
g.barkhuizen@auckland.ac.nz

Helen Basturkmen is a Senior Lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand, where she teaches courses in discourse analysis and methodology for language teachers. Her research interests are in ESP, spoken discourse, teacher beliefs, and focus on form.
h.basturkmen@auckland.ac.nz

Andrew C. Billings is an Assistant Professor in the Department of Communication Studies at Clemson University, USA. His research interests lie within the persuasive aspects of language attitudes and media portrayals of identity.
acbilng@clemson.edu

David Birdsong is Professor of French at the University of Texas at Austin, USA, having previously held positions in Linguistics and Romance Languages at the University of Florida, Georgetown University, and the Max Planck Institute for Psycholinguistics.
birdsong@ccwf.cc.utexas.edu

Kingsley Bolton is Professor in English Linguistics in the English Department, Stockholm University, Sweden. His interests are in sociolinguistics and world Englishes. He has published a number of books and articles on sociolinguistics, Asian Englishes, Hong Kong English, Chinese pidgin English, and Chinese secret societies.
kingsley.bolton@english.su.se

Kees de Bot is Chair of Applied Linguistics at the University of Groningen, The Netherlands. His recent research interests include foreign language attrition, the maintenance and shift of minority languages, language and aging, and the psycholinguistics of bilingual language processing.
c.l.j.de.bot@let.rug.nl

James Dean (JD) Brown is Professor of Second Language Studies at the University of Hawai'i at Manoa. His recent publications include *Using Surveys in Language Programs* (Cambridge University Press, 2001), *Criterion-Referenced Language Testing* (Cambridge University Press, 2002), *Doing Second Language Research* (Oxford University Press, 2002).
brownj@hawaii.edu

Urszula Clark is Principal Lecturer in English at the University of Wolverhampton, UK, where she teaches undergraduate courses in stylistics, language and power, narrative, twentieth-century fiction and creative writing, and postgraduate courses in stylistics. Her main research interests and publications are in the areas of pedagogical stylistics, detective fiction, and language and identity.
U.Clark@wlv.ac.uk

Timothy J. Curnow is a Postdoctoral Fellow at La Trobe University. He is a descriptive linguist, and has written a grammar of Awa Pit, a language spoken in Colombia. He works primarily on the typology of person marking and evidentiality.
tjcurnow@ozemail.com.au

Alan Davies is Emeritus Professor of Applied Linguistics at the University of Edinburgh, Scotland. His publications include *Principles of Language Testing* (Blackwell, 1990), *An Introduction to Applied Linguistics* (Edinburgh University Press, 1999), and *The Native Speaker: Myth and reality* (Multilingual Matters, 2003).
a.davies@ed.ac.uk

John Edwards is Professor of Psychology at St Francis Xavier University in Nova Scotia, Canada, and is editor of the *Journal of Multilingual and Multicultural Development*. His publications include *Language in Canada* (Cambridge University Press, 1998), *Multilingualism* (Penguin, 1995), and *Language, Society and Identity* (Blackwell, 1985). He is also the author of about 200 articles, chapters, and reviews.
jedwards@stfx.ca

Susan Ehrlich is Professor of Linguistics in the Department of Languages, Literatures and Linguistics at York University, Toronto, Canada. Her books

此为试读,需要完整PDF请访问: www.ertongbook.com

include *Point of View: A linguistic analysis of literary style* (Routledge, 1990), *Teaching American English Pronunciation* (Oxford University Press, 1992), and *Representing Rape: Language and sexual consent* (Routledge, 2001).
ehrlich@yorku.ca

Catherine Elder is Associate Professor in the Faculty of Education at Monash University, Melbourne, Australia. Her research interests and publications span the areas of language testing, language program evaluation, and bilingualism. She is co-author of the *Dictionary of Language Testing* (Cambridge University Press, 1999) and co-editor of *Experimenting with Uncertainty: Essays in honour of Alan Davies* (Cambridge University Press, 2001).
Catherine.elder@education.monash.edu.au

Rod Ellis is currently Professor and Head of the Department of Applied Language Studies and Linguistics, University of Auckland, New Zealand. His recent publications include *Task-Based Learning and Teaching* (Oxford University Press, 2003) and a text-book, *Impact Grammar* (Pearson Longman, 1999).
r.ellis@auckland.ac.nz

Rod Gardner is Senior Lecturer in Linguistics at the University of New South Wales, Australia. He coordinates the MA in Applied Linguistics program. His main research interests are Conversation Analysis, particularly response tokens. His book on this topic, *When Listeners Talk*, was published by Benjamins in 2001.
rod.gardner@unsw.edu.au

John Gibbons is Professor of Linguistics at the Hong Kong Baptist University. His main research interests are language and the law, and bilingualism. His publications include *Language and the Law* (Longman, 1994), *Learning, Keeping and Using Language* (Benjamins, 1990) and *Forensic Linguistics: Language in the Justice System* (Blackwell, 2003).
jgibbons@hkbu.edu.hk

Howard Giles is a Professor of Communication at the University of California, Santa Barbara, USA. He has had a longstanding interest in language attitude studies around the world. Current work revolves around the theme of intergroup communication, including cross-cultural studies of intergenerational communication and aging and police–citizen interactions.
HowieGiles@aol.com

Paul Gruba is a Lecturer in Computer Science and Software Engineering at The University of Melbourne, Australia. His research interests focus on computer-based learning and the comprehension of digitized video media.
p.gruba@unimelb.edu.au

Richard Johnstone is Professor of Education at the University of Stirling, Scotland, and Director of the Scottish Centre for Information on Language Teaching and Research (Scottish CILT). He is also Director of SCOTLANG, the

languages research network funded by the Scottish Higher Education Funding Council. He writes an annual review of the international research on the teaching and learning of second and foreign languages for the journal *Language Teaching*.
rmj1@stir.ac.uk

John E. Joseph is Professor of Applied Linguistics at the University of Edinburgh, Scotland. He has worked on issues of language standardization and linguistic identity, and their social, political, and educational ramifications in a range of Asian, European, and North American settings. He also works extensively in the history of linguistics and in the theory and practice of translation.
john.joseph@ed.ac.uk

Alan Kirkness is a member of the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. He was previously Professor of German in Auckland 1986–98 and a research linguist and practising lexicographer at the Institute for German Language in Mannheim 1974–86. His research interests are in European historical and pedagogical lexicology and lexicography with particular reference to English, German, and French.
a.kirkness@auckland.ac.nz

Claire Kramsch is Professor of German and Foreign Language Acquisition at the University of California at Berkeley, USA. Her research interests include: language, culture, and identity; discourse analysis and second language acquisition; language and literature. She is the author of *Content and Culture in Language Teaching* (Oxford University Press, 1993) and *Language and Culture* (Oxford University Press, 1998), and the editor of *Redrawing the Boundaries of Language Study* (Heinle and Heinle, 1995) and *Language Acquisition and Language Socialization. Ecological perspectives* (Continuum, 2002).
ckramsch@socrates.Berkeley.edu

Anthony J. Liddicoat is Associate Professor of Languages and Linguistics at Griffith University, Australia. He has worked in both descriptive and applied linguistics and his current research interests include language planning, languages in education, and conversation analysis.
T.Liddicoat@mailbox.gu.edu.au

William Littlewood has taught English, French, and German at secondary and tertiary level in the UK and Hong Kong. He is currently Professor for TESOL and Applied Linguistics at the Hong Kong Baptist University. His publications include *Communicative Language Teaching: An introduction* (Cambridge University Press, 1981) and *Teaching Oral Communication: A methodological framework* (Blackwell, 1992).
blittle@hkbu.edu.hk

Joseph Lo Bianco is Director of Language Australia: The National Languages and Literacy Institute; Visiting Professor, Education, University of Melbourne;

and Adjunct Professor, Languages and Comparative Cultural Studies, University of Queensland. His recent books are: *Teaching Invisible Culture: Classroom practice and theory* (Language Australia Publications, 2003), Voices *from Phnom Penh: Language and development* (Language Australia Publications, 2002), and *Australian Policy Activism in Language and Literacy* (Language Australia Publications, 2001).
joe.lobianco@languageaustralia.com.au

Heather Lotherington is Associate Professor of Multilingual Education at York University in Toronto, Canada, and past co-editor of *The Canadian Modern Language Review*. She has taught in many international contexts, including Australia, Fiji, England, Papua New Guinea, and Singapore. She researches bi- and multilingual education, particularly with regard to multiliteracies.
hlotherington@edu.yorku.ca

Tim McNamara is Professor in the Department of Linguistics and Applied Linguistics at the University of Melbourne, Australia. His research interests include language testing, language and identity, and the history of applied linguistics. He is the author of *Language Testing* (Oxford University Press, 2000), co-author of the *Dictionary of Language Testing* (Cambridge University Press, 1999), and co-editor of the *Routledge Applied Linguistics Reader* (Routledge, forthcoming).
t.mcnamara@linguistics.unimelb.edu.au

John McRae is Special Professor of Language in Literature Study at the University of Nottingham, UK. His recent publications include *The Language of Poetry* (Routledge, 1998), *The Penguin Guide to English Literature* (1995/2001), *The Routledge History of Literature in English* (1997/2001), and *Language, Literature and the Learner* (Longman, 1996).
j.mcab@wanadoo.fr

Anne Pauwels is Professor of Linguistics and Dean of the Faculty of Arts, Humanities and Social Sciences at the University of Western Australia. Her areas of research expertise and interest include language contact and language maintenance, language and gender, and cross-cultural communication.
apauwels@arts.uwa.edu.au

Alastair Pennycook is Professor of Language in Education at the University of Technology, Sydney. He is the author of *The Cultural Politics of English as an International Language* (Longman, 1994) and *English and the Discourses of Colonialism* (Routledge, 1998). He was guest editor of a special edition of *TESOL Quarterly* in 1999 on *Critical Approaches to TESOL*. His *Critical Applied Linguistics: A Critical Introduction* was published by Lawrence Erlbaum in 2001.
alastair.pennycook@uts.edu.au

Kanavillil Rajagopalan is Professor of Linguistics at the State University at Campinas (UNICAMP), Brazil. His research interests include philosophy of

language, linguistic pragmatics, applied linguistics, critical discourse analysis, English language teaching, poststructuralism, and postcolonialism.
rajagopalan@uol.com.br

Monika S. Schmid graduated from the Heinrich-Heine-Universität Düsseldorf with a PhD on L1 attrition among Jewish former citizens of that city. She currently holds a position in the English department of the Vrije Universiteit Amsterdam, The Netherlands, and her native German has almost completely attrited.
ms.schmid@let.vu.nl

Michael Stubbs is Professor of English Linguistics at the University of Trier, Germany. He has published widely in the areas of educational linguistics and corpus linguistics. His most recent books are *Text and Corpus Analysis* (Blackwell, 1996) and *Words and Phrases* (Blackwell, 2001).
stubbs@uni-trier.de

Rachel Sutton-Spence is Lecturer in Deaf Studies at the Centre for Deaf Studies at the University of Bristol, UK. She is co-author, with Bencie Woll, of the introductory textbook *The Linguistics of British Sign Language: An introduction* (Cambridge University Press, 1999). Her current research interest is sign language poetry.
rachel.spence@bristol.ac.uk

Hugh Trappes-Lomax is Deputy Director of the Institute for Applied Language Studies at the University of Edinburgh, Scotland. His interests include pedagogical grammar, learner dictionaries, and language in education in Africa. His publications include the *Oxford Wordfinder Dictionary* (Oxford University Press, 1997) *and Language in Language Teacher Education* (Benjamins, 2003).
H.Trappes-Lomax@ed.ac.uk

Eddie Williams is Senior Lecturer in the Department of Linguistics, University of Wales, Bangor. His interests and publications include psycholinguistic and sociolinguistic perspectives on literacy and language, especially with reference to developing countries.
elseø3@bangor.ac.uk

Bencie Woll joined the Department of Language and Communication Science at City University London, UK, in 1995 to take up the newly created Chair in Sign Language and Deaf Studies. She is the co-author with Rachel Sutton-Spence of *The Linguistics of British Sign Language: An introduction* (Cambridge University Press, 1999) and the winner of the 1999 Deaf Nation Award and of the 2000 BAAL Book Prize.
b.woll@city.ac.uk

Acknowledgments

The editors wish to thank staff and former staff of Blackwell Publishing (Linguistics), especially Tami Kaplan and Sarah Coleman, and our copy-editor Anna Oxbury. We are grateful to all the contributors to the volume for their interest and their patience. Most of all, we are grateful to one another.

The editors and publisher gratefully acknowledge the permission granted to reproduce the copyright material in this book:

Figure 2.1 From *Webster's Third New International® Dictionary, Unabridged*, © 1993 by Merriam-Webster, Incorporated.

Figure 2.2 By permission of The Reader's Digest Association Limited, *Reader's Digest Great Illustrated Dictionary* (1984).

Figure 2.3(a) Reproduced from *Collins COBUILD English Dictionary* with the permission of HarperCollins Publishers Ltd. © HarperCollins Publishers Ltd 2001. Updated from the Bank of English. Based on the COBUILD series developed in collaboration with the University of Birmingham, COBUILD® and Bank of English® are registered trademarks of HarperCollins Publishers Ltd.

Figure 2.3(b) By permission, *Cambridge International Dictionary of English*, 1995. © Cambridge University Press.

Figure 2.3(c) Reproduced from the *Longman Dictionary of Contemporary English*. © Longman Group Limited 1995, reprinted by permission of Pearson Education Limited.

Figure 2.3(d) Reproduced from the *Macmillan English Dictionary for Advanced Learners*. By permission of Macmillan Publishers Limited.

Figure 2.3(e) Reproduced by permission of Oxford University Press from the *Oxford Advanced Learner's Dictionary of Current English*, 6th edn. by A. S. Hornby. © Oxford University Press 2000.

Table 18.1 From J. Edwards, Sociopolitical aspects of language maintenance and loss: towards a typology of ethnic minority language situations. In W. Fase, K. Jaspaert, & S. Kroon (eds.), *Maintenance and Loss of Ethnic Minority Languages*, 1992. Amsterdam/Philadelphia: John Benjamins. With kind permission by John Benjamins Publishing Company, www.benjamins.com.

Figure 19.1 From D. Nunan, *Research Methods in Language Learning*, 1992. Cambridge: Cambridge University Press. © Cambridge University Press.

Figure 19.2 From J. D. Brown, *Using Surveys in Language Programs*, 2001. Cambridge: Cambridge University Press. © Cambridge University Press.

Figure 19.3 From D. M. Johnson, *Approaches to Research in Second Language Learning*, 1992. New York: Longman. © 1992 Pearson Education. Reprinted/adapted by permission of Pearson Education Ltd.

Figure 19.4 From L. van Lier, *The Classroom and the Language Learner: Ethnography and second language classroom research*, 1988. London: Longman. © Pearson Education. Reprinted by permission of Pearson Education Ltd.

Table 19.1 From R. Grotjahn, On the methodological basis of introspective methods. In C. Faerch & G. Kasper (eds.), *Introspection in Second Language Research*, 1987. Clevedon, UK: Multilingual Matters. © Multilingual Matters Ltd. Reprinted by permission of Multilingual Matters Ltd.

Table 19.2 From C. Reichardt and T. Cook, Beyond qualitative versus quantitative methods. In T. Cook & C. Reichardt (eds.), *Qualitative and Quantitative Methods in Education Research*, 1979. Beverly Hills, CA: Sage. © Sage Publications Inc. Reprinted by permission of Sage Publications Inc.

Table 19.3 Adapted from A. Lazaraton, Qualitative research in applied linguistics: A progress report, *TESOL Quarterly*, 29 (1995), 455–72.

Table 25.2 From C. A. Chapelle, CALL in search of research paradigms? *Language Learning and Technology*, 1(1), 19–43. Reproduced with the permission of Cambridge University Press and the author.

Figure 29.1 From J. A. Fishman, *Reversing Language Shift*, 1991. Clevedon, UK: Miltilingual Matters. © Multilingual Matters Ltd. Reprinted by permission of Multilingual Matters Ltd.

Figure 31.2 From S. Messick, Validity. In R. L. Linn (ed.), *Educational Measurement*, 1989 (3rd edn.). New York: Macmillan.

Every effort has been made to trace copyright holders and to obtain their permission for the use of copyright material. The publisher apologizes for any errors or omissions in the above list and would be grateful if notified of any corrections that should be incorporated in future reprints or editions of this book.

此为试读,需要完整PDF请访问: www.ertongbook.com

Contents

List of Figures viii
List of Tables ix
Notes on Contributors x
Acknowledgments xvi

General Introduction
Applied Linguistics: Subject to Discipline? 1
Alan Davies and Catherine Elder

Part I Linguistics-Applied (L-A) 17

Introduction to Part I 19
Alan Davies

Section 1

1 Language Descriptions 25
Anthony J. Liddicoat and Timothy J. Curnow
2 Lexicography 54
Alan Kirkness

Section 2

3 Second Language Acquisition and Ultimate Attainment 82
David Birdsong
4 Language Corpora 106
Michael Stubbs
5 Discourse Analysis 133
Hugh Trappes-Lomax

Section 3

6 British Sign Language 165
RACHEL SUTTON-SPENCE AND BENCIE WOLL
7 Assessing Language Attitudes: Speaker Evaluation Studies 187
HOWARD GILES AND ANDREW C. BILLINGS
8 Language Attrition 210
MONIKA S. SCHMID AND KEES DE BOT
9 Language, Thought, and Culture 235
CLAIRE KRAMSCH
10 Conversation Analysis 262
ROD GARDNER

Section 4

11 Language and the Law 285
JOHN GIBBONS
12 Language and Gender 304
SUSAN EHRLICH
13 Stylistics 328
JOHN MCRAE AND URSZULA CLARK

Section 5

14 Language and Politics 347
JOHN E. JOSEPH
15 World Englishes 367
KINGSLEY BOLTON

Section 6

16 The Philosophy of Applied Linguistics 397
KANAVILLIL RAJAGOPALAN

Part II Applied-Linguistics (A-L) 421

Introduction to Part II 423
CATHERINE ELDER

Section 7

17 The Native Speaker in Applied Linguistics 431
ALAN DAVIES
18 Language Minorities 451
JOHN EDWARDS
19 Research Methods for Applied Linguistics: Scope, Characteristics, and Standards 476
JAMES DEAN BROWN

Section 8

20 Second Language Learning 501
WILLIAM LITTLEWOOD
21 Individual Differences in Second Language Learning 525
ROD ELLIS
22 Social Influences on Language Learning 552
GARY BARKHUIZEN
23 Literacy Studies 576
EDDIE WILLIAMS

Section 9

24 Fashions in Language Teaching Methodology 604
BOB ADAMSON
25 Computer Assisted Language Learning (CALL) 623
PAUL GRUBA
26 Language Teacher Education 649
RICHARD JOHNSTONE
27 The Practice of LSP 672
HELEN BASTURKMEN AND CATHERINE ELDER
28 Bilingual Education 695
HEATHER LOTHERINGTON

Section 10

29 Language Maintenance 719
ANNE PAUWELS
30 Language Planning as Applied Linguistics 738
JOSEPH LO BIANCO
31 Language Testing 763
TIM MCNAMARA

Section 11

32 Critical Applied Linguistics 784
ALASTAIR PENNYCOOK

Index 808

List of Figures

1.1	Cardinal vowels	28
1.2	English vowels (southern British variety)	28
2.1	Definition of *ain't* from *Webster's Third New International Dictionary*	66
2.2	Definition of *ain't* from *The Reader's Digest Great Illustrated Dictionary*	67
2.3	Entries on *base* and *used* in MLDs for advanced learners	73
5.1	Discourse: five factors which focus discussion and analysis	143
5.2	Discourse analysis and education	151
6.1	Sign for PAWN-BROKER	174
6.2	Simultaneous signs for HEAR and UNDERSTAND	177
6.3	Simultaneous signs for IGNORE and NOTHING	178
6.4	Metaphor using signs for WORD and IMPRISONS	178
6.5	Number of students taking BSL exams	181
6.6	Number of registered qualified and registered trainee interpreters	181
19.1	Very broad categories of research	478
19.2	Broad categories of research	479
19.3	Issues in teacher inquiry	481
19.4	Parameters of educational research design	482
19.5	Primary research characteristics continua	490
19.6	Standards of research soundness continua for primary research	496
20.1	Elements and processes of second language learning	521
22.1	Necessary elements for learning an additional language	556
29.1	Fishman's model for reversing language shift	729
31.1	Test, construct, and criterion	765
31.2	Facets of validity	768

List of Tables

1.1	Places of articulation for consonants	29
1.2	Manner of articulation for consonants	30
1.3	IPA consonant symbols	31
1.4	Phonemic inventories in four languages	34
4.1	Positional frequency table for NODE *undergo* in a span of 3 words to left and right	120
5.1	Ways and means of discourse analysis	136
18.1	Examples of minority language situations	466
19.1	Different possible research designs	484
19.2	Characteristics of qualitative and quantitative "paradigms"	487
19.3	Qualitative research traditions	489
21.1	Frequently used instruments in researching individual difference factors in SLA	528
21.2	Factors responsible for individual differences in L2 learning	530
21.3	Learners' cognitions about language and language learning	543
25.1	Key aspects of theoretical perspectives in CALL	627
25.2	Functions needed in CASLA software tools and their purposes	633
25.3	Suggested areas of professional development for integrative CALL educators	638
26.1	A framework for LTE provision	652
32.1	Four forms of the critical in applied linguistics	798

General Introduction Applied Linguistics: Subject to Discipline?

ALAN DAVIES AND CATHERINE ELDER

'Tis of great use to the sailor to know the length of his line, though he cannot with it fathom all the depths of the ocean. 'Tis well he knows that it is long enough to reach the bottom, at such places as are necessary to direct his voyage, and caution him against running upon shoals that may ruin him. Our business here is not to know all things, but those which concern our conduct. If we can find out those measures whereby a rational creature, put in that state which man is in the world, may and ought to govern his opinions and actions depending thereon, we need not be troubled that some other things escape our knowledge.

John Locke, *An Essay Concerning Human Understanding*, 1695

Role

Applied linguistics is often said to be concerned with solving or at least ameliorating social problems involving language. The problems applied linguistics concerns itself with are likely to be: How can we teach languages better? How can we diagnose speech pathologies better? How can we improve the training of translators and interpreters? How can we write a valid language examination? How can we evaluate a school bilingual program? How can we determine the literacy levels of a whole population? How can we helpfully discuss the language of a text? What advice can we offer a Ministry of Education on a proposal to introduce a new medium of instruction? How can we compare the acquisition of a European and an Asian language? What advice should we give a defense lawyer on the authenticity of a police transcript of an interview with a suspect?

This tradition of applied linguistics established itself in part as a response to the narrowing of focus in linguistics with the advent in the late 1950s of generative linguistics, and has always maintained a socially accountable role, demonstrated by its central interest in language problems. But there is another tradition of applied linguistics, which belongs to linguistics; it is

此为试读,需要完整PDF请访问: www.ertongbook.com