

◆ 当代语言学新视野丛书 ◆

APPLIED LINGUISTICS

应用语言学

乐眉云

南京师范大学出版社

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Preface

This book is designed as a term course for MA candidates in applied linguistics, EFL teachers and EFL teacher trainees. It provides them with a comprehensive and up-to-date understanding of

1. the general theories of language learning and teaching;
2. major individual variations of language learning; and
3. major techniques and methods in applied linguistics.

This book deals with applied linguistics in the narrower sense, i.e., the application of language-related theories to language learning and teaching. It examines language learning and teaching from the interdisciplinary perspectives of linguistics, psychology, sociology and education, which constitute the major disciplines that have contributed to language learning and teaching methodology over the past four decades. The book covers the following four areas:

1. Background to applied linguistics: This part gives a general introduction to the history, definition, scope, and nature of applied linguistics and briefly discusses the nature of language, and of language learning and teaching;
2. General theories of language learning: This part deals with the theories of human learning in general, and of first language acquisition and second and foreign language learning in particular;

3. Individual variations: This part discusses cognitive, affective and sociocultural factors relevant to language learning and teaching; and

4. Major techniques and methods in applied linguistics: This part introduces four major techniques and methods in applied linguistics:

- 1) contrastive analysis,
- 2) error analysis,
- 3) language testing, and
- 4) language teaching research.

The book consists of four parts. Part One provides the background to applied linguistics. Chapters 1 and 2 are a general introduction to applied linguistics and to the nature of language, and of language learning and teaching. Part Two deals with the general theories of human learning and language learning, each chapter focusing on one theoretical aspect of applied linguistics. Chapters 3 to 5 deal with human learning, first language acquisition and second language learning respectively. Part Three discusses individual variations in language learning and teaching. Chapters 6 to 8 each discusses cognitive, affective and sociocultural factors of language learning. Part Four introduces four major techniques and methods in applied linguistics. Chapter 9 deals with contrastive analysis, Chapter 10 with error analysis, and Chapters 11 and 12 discuss language testing and research methods in language teaching respectively.

The book has grown out of a graduate course in applied linguistics which I have taught at Nanjing University. It was first designed to serve as a complement to H. Douglas Brown's *Principles*

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of Language Learning and Teaching. However, it can be used alone if Brown's book is not available.

I am greatly indebted to my students and colleagues, without whose help and encouragement this book could not have been brought to completion. My heart-felt thanks go to Dr. Nancy Pine and Dr. Joe Stephenson, who not only provided me with some reference books but also patiently read my manuscripts and offered invaluable comments and suggestions. My thanks also go to Dr. Joanna Radwanska-Williams, who patiently read through my manuscripts and made significant improvements in them. I would also like to thank Miss Ni Lan, Mr. Ke Ping and Mr. Wu Tian, who helped edit this book.

Yue Meiyun

Nanjing University

January, 1999

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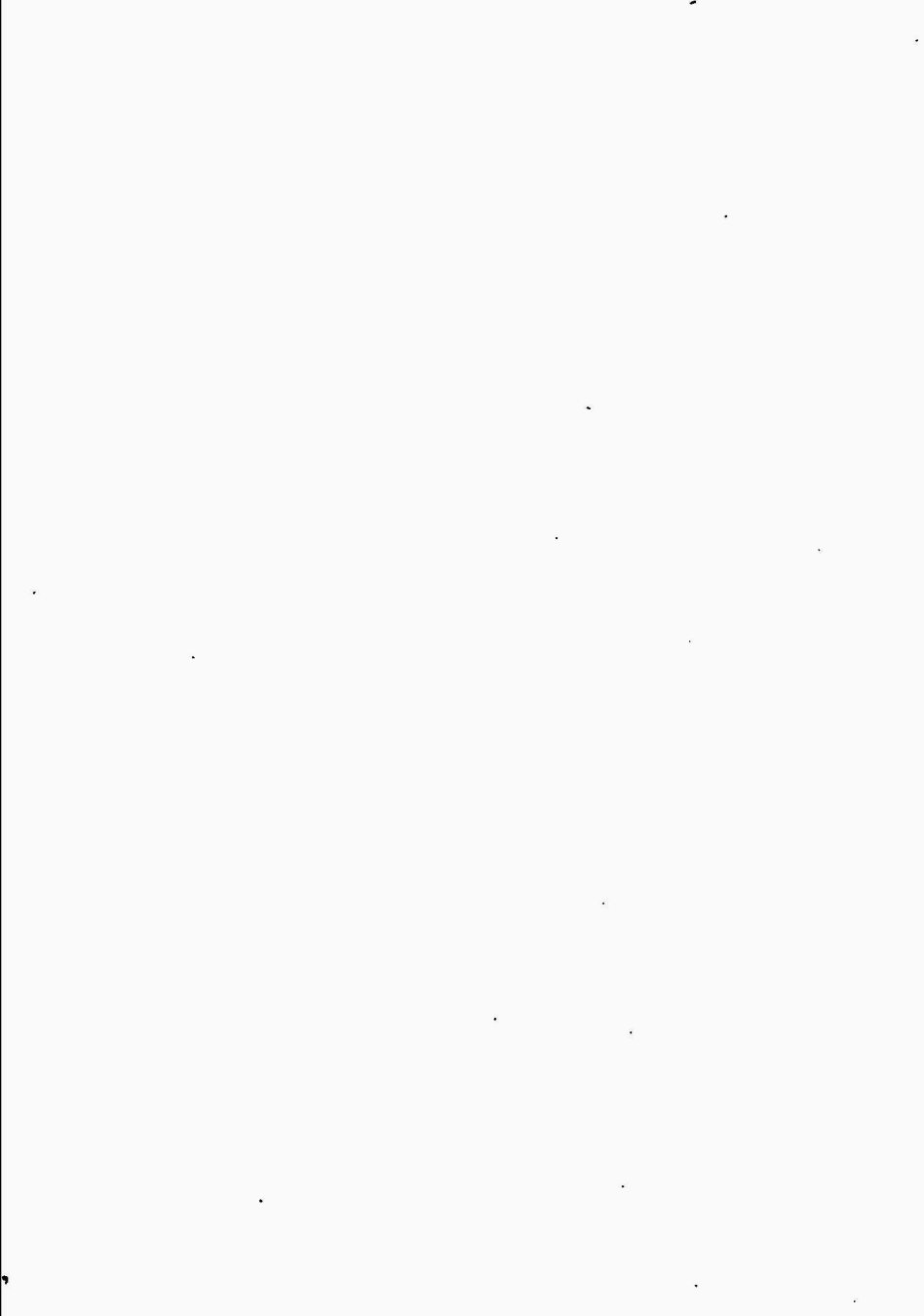
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Part One:

Background



1. What Is Applied Linguistics?

A brief history

The term "applied linguistics" was first introduced as early as 1871 by the Polish linguist J. Baudouin de Courtenay, who drew attention to the necessity for the distinction between pure linguistics and applied linguistics, and pointed out that applied linguistics aimed to solve problems in various fields by applying the knowledge of linguistics. But applied linguistics was a sub-discipline of linguistics for decades; it was not until 1946 that it was established as an independent discipline at the University of Michigan in the United States, and it was not until the 1960s that it began to develop vigorously. Thus we can say that as a discipline, it is comparatively young, with a history of only a few decades.

The birth of applied linguistics as a discipline is closely associated with foreign language teaching. During World War II the global commitments thrust upon the United States and many of its citizens, military as well as civilian, required them to learn foreign languages. When the army called upon the linguists for help, they responded not only by compiling language guides and military phrase books, but also by setting up a series of intensive courses in many languages. Following their approach, after intensive study of 40-60 hours a week in six months, students with a command of 1,500 to 2,000 properly chosen sentences could speak the foreign language "like natives". This method became known as the "army method" or "oral-aural method", and was carried into the Foreign Service Institute of the State Department after the war, and finally into the major public schools. This method was later applied with great

success to the teaching of English as a foreign language (TEFL) to non-native speakers of English. We can see that at first, applied linguistics referred to the application of linguistics to teaching foreign languages. In the 1950s, along with the revolution brought about by Chomsky (1957, 1959), linguistics shook off the fetters of structuralism. This paved the way for the development of the hybrid disciplines such as sociolinguistics and psycholinguistics. In October, 1964, the first World Congress of Applied Linguistics was held in Nancy, France, and the Association Internationale de Linguistique Appliquée (AILA) was set up. This marked the recognition of the status of applied linguistics as an independent discipline. Since then, the World Congress of Applied Linguistics has been held every three years. Centers of Applied Linguistics have been set up one after another. Applied linguistics has become a required course for language teachers in many countries. Journals and books on applied linguistics have been published. Along with the development of applied linguistics, its scope is broadening. The 12th World Congress of Applied Linguistics to be held in Tokyo, in August 1999, will cover the following topics:

1. Artificial intelligence,
2. Bilingualism and multilingualism,
3. Cognition and psycholinguistics,
4. Computational linguistics,
5. Contrastive linguistics and error analysis,
6. Corpus linguistics,
7. Cultural anthropology and ethnolinguistics,
8. Discourse analysis,

9. Educational technology,
10. First language learning and teaching,
11. Foreign language teaching,
12. Intercultural communication,
13. International languages,
14. Interpreting and translating,
15. Issues in Chinese character-based language and culture,
16. Language and ecology,
17. Language and international economic activities,
18. Language and media,
19. Language and philosophy,
20. Language and power, professions, and gender,
21. Language for specific purposes,
22. Language planning and language policy,
23. Language testing and evaluation,
24. Language and the brain,
25. Lexicography,
26. Linguistic theories,
27. Literature, rhetoric and stylistics,

28. Literacy,
29. Minority language and cultures,
30. Nonverbal communication and sign language,
31. Pragmatics,
32. Second language acquisition,
33. Sociolinguistics,
34. Teaching Japanese as a foreign language, and
35. Others.

From this brief history, we can see that applied linguistics originated in close association with foreign language teaching and has grown to cover a wide scope, but its core has always been language learning and teaching.

Definition and scope

As applied linguistics is a comparatively new discipline, there is as yet no consensus of opinions as to what its definition is and how wide its scope should be. However, the different views on its definition and scope fall into three general categories:

The narrow view

This is represented by R. L. Politzer (1972), who discusses applied linguistics with particular reference to foreign language teaching. He notes that applied linguistics in foreign language teaching requires the use of linguistics to formulate assumptions. "Applied linguistics" he says, "... is ultimately a habit, a way of using