APPLIED LINGUISTICS
—— LANGUAGE LEARNING AND TEACHING

应用语言学
——语言学习与语言教学

伊秀波 编著

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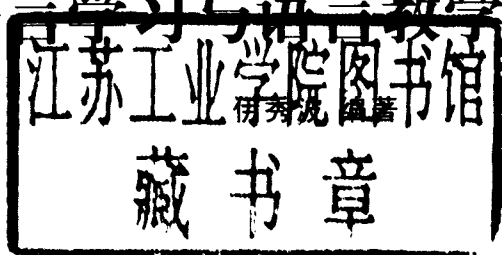# Applied   Linguistics
Language Learning and Teaching

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前　　言

随着语言学理论研究的不断深入和现代科学技术的快速发展，语言理论及研究成果在许多领域的应用都取得了重大的进展，尤其是二十年来在外语教学理论与实践的研究上成绩斐然。外语教学的研究已经成为应用语言学中发展最为成熟的学科之一。应用语言学的研究范围很广，本书的内容只涉及语言学习和语言教学的研究。

语言教学不是语言学和教学法的结合，它涉及语言的特性，语言教学的指导思想、教学内容、教学过程和教学方法，同时包括语言习得过程，学习对象的特点、学习风格和策略等各个方面。语言教学的研究牵涉到理论语言学、心理语言学、社会语言学、教育心理学、对比语言学、教育学等相关领域的理论和应用研究成果，是应用语言学中一门综合性、交叉性和实践性较强的分支学科。本书论述了外语学习和外语教学的基本理论及其主要研究成果，并结合我国英语教学的现状探讨我国外语教学中所存在的问题和对策。由于篇幅有限，对有些理论不能作系统的阐述，却言简意赅，词明意达，能引起读者的兴趣，为英语语言学研究生和广大英语教师提供了外语教学理论研究和实践探索的教材或参考书。

全书共分四个部分，14章。第一部分简述了应用语言学的产生和发展，语言、学习和教学的本质及相互关系。第二部分以母语和第二语言习得的代表性理论为基础，对比母语和外语学习的差异，论述第二语言学习过程、学习者的语言和错误，并从认知、情感、年龄、学习者特性等角度探讨影响外语学习的诸种因素和解决对策。第三部分为语言教学部分，在阐述国外主要教学法流派的基础上，重点探讨交际法对我国大纲设计，教材编写、课堂教学及教师与学生角色的影响，交际法在我国的发展趋势，以及我国在教师培训和学生自主学习培养方面所存在的差距。第四部分是语言技能教学部分。11至14章分别探讨了听、读、说、

写的本质、听读理解与说写产生过程，以及影响这些技能习得的诸种因素，并讨论了听说读写教学的主要方法和技巧。为了便于读者理解书中的内容，每章后设有思考题并建议阅读的参考书，书后附有全部章节的参考书目。

本书为吉林大学研究生院的立项课题，2002 年底完成初稿，2003 年春季在 2002 级英语研究生中试用，经澳大利亚籍语言学博士 Jeffrey Gil 审阅，再行修订定稿。本书在撰写过程中参考了大量国内外资料和研究成果，在此向作者表示感谢。我的研究生曹勇衡，鲁华山，李晶三位同学参加了收集整理资料，打字校对和部分编写工作，王晓光同学也参加了收集资料和部分打字工作。在此，对吉林大学研究生院的大力支持，Jeffrey Gil 和部分研究生的宝贵修改意见和为此书所做的贡献表示衷心感谢。

应用语言学是我国高等院校英语语言学研究生的必修课之一，因为其涉猎范围很广，笔者在近十年的应用语言学教学过程中，总是为要求学生从不同论著上复印大量参考资料而深感不安。本书的出版希望能给英语语言学研究生和广大英语教师提供帮助。由于作者学识有限，书中难免有不妥之处，恳请同行和广大读者给予批评指正。

伊秀波

于吉林大学
2003 年 8 月

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Chapter 1   Applied Linguistics and Its Development

Introduction

Some people say that the learning and teaching of foreign languages is referred to as applied linguistics, and other people argue that the learning and teaching of foreign languages is only one of many sub-areas of applied linguistics. Then, what is applied linguistics? What is the scope that applied linguistics actually covers? Is it what the combination of the words 'applied' and 'linguistics' means? If a purely semantic definition of the term was sufficient to answer all these questions, linguistic researchers and language teachers would not write so many articles to discuss it. This chapter tries to define the term 'applied linguistics' and its scope, then, it gives a brief historical survey of the term, and lastly it makes an effort at discussing the development of applied linguistics in China.

1.1 The Term 'Applied Linguistics'

Defining applied linguistics has always been difficult. As its name indicates, applied linguistics should correspond to pure linguistics or theoretical linguistics, that is, the application of the theories, principles, methods and research achievements of linguistics to solving practical problems. But defining the term was not that simple. Linguistic researchers do not agree on what applied linguistics actually is.

P. Corder, a well-known applied linguist, defined applied linguistics in his book '*Introducing Applied Linguistics*' (1973) as follows:

"Applied linguistics is the utilization of the knowledge about the nature

of language achieved by linguistic research for the improvement of the efficiency of some practical task in which language is a central component." This sentence shows that applied linguistics is a field in which the results from linguistic research are used to solve practical language-related problems.

According to R. Campbell's view (1980), applied linguistics is the mediator between the practitioner and the theorist. The applied linguist stands in relation to the theoretical linguist and to the practical teacher of languages. His role is that of the middle-man, deriving information from the theoretical linguist and passing that on to the language teachers from whom he gets feedback, for the linguist, about the feasibility of this theory.

Some linguistic scholars strictly restrict applied linguistics to the study of second and foreign language learning and teaching while others use it, in a broader sense, as the study of language and linguistics in relation to practical problems, such as lexicography, language policy, translation, speech pathology, etc. The relevant entry in the *International Encyclopedia of Linguistics* defines applied linguistics as follows:

"Whenever knowledge about language is used to solve a basic language-related problem, one may say that A(pplied) L(inguistics) is being practiced. AL is a technology which makes abstract ideas and research findings accessible and relevant to the real world; it mediates between theory and practice" (Kaplan and Widdowson 1992:76).

The term 'applied linguistics' has been most commonly used to cover all aspects of the academic study of language teaching and learning. Since the 1980s, the term has begun to be used to refer more widely to any area of study, beyond linguistics itself, that is language-related. Therefore, it is a hard job to define the term 'applied linguistics'. Generally speaking, applied linguistics can be defined in two ways. In a broad sense, it means the application of linguistic knowledge to solving practical problems of other

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scientific fields, such as language teaching and learning, speech pathology, lexicography, translation, contrastive linguistics, sociolinguistics, psycholinguistics, computational linguistics and several other areas. In a narrow sense, applied linguistics means the scientific study of the principles and practices of second and foreign language teaching and learning. This narrow view about applied linguistics is held by many linguists in the Western linguistic world.

In *Longman Dictionary of Language Teaching and Applied Linguistics* (1992: 24), Jack C Richards, John Platt and Heidi Platt state: "Applied linguistics uses information from sociology, psychology, anthropology, and information theory as well as from linguistics in order to develop its own 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." Some researchers consider their opinion as a moderate view of applied linguistics. In this view, applied linguistics is always language-related and it refers to the study of language teaching and learning in general, and language use.

As P. Corder (1977) stated, "It would be a mistake to associate applied linguistics exclusively with language teaching. There are other people who are engaged in practical activities which involve language in a certain role for whom a knowledge of its nature could be of use in dealing with problems which arise in their work: for example, the speech therapist, the literary critic, the communications engineer, the translator and the computer programmer. Whilst applied linguistics and language teaching may be closely associated, they are not one and the same activity."

Applied linguistics is not only about applying linguistic theories to the real world, but it is also closely related to many other disciplines. Applied linguistics has, and continuously explores, its own hypotheses, principles, rules and methods in its practical activities.

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1.2 The Development of Applied Linguistics

The term 'applied linguistics' was first used in 1870 by a young Polish linguist, J. Bandouin de Courtenay to distinguish applied linguistics from pure or theoretical linguistics, but it did not attract much attention at that time. About 60 years later, the famous American linguist, Leonard Bloomfield, in his book '*Language*'(1933), presented his theory of linguistics and also discussed the ways in which the findings of linguistics could be applied to the teaching of foreign languages. During World War II, many American linguists joined to compile language materials and design teaching programs to teach young soldiers foreign languages to meet the military needs. For instance, Bloomfield wrote a handbook, *An Outline Guide for the Practical Study of Foreign Languages* (1942) and Bloch & Trager wrote the book titled *Outline of Linguistic Analysis* (1942). From then on, the interest of American linguists in language teaching extended over a period of many years.

Applied linguistics came to be recognized widely in the United States some 40 or 50 years ago. In 1946, the English Language Institute of the University of Michigan, under the guidance of Charles Fries and Robert Lado, introduced an independent subject, applied linguistics. It is from this Institute that the well-known journal '*Language Learning*', subtitled Journal of Applied Linguistics, originates. It is the first journal in the world to have the term 'applied linguistics' in its title.

Although much attention was paid to applied linguistics in 1940s, it reached its peak of development in 1960s. The Foreign Language Program of the Modern Language Association (MLA) was inaugurated in the fall of 1952 in the United States. Great efforts were made by the MLA to bring foreign language teachers into closer touch with professional educators,

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school administrators, governmental officials, businessmen, linguists and any other group of persons with whom greater cooperation was desirable. In 1956, the School of Applied Linguistics was founded at Edinburgh University, Scotland, being the first place for training applied linguists. In 1959, under the guidance of C. Ferguson, the Center for Applied Linguistics (CAL) was founded in the United States to meet a number of needs: the tremendously increasing demand for the teaching of English in foreign countries; the training of Americans in the major languages of Asia; and the improvement of cooperation and communication among linguists, psychologists, and language teachers. During its first year and a half of operation, the Center established a journal, the '*Linguistic Reporter*' and held a conference on English teaching abroad. The work of the Center also brings us to another aspect of the relations between linguistics and language teaching: the teaching of English as a second language.

The year 1964 witnessed the foundation of the Association Internationale de Linguistique Appliquee (AILA) in Nancy, France. More than 250 scholars from different countries attended. It started publishing its own AILA Bulletin in 1970 and organizes the world conferences every three years. From a historical point of view, the initiators of AILA considered foreign language teaching to be the main interest of applied linguistics. During the AILA International Conferences in 1975, 1978 and 1981, the emphasis was mostly on the learning and teaching of foreign languages and on the related areas such as L1 and L2 learning. Up till now, more and more linguistic scholars are attracted to the Conference and more than 40 international societies for applied linguistics are affiliated with AILA.

In 1957, Robert Lado compiled a book, entitled *Linguistics across cultures: Applied linguistics for language teachers* (Ann Arbor: University of Michigan Press). In 1964, M. Halliday and another two scholars coauthored a textbook for applied linguistics, entitled *The Linguistic*

Sciences and Language Teaching (London: Longman). P. Corder published his treatise '*Introducing Applied Linguistics*' (Harmondsworth: Penguin) in 1973, discussing language and language learning, linguistics and language teaching, and the techniques of applied linguistics. R. Kaplan, after a heated discussion on the scope of applied linguistics by a group of famous linguists, compiled a book in 1980 entitled *On the Scope of Applied Linguistics* (Mass: Newbury). In 1984, H. Widdowson published his book, '*Explorations in Applied Linguistics*' (London: OUP), and Theo van Els et al coauthored *Applied Linguistics and Learning and Teaching of Foreign Languages* (London: Edward Arnold), mainly discussing second and foreign language learning and teaching. From then on, more and more articles, books and journals have been published to discuss applied linguistics.

The fast development of applied linguistics in 1960s grew out of a number of converging trends. These trends have operated in a variety of ways around the world, but the four main reasons can be identified.

1)   The demand of a New World

The end of World War II proclaimed the approach of an age of enormous expansion in scientific, technical and economic activity on an international scale. The development of technology and commerce on an international scale generated a demand for an international language. For various reasons, most notably the economic power of the U.S. in the post-war world, English became the international language in social and commercial communication. Then many people wanted to learn English, not for the pleasure of knowing the language, but because English was the key to the international currencies of technology, commerce, and communication. Therefore, teachers were urgently needed to teach English as a second or foreign language. In 1960s, foreign language education developed quickly in almost all the countries of the world.

2) The development of linguistics itself

Traditionally the aim of linguistics had been to describe the rules of English usage, that is, grammar, and learning was considered as a mechanical process of habit formation with the help of the frequent reinforcement of a stimulus-response sequence. In 1960s, N. Chomsky and his transformational generative (TG) grammar led a revolution in ideas about language description and language learning. The new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication and the ways in which language is acquired or learned in instructional settings. Afterwards, the different viewpoints about language teaching and learning appeared in research and the new linguistic schools and new linguistic disciplines emerged at the same time.

3) New ideas in educational psychology

New ideas in educational psychology also contributed to the fast development of applied linguistics by emphasizing the central importance of the learners and their attitudes and motivations to learning. Learners were seen to have different internal characteristics which influence the effectiveness of their learning. The reform of educational ideas turned language teachers' attention from the methods of language teaching to the learners, their learning processes and the various factors that influence their learning.

4) The maturity of applied linguistics to become an independent discipline

Applied linguistics experienced approximately 20 years of development and became a mature discipline. During its development, the School of Applied Linguistics at Edinburgh University, the Center for Applied Linguistics and AILA contributed a lot to the maturity of applied linguistics in the world. Since 1960s, universities in Western countries have established applied linguistics as a subject or a speciality and begun to

confer Master and Doctor degrees for applied linguistics. Works, textbooks and journals for applied linguistics have quickly circulated around the world.

1.3 The Development of Applied Linguistics in China

Studies on applied linguistics began later in China than in other countries of the world. In 1980, under the guidance of Professor Gui Shichun, Guangzhou Institute of Foreign Languages and Shanghai Institute of Foreign Languages jointly organized the Symposium on Applied Linguistics and English Teaching. In September 1985, the China English Language Education Association held the first International Symposium on Teaching English in the Chinese Context in Guangzhou. More than 80 representatives from different universities, together with 20 world famous linguists, attended the symposium. From 1978, Guangzhou Institute of Foreign Languages, Shanghai Institute of Foreign Languages and Beijing Institute of Foreign Languages set up Master's and Doctoral programs in applied linguistics. In the past 20 years, they have cultivated a group of specialists in this field.

In 1983, the translation of *Introducing Applied Linguistics* (P. Corder) was finished by Shanghai Institute of Foreign Languages and published by Shanghai Foreign Language Education Press. In 1988, Gui Shichun wrote a book titled *Applied Linguistics* (Hunan Education Press), mainly discussing language and foreign language teaching. In 1991, Liu Yongquan and Qiao Yi coauthored *Applied Linguistics* (Shanghai Foreign Language Education Press), mainly dealing with the recognition of different languages, transcription and transliteration, automatic translation, and language information processing, etc. Since 1999, Foreign Language Teaching and Research Press and Shanghai Foreign Language Education Press have introduced several series of books on

applied linguistics or language teaching, making a significant contribution to the study of applied linguistics in China.

In the past few years, applied linguistics has developed quickly in China. During the period of 1985 to 1997, 945 articles (396 more than the period of 1978 to 1987) in the field of applied linguistics were published in Foreign Language Teaching and Research, Modern Foreign Languages, Foreign Language World, and Journal of Foreign Languages (Gao Yihong et al, 1999). The number of articles published has nearly doubled in the last five or six years. The major concerns of researchers are not only on syllabus design, material development, teaching methods, and classroom activities, but also on the learner autonomy and learning process. More empirical studies have been conducted on cognitive styles of learning, strategies, motivation, personality traits, skill development, etc. At present, the researchers and teachers in China are making great efforts at applying the theories of applied linguistics to the practice of foreign language teaching.

Suggested Readings

Corder, P. (1973) *Introducing Applied Linguistics*. Harmondsworth: Penguin.

Theo van Els et al (1984) *Applied Linguistics and the Learning and Teaching of Foreign Languages*. London: Edward Arnold.

Gui Shichun (1988) *Applied Linguistics*. Hunan: Hunan Education Press.

Liu Yongquan & Qiao Yi (1991) *Applied Linguistics*. Shanghai: Shanghai Foreign Language Education Press.

Qi Yuchun (1997) "*Applied Linguistics and Several Problems in Foreign Language Teaching*", *The Characteristics and Tendency of Modern Linguistics*. Shanghai: Shanghai Foreign Language Education Press.

Discussion Questions

1.   What is the difference between the broad view and narrow view of applied