

Mouton de Gruyter

Handbook of Foreign Language Communication and Learning

Edited by
Karlfried Knapp &
Barbara Seidlhofer

In cooperation with
Henry Widdowson

H

A

L

6

Handbook of Foreign Language Communication and Learning

Edited by

Karlfried Knapp and Barbara Seidlhofer

In cooperation with

Henry Widdowson



Mouton de Gruyter · Berlin · New York

Mouton de Gruyter (formerly Mouton, The Hague)
is a Division of Walter de Gruyter GmbH & Co. KG, Berlin.

© Printed on acid-free paper which falls within the guidelines
of the ANSI to ensure permanence and durability.

Library of Congress Cataloging-in-Publication Data

Handbook of foreign language communication and learning / edited
by Karlfried Knapp, Barbara Seidlhofer ; in cooperation with Henry
Widdowson.

p. cm. – (Handbooks of applied linguistics ; 6)

Includes bibliographical references and index.

ISBN 978-3-11-018833-2 (hardcover : alk. paper)

I. Languages, Modern – Study and teaching. I. Knapp, Karl-
fried. II. Seidlhofer, Barbara. III. Widdowson, H. G.

PB35.H287 2009

418.0071–dc22

2009034198

Bibliographic information published by the Deutsche Nationalbibliothek

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie;
detailed bibliographic data are available in the Internet at <http://dnb.d-nb.de>.

ISBN 978-3-11-018833-2

© Copyright 2009 by Walter de Gruyter GmbH & Co. KG, D-10785 Berlin.

All rights reserved, including those of translation into foreign languages. No part of this book
may be reproduced in any form or by any means, electronic or mechanical, including photo-
copy, recording, or any information storage and retrieval system, without permission in writing
from the publisher.

Cover design: Martin Zech, Bremen.

Typesetting: Dörlemann Satz GmbH & Co. KG, Lemförde.

Printing and binding: Hubert & Co., Göttingen.

Printed in Germany.

Introduction to the handbook series

Linguistics for problem solving

Karlfried Knapp and Gerd Antos

1. Science and application at the turn of the millennium

The distinction between “pure” and “applied” sciences is an old one. According to Meinel (2000), it was introduced by the Swedish chemist Wallerius in 1751, as part of the dispute of that time between the scholastic disciplines and the then emerging epistemic sciences. However, although the concept of “Applied Science” gained currency rapidly since that time, it has remained problematic.

Until recently, the distinction between “pure” and “applied” mirrored the distinction between “theory and “practice”. The latter ran all the way through Western history of science since its beginnings in antique times. At first, it was only philosophy that was regarded as a scholarly and, hence, theoretical discipline. Later it was followed by other leading disciplines, as e.g., the sciences. However, as academic disciplines, all of them remained theoretical. In fact, the process of achieving independence of theory was essential for the academic disciplines to become independent from political, religious or other contingencies and to establish themselves at universities and academies. This also implied a process of emancipation from practical concerns – an at times painful development which manifested (and occasionally still manifests) itself in the discrediting of and disdain for practice and practitioners. To some, already the very meaning of the notion “applied” carries a negative connotation, as is suggested by the contrast between the widely used synonym for “theoretical”, i.e. “pure” (as used, e.g. in the distinction between “Pure” and “Applied Mathematics”) and its natural antonym “impure”. On a different level, a lower academic status sometimes is attributed to applied disciplines because of their alleged lack of originality – they are perceived as simply and one-directionally applying insights gained in basic research and watering them down by neglecting the limiting conditions under which these insights were achieved.

Today, however, the academic system is confronted with a new understanding of science. In politics, in society and, above all, in economy a new concept of science has gained acceptance which questions traditional views. In recent philosophy of science, this is labelled as “science under the pressure to succeed” – i.e. as science whose theoretical structure and criteria of evaluation are increasingly conditioned by the pressure of application (Carrier, Stöltzner, and Wette 2004):

Whenever the public is interested in a particular subject, e.g. when a new disease develops that cannot be cured by conventional medication, the public requests science to provide new insights in this area as quickly as possible. In doing so, the public is less interested in whether these new insights fit seamlessly into an existing theoretical framework, but rather whether they make new methods of treatment and curing possible. (Institut für Wirtschafts- und Technikforschung 2004, our translation).

With most of the practical problems like these, sciences cannot rely on knowledge that is already available, simply because such knowledge does not yet exist. Very often, the problems at hand do not fit neatly into the theoretical framework of one particular “pure science”, and there is competition among disciplines with respect to which one provides the best theoretical and methodological resources for potential solutions. And more often than not the problems can be tackled only by adopting an interdisciplinary approach.

As a result, the traditional “Cascade Model”, where insights were applied top-down from basic research to practice, no longer works in many cases. Instead, a kind of “application oriented basic research” is needed, where disciplines – conditioned by the pressure of application – take up a certain still diffuse practical issue, define it as a problem against the background of their respective theoretical and methodological paradigms, study this problem and finally develop various application oriented suggestions for solutions. In this sense, applied science, on the one hand, has to be conceived of as a scientific strategy for problem solving – a strategy that starts from mundane practical problems and ultimately aims at solving them. On the other hand, despite the dominance of application that applied sciences are subjected to, as sciences they can do nothing but develop such solutions in a theoretically reflected and methodologically well founded manner. The latter, of course, may lead to the well-known fact that even applied sciences often tend to concentrate on “application oriented basic research” only and thus appear to lose sight of the original practical problem. But despite such shifts in focus: Both the boundaries between disciplines and between pure and applied research are getting more and more blurred.

Today, after the turn of the millennium, it is obvious that sciences are requested to provide more and something different than just theory, basic research or pure knowledge. Rather, sciences are increasingly being regarded as partners in a more comprehensive social and economic context of problem solving and are evaluated against expectations to be practically relevant. This also implies that sciences are expected to be critical, reflecting their impact on society. This new “applied” type of science is confronted with the question: Which role can the sciences play in solving individual, interpersonal, social, intercultural, political or technical problems? This question is typical of a conception of science that was especially developed and propagated by the influential philosopher Sir Karl Popper – a conception that also this handbook series is based on.

2. “Applied Linguistics”: Concepts and controversies

The concept of “Applied Linguistics” is not as old as the notion of “Applied Science”, but it has also been problematical in its relation to theoretical linguistics since its beginning. There seems to be a widespread consensus that the notion “Applied Linguistics” emerged in 1948 with the first issue of the journal *Language Learning* which used this compound in its subtitle *A Quarterly Journal of Applied Linguistics*. This history of its origin certainly explains why even today “Applied Linguistics” still tends to be predominantly associated with foreign language teaching and learning in the Anglophone literature in particular, as can be seen e.g. from Johnson and Johnson (1998), whose *Encyclopedic Dictionary of Applied Linguistics* is explicitly subtitled *A Handbook for Language Teaching*. However, this theory of origin is historically wrong. As is pointed out by Back (1970), the concept of applying linguistics can be traced back to the early 19th century in Europe, and the very notion “Applied Linguistics” was used in the early 20th already.

2.1. Theoretically Applied vs. Practically Applied Linguistics

As with the relation between “Pure” and “Applied” sciences pointed out above, also with “Applied Linguistics” the first question to be asked is what makes it different from “Pure” or “Theoretical Linguistics”. It is not surprising, then, that the terminologist Back takes this difference as the point of departure for his discussion of what constitutes “Applied Linguistics”. In the light of recent controversies about this concept it is no doubt useful to remind us of his terminological distinctions.

Back (1970) distinguishes between “Theoretical Linguistics” – which aims at achieving knowledge for its own sake, without considering any other value –, “Practice” – i.e. any kind of activity that serves to achieve any purpose in life in the widest sense, apart from the striving for knowledge for its own sake – and “Applied Linguistics”, as a being based on “Theoretical Linguistics” on the one hand and as aiming at usability in “Practice” on the other. In addition, he makes a difference between “Theoretical Applied Linguistics” and “Practical Applied Linguistics”, which is of particular interest here. The former is defined as the use of insights and methods of “Theoretical Linguistics” for gaining knowledge in another, non-linguistic discipline, such as ethnology, sociology, law or literary studies, the latter as the application of insights from linguistics in a practical field related to language, such as language teaching, translation, and the like. For Back, the contribution of applied linguistics is to be seen in the planning of practical action. Language teaching, for example, is practical action done by practitioners, and what applied linguistics can contribute to this is, e.g., to provide contrastive descriptions of the languages involved as a foundation for

teaching methods. These contrastive descriptions in turn have to be based on the descriptive methods developed in theoretical linguistics.

However, in the light of the recent epistemological developments outlined above, it may be useful to reinterpret Back's notion of "Theoretically Applied Linguistics". As he himself points out, dealing with practical problems can have repercussions on the development of the theoretical field. Often new approaches, new theoretical concepts and new methods are a prerequisite for dealing with a particular type of practical problems, which may lead to an – at least in the beginning – "application oriented basic research" in applied linguistics itself, which with some justification could also be labelled "theoretically applied", as many such problems require the transgression of disciplinary boundaries. It is not rare that a domain of "Theoretically Applied Linguistics" or "application oriented basic research" takes on a life of its own, and that also something which is labelled as "Applied Linguistics" might in fact be rather remote from the mundane practical problems that originally initiated the respective subject area. But as long as a relation to the original practical problem can be established, it may be justified to count a particular field or discussion as belonging to applied linguistics, even if only "theoretically applied".

2.2. Applied linguistics as a response to structuralism and generativism

As mentioned before, in the Anglophone world in particular the view still appears to be widespread that the primary concerns of the subject area of applied linguistics should be restricted to second language acquisition and language instruction in the first place (see, e.g., Davies 1999 or Schmitt and Celce-Murcia 2002). However, in other parts of the world, and above all in Europe, there has been a development away from aspects of language learning to a wider focus on more general issues of language and communication.

This broadening of scope was in part a reaction to the narrowing down the focus in linguistics that resulted from self-imposed methodological constraints which, as Ehlich (1999) points out, began with Saussurean structuralism and culminated in generative linguistics. For almost three decades since the late 1950s, these developments made "language" in a comprehensive sense, as related to the everyday experience of its users, vanish in favour of an idealised and basically artificial entity. This led in "Core" or theoretical linguistics to a neglect of almost all everyday problems with language and communication encountered by individuals and societies and made it necessary for those interested in socially accountable research into language and communication to draw on a wider range of disciplines, thus giving rise to a flourishing of interdisciplinary areas that have come to be referred to as hyphenated variants of linguistics, such as sociolinguistics, ethnolinguistics, psycholinguistics, conversation analysis, pragmatics, and so on (Davies and Elder 2004).

That these hyphenated variants of linguistics can be said to have originated from dealing with problems may lead to the impression that they fall completely into the scope of applied linguistics. This the more so as their original thematic focus is in line with a frequently quoted definition of applied linguistics as “the theoretical and empirical investigation of real world problems in which language is a central issue” (Brumfit 1997: 93). However, in the recent past much of the work done in these fields has itself been rather “theoretically applied” in the sense introduced above and ultimately even become mainstream in linguistics. Also, in view of the current epistemological developments that see all sciences under the pressure of application, one might even wonder if there is anything distinctive about applied linguistics at all.

Indeed it would be difficult if not impossible to delimit applied linguistics with respect to the practical problems studied and the disciplinary approaches used: Real-world problems with language (to which, for greater clarity, should be added: “with communication”) are unlimited in principle. Also, many problems of this kind are unique and require quite different approaches. Some might be tackled successfully by applying already available linguistic theories and methods. Others might require for their solution the development of new methods and even new theories. Following a frequently used distinction first proposed by Widdowson (1980), one might label these approaches as “Linguistics Applied” or “Applied Linguistics”. In addition, language is a trans-disciplinary subject par excellence, with the result that problems do not come labelled and may require for their solution the cooperation of various disciplines.

2.3. Conceptualisations and communities

The questions of what should be its reference discipline and which themes, areas of research and sub-disciplines it should deal with, have been discussed constantly and were also the subject of an intensive debate (e.g. Seidlhofer 2003). In the recent past, a number of edited volumes on applied linguistics have appeared which in their respective introductory chapters attempt at giving a definition of “Applied Linguistics”. As can be seen from the existence of the Association Internationale de Linguistique Appliquée (AILA) and its numerous national affiliates, from the number of congresses held or books and journals published with the label “Applied Linguistics”, applied linguistics appears to be a well-established and flourishing enterprise. Therefore, the collective need felt by authors and editors to introduce their publication with a definition of the subject area it is supposed to be about is astonishing at first sight. Quite obviously, what Ehlich (2006) has termed “the struggle for the object of inquiry” appears to be characteristic of linguistics – both of linguistics at large and applied linguistics. It seems then, that the meaning and scope of “Applied Linguistics”

cannot be taken for granted, and this is why a wide variety of controversial conceptualisations exist.

For example, in addition to the dichotomy mentioned above with respect to whether approaches to applied linguistics should in their theoretical foundations and methods be autonomous from theoretical linguistics or not, and apart from other controversies, there are diverging views on whether applied linguistics is an independent academic discipline (e.g. Kaplan and Grabe 2000) or not (e.g. Davies and Elder 2004), whether its scope should be mainly restricted to language teaching related topics (e.g. Schmitt and Celce-Murcia 2002) or not (e.g. Knapp 2006), or whether applied linguistics is a field of interdisciplinary synthesis where theories with their own integrity develop in close interaction with language users and professionals (e.g. Rampton 1997/2003) or whether this view should be rejected, as a true interdisciplinary approach is ultimately impossible (e.g. Widdowson 2005).

In contrast to such controversies Candlin and Sarangi (2004) point out that applied linguistics should be defined in the first place by the actions of those who practically *do* applied linguistics:

[...] we see no especial purpose in reopening what has become a somewhat sterile debate on what applied linguistics is, or whether it is a distinctive and coherent discipline. [...] we see applied linguistics as a many centered and interdisciplinary endeavour whose coherence is achieved in purposeful, mediated action by its practitioners. [...]

What we want to ask of applied linguistics is less what it is and more what it does, or rather what its practitioners do. (Candlin/Sarangi 2004:1–2)

Against this background, they see applied linguistics as less characterised by its thematic scope – which indeed is hard to delimit – but rather by the two aspects of “relevance” and “reflexivity”. Relevance refers to the purpose applied linguistic activities have for the targeted audience and to the degree that these activities in their collaborative practices meet the background and needs of those addressed – which, as matter of comprehensibility, also includes taking their conceptual and language level into account. Reflexivity means the contextualisation of the intellectual principles and practices, which is at the core of what characterises a professional community, and which is achieved by asking leading questions like “What kinds of purposes underlie what is done?”, “Who is involved in their determination?”, “By whom, and in what ways, is their achievement appraised?”, “Who owns the outcomes?”.

We agree with these authors that applied linguistics in dealing with real world problems is determined by disciplinary givens – such as e.g. theories, methods or standards of linguistics or any other discipline – but that it is determined at least as much by the social and situational givens of the practices of life. These do not only include the concrete practical problems themselves but

also the theoretical and methodological standards of cooperating experts from other disciplines, as well as the conceptual and practical standards of the practitioners who are confronted with the practical problems in the first place. Thus, as Sarangi and van Leeuwen (2003) point out, applied linguists have to become part of the respective “community of practice”.

If, however, applied linguists have to regard themselves as part of a community of practice, it is obvious that it is the entire community which determines what the respective subject matter is that the applied linguist deals with and how. In particular, it is the respective community of practice which determines which problems of the practitioners have to be considered. The consequence of this is that applied linguistics can be understood from very comprehensive to very specific, depending on what kind of problems are considered relevant by the respective community. Of course, following this participative understanding of applied linguistics also has consequences for the Handbooks of Applied Linguistics both with respect to the subjects covered and the way they are theoretically and practically treated.

3. Applied linguistics for problem solving

Against this background, it seems reasonable not to define applied linguistics as an autonomous discipline or even only to delimit it by specifying a set of subjects it is supposed to study and typical disciplinary approaches it should use. Rather, in line with the collaborative and participatory perspective of the communities of practice applied linguists are involved in, this handbook series is based on the assumption that applied linguistics is a specific, problem-oriented way of “doing linguistics” related to the real-life world. In other words: applied linguistics is conceived of here as “linguistics for problem solving”.

To outline what we think is distinctive about this area of inquiry: Entirely in line with Popper’s conception of science, we take it that applied linguistics starts from the assumption of an imperfect world in the areas of language and communication. This means, firstly, that linguistic and communicative competence in individuals, like other forms of human knowledge, is fragmentary and defective – if it exists at all. To express it more pointedly: Human linguistic and communicative behaviour is not “perfect”. And on a different level, this imperfection also applies to the use and status of language and communication in and among groups or societies.

Secondly, we take it that applied linguists are convinced that the imperfection both of individual linguistic and communicative behaviour and language based relations between groups and societies can be clarified, understood and to some extent resolved by their intervention, e.g. by means of education, training or consultancy.

Thirdly, we take it that applied linguistics proceeds by a specific mode of inquiry in that it mediates between the way language and communication is expertly studied in the linguistic disciplines and the way it is directly experienced in different domains of use. This implies that applied linguists are able to demonstrate that their findings – be they of a “Linguistics Applied” or “Applied Linguistics” nature – are not just “application oriented basic research” but can be made relevant to the real-life world.

Fourthly, we take it that applied linguistics is socially accountable. To the extent that the imperfections initiating applied linguistic activity involve both social actors and social structures, we take it that applied linguistics has to be critical and reflexive with respect to the results of its suggestions and solutions.

These assumptions yield the following questions which at the same time define objectives for applied linguistics:

1. Which linguistic problems are typical of which areas of language competence and language use?
2. How can linguistics define and describe these problems?
3. How can linguistics suggest, develop, or achieve solutions of these problems?
4. Which solutions result in which improvements in speakers’ linguistic and communicative abilities or in the use and status of languages in and between groups?
5. What are additional effects of the linguistic intervention?

4. Objectives of this handbook series

These questions also determine the objectives of this book series. However, in view of the present boom in handbooks of linguistics and applied linguistics, one should ask what is specific about this series of nine thematically different volumes.

To begin with, it is important to emphasise what it is not aiming at:

- The handbook series does not want to take a snapshot view or even a “hit list” of fashionable topics, theories, debates or fields of study.
- Nor does it aim at a comprehensive coverage of linguistics because some selectivity with regard to the subject areas is both inevitable in a book series of this kind and part of its specific profile.

Instead, the book series will try

- to show that applied linguistics can offer a comprehensive, trustworthy and scientifically well-founded understanding of a wide range of problems,
- to show that applied linguistics can provide or develop instruments for solving new, still unpredictable problems,

- to show that applied linguistics is not confined to a restricted number of topics such as, e.g. foreign language learning, but that it successfully deals with a wide range of both everyday problems and areas of linguistics,
- to provide a state-of-the-art description of applied linguistics against the background of the ability of this area of academic inquiry to provide descriptions, analyses, explanations and, if possible, solutions of everyday problems. On the one hand, this criterion is the link to trans-disciplinary co-operation. On the other, it is crucial in assessing to what extent linguistics can in fact be made relevant.

In short, it is by no means the intention of this series to duplicate the present state of knowledge about linguistics as represented in other publications with the supposed aim of providing a comprehensive survey. Rather, the intention is to present the knowledge available in applied linguistics today firstly from an explicitly problem solving perspective and secondly, in a non-technical, easily comprehensible way. Also it is intended with this publication to build bridges to neighbouring disciplines and to critically discuss which impact the solutions discussed do in fact have on practice. This is particularly necessary in areas like language teaching and learning – where for years there has been a tendency to fashionable solutions without sufficient consideration of their actual impact on the reality in schools.

5. Criteria for the selection of topics

Based on the arguments outlined above, the handbook series has the following structure: Findings and applications of linguistics will be presented in concentric circles, as it were, starting out from the communication competence of the individual, proceeding via aspects of interpersonal and inter-group communication to technical communication and, ultimately, to the more general level of society. Thus, the topics of the nine volumes are as follows:

1. Handbook of Individual Communication Competence
2. Handbook of Interpersonal Communication
3. Handbook of Communication in Organisations and Professions
4. Handbook of Communication in the Public Sphere
5. Handbook of Multilingualism and Multilingual Communication
6. Handbook of Foreign Language Communication and Learning
7. Handbook of Intercultural Communication
8. Handbook of Technical Communication
9. Handbook of Language and Communication: Diversity and Change

This thematic structure can be said to follow the sequence of experience with problems related to language and communication a human passes through in the

course of his or her personal biographical development. This is why the topic areas of applied linguistics are structured here in ever-increasing concentric circles: in line with biographical development, the first circle starts with the communicative competence of the individual and also includes interpersonal communication as belonging to a person's private sphere. The second circle proceeds to the everyday environment and includes the professional and public sphere. The third circle extends to the experience of foreign languages and cultures, which at least in officially monolingual societies, is not made by everybody and if so, only later in life. Technical communication as the fourth circle is even more exclusive and restricted to a more special professional clientele. The final volume extends this process to focus on more general, supra-individual national and international issues.

For almost all of these topics, there already exist introductions, handbooks or other types of survey literature. However, what makes the present volumes unique is their explicit claim to focus on topics in language and communication as areas of everyday problems and their emphasis on pointing out the relevance of applied linguistics in dealing with them.

Bibliography

- Back, Otto
1970 Was bedeutet und was bezeichnet der Begriff 'angewandte Sprachwissenschaft'? *Die Sprache* 16: 21–53.
- Brumfit, Christopher
1997 How applied linguistics is the same as any other science. *International Journal of Applied Linguistics* 7(1): 86–94.
- Candlin, Chris N. and Srikant Sarangi
2004 Making applied linguistics matter. *Journal of Applied Linguistics* 1(1): 1–8.
- Carrier, Michael, Martin Stöltzner, and Jeanette Wette
2004 *Theorienstruktur und Beurteilungsmaßstäbe unter den Bedingungen der Anwendungsdominanz*. Universität Bielefeld: Institut für Wissenschafts- und Technikforschung [<http://www.uni-bielefeld.de/iwt/projekte/wissen/anwendungsdominanz.html>, accessed Jan 5, 2007].
- Davies, Alan
1999 *Introduction to Applied Linguistics. From Practice to Theory*. Edinburgh: Edinburgh University Press.
- Davies, Alan and Catherine Elder
2004 General introduction – Applied linguistics: Subject to discipline? In: Alan Davies and Catherine Elder (eds.), *The Handbook of Applied Linguistics*, 1–16. Malden etc.: Blackwell.
- Ehlich, Konrad
1999 Vom Nutzen der „Funktionalen Pragmatik“ für die angewandte Linguistik. In: Michael Becker-Mrotzek und Christine Doppler (eds.), *Medium Sprache im Beruf. Eine Aufgabe für die Linguistik*, 23–36. Tübingen: Narr.

Ehlich, Konrad

- 2006 Mehrsprachigkeit für Europa – öffentliches Schweigen, linguistische Distanzen. In: Sergio Cigada, Jean-Francois de Pietro, Daniel Elmiger, and Markus Nussbaumer (eds.), *Öffentliche Sprachdebatten – linguistische Positionen. Bulletin Suisse de Linguistique Appliquée/VALS-ASLA-Bulletin* 83/1: 11–28.

Grabe, William

- 2002 Applied linguistics: An emerging discipline for the twenty-first century. In: Robert B. Kaplan (ed.), *The Oxford Handbook of Applied Linguistics*, 3–12. Oxford: Oxford University Press.

Johnson, Keith and Helen Johnson (eds.)

- 1998 *Encyclopedic Dictionary of Applied Linguistics. A Handbook for Language Teaching*. Oxford: Blackwell.

Kaplan, Robert B. and William Grabe

- 2000 Applied linguistics and the Annual Review of Applied Linguistics. In: W. Grabe (ed.), *Applied Linguistics as an Emerging Discipline. Annual Review of Applied Linguistics* 20: 3–17.

Knapp, Karlfried

- 2006 Vorwort. In: Karlfried Knapp, Gerd Antos, Michael Becker-Mrotzek, Arnulf Deppermann, Susanne Göpferich, Joachim Gabowski, Michael Klemm und Claudia Villiger (eds.), *Angewandte Linguistik. Ein Lehrbuch*. 2nd ed., xix–xxiii. Tübingen: Francke – UTB.

Meinel, Christoph

- 2000 Reine und angewandte Wissenschaft. In: *Das Magazin*. Ed. Wissenschaftszentrum Nordrhein-Westfalen 11(1): 10–11.

Rampton, Ben

- 1997 [2003] Retuning in applied linguistics. *International Journal of Applied Linguistics* 7 (1): 3–25, quoted from Seidlhofer (2003), 273–295.

Sarangi, Srikant and Theo van Leeuwen

- 2003 Applied linguistics and communities of practice: Gaining communality or losing disciplinary autonomy? In: Srikant Sarangi and Theo van Leeuwen (eds.), *Applied Linguistics and Communities of Practice*, 1–8. London: Continuum.

Schmitt, Norbert and Marianne Celce-Murcia

- 2002 An overview of applied linguistics. In: Norbert Schmitt (ed.), *An Introduction to Applied Linguistics*. London: Arnold.

Seidlhofer, Barbara (ed.)

- 2003 *Controversies in Applied Linguistics*. Oxford: Oxford University Press.

Widdowson, Henry

- 1984 [1980] Model and fictions. In: Henry Widdowson (1984) *Explorations in Applied Linguistics* 2, 21–27. Oxford: Oxford University Press.

Widdowson, Henry

- 2005 Applied linguistics, interdisciplinarity, and disparate realities. In: Paul Bruthiaux, Dwight Atkinson, William G. Egginton, William Grabe, and Vai-dehi Ramanathan (eds.), *Directions in Applied Linguistics. Essays in Honor of Robert B. Kaplan*, 12–25. Clevedon: Multilingual Matters.

Acknowledgements

In putting this volume together, we could rely on the help of several colleagues. We would like to thank Julia Hüttner for her competent editorial assistance during various stages of this project. Very special thanks go to Riccarda Schmidt for her indefatigable commitment to this book in general and especially for her careful copy editing, proof reading and the compilation of the name index. We also gratefully acknowledge the creative support by Barbara Karlson and Wolfgang Konwitschny of Mouton de Gruyter especially in the final production phase of this book.

Karlfried Knapp
Barbara Seidlhofer
Henry Widdowson

Contents

Introduction to the handbook series <i>Karlfried Knapp and Gerd Antos</i>	v
Acknowledgements	xvii
1. Introduction Developing foreign language communication: Principles and practices <i>Karlfried Knapp, Barbara Seidlhofer, and Henry Widdowson</i>	1
I. The nature of foreign language learning	
2. What makes a language foreign? <i>Konrad Ehlich</i>	21
3. Multilingualism and foreign language teaching <i>Antje Wilton</i>	45
4. Foreign language teaching and educational policy <i>Rosamond Mitchell</i>	79
5. Learning and teaching multiple languages <i>Britta Hufeisen and Ulrike Jessner</i>	109
6. Developing links between second language acquisition and foreign language teaching <i>Vivian Cook</i>	139
7. Language awareness <i>Willis Edmondson</i>	163
II. Perspectives on foreign language learning and teaching	
8. The linguistic perspective <i>Henry Widdowson</i>	193
9. Cultural perspectives on language learning and teaching <i>Claire Kramsch</i>	219

10. The political perspective
Janina Brutt-Griffler 247

11. The cognitive perspective: Age effects and/or critical periods?
Jean-Marc Dewaele 279

III. The design of foreign language teaching

12. Foreign language course design
Keith Johnson and Helen Johnson 309

13. The methodology of foreign language teaching
Theodore Rodgers 341

14. Autonomous language learning
Lienhard Legenhausen 373

15. Teaching the spoken foreign language
Martin Bygate 401

16. Teaching the written foreign language
Bill Grabe and Fredricka Stoller 439

IV. Approaches to foreign language teaching

17. The principles of approach
Anthony Howatt 467

18. Communicative language teaching
Michael Byram and Mari-Carmen Mendez 491

19. Language for specific purposes vs. general language
Claus Gnutzmann 517

20. Content and language integrated teaching
Dieter Wolff 545

21. Computer assisted foreign language learning
Kurt Kohn 573