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Principles of Linguistic Analysis
Between Applied Linguistics and linguistics Applied?

What do we understand by these two terms and which of them provides the most appropriate designation for what we do? I assume that the difference is a semantic one.
In the case of applied linguistics we have a type classification, where as with linguistics applied we don't. Compare *lost paradise* with *paradise lost*.
Lost paradise: a type of paradise
Paradise lost: the fall of man, the unique loss of eden.
Thus and following Widdowson, applied linguistics is like Historical Linguistics an independent perspective.
According to widdowson linguistics Applied concerns itself with the question:

How far can existing models of description in linguistics be used to resolve the practical problems of language use?
Between Applied Linguistics and linguistics Applied?

For Applied Linguistics the central question is:

How can relevant models of language description be devised and what are the factors that will determine their effectiveness?
On the main features of the area of language study concerned: its scope and principles of enquiry, its basic concerns and key concepts.
Language is at the heart of human life. Without it many of our most important activities are inconceivable. Try to imagine doing any social work without using words.
Other important activities which do seem to exist without using language, they are often developed or enhanced through language. We would perceive them differently had we not read or discussed them.
Throughout history and across the world, people have language to carry out intrinsic activities as natural to us as flying to birds.
People do them without conscious analysis. It does not seem that we need to know about language to use it effectively. Language use is then a natural phenomenon.
Yet there are also aspects of language use in which we can intervene and about which there are decisions to be made. In making these decisions there are many questions to be asked; each one admitting many opposed answers.
What language skill should children attain beyond basic literacy? (and what is basic literacy anyway?) Reading and writing or something more?
Take for example language in education

Should children speaking a dialect be encouraged to maintain it or steered toward the standard form? If, so, how is this standard form decided and by whom?
In communities with more than one language, which one should be used in schools? Does every child have alright to be educated in the language they use at home.
Take for example language in education

Should every one learn foreign languages and if so which one or which ones?
What is the best way to teach or learn that foreign language?
Should every child learn literature?
Take for example language in education

Should it be established works or modern ones from various sources?

These language issues are educational dilemmas as well as of society at large.
Take for example language in education

Language change, is it inevitable or should it be controlled in some way? Some languages are dying out. Should that be prevented and how? Should the growth of English be controlled?
Is language being used for political oppression and indoctrination? Which language should be used in law courts and official documents? All of these questions and many more demand answers.
Should the international language Franca be welcomed or deplored?

In the contemporary world these issues take on a new significance or seem more pressing than they have in the past. To answer them we should investigate and understand the facts.
Language use, formalise what we know and subject our knowledge to critical analysis and rational consideration. Only doing so will we be able to set the options for action and their reasonings.

As the international langue Franca be welcomed or deplored?
The academic discipline concerned with the relation of knowledge about language and decision making in the real world.

This is the aim of applied linguistics.
Since language is implicated in so much of our daily life, there is an open number of disparate activities to which applied linguistics is relevant.
What we need then, is to map out the scope of our areas. These areas can be identified under three heading as follows:
First language education when do we start it?

Additional language education second and foreign language

Clinical linguistics: The study and treatment of speech and communication impairment. Within hereditary, developed or acquired (illness).

Language testing: The assessment or evaluation of language achievement and proficiency.
How language is used in workplace?

Language planning: The making of decision often supported by legislation about the official status of a language.

Forensic linguistics: They use of linguistics evidence in criminal and other legal investigation, the authorship of a document or a profile of a speaker (voice prints).
Language Information and Effect

a. Literary stylistics: The relationship between linguistic choices and effects in literature.

b. Critical Discourse Analysis (CDA).
The study of the relationship between linguistics and effect in persuasive language in marketing and politics.
The formation of principles underlying the perceived equivalence between two stretches of different languages and the practice of translating written text and interpreting spoken language.
The arrangement and presentation of written language: typology, layout choices of medium and other means like picture and diagram.
The planning and compiling of both monolingual and bilingual dictionaries and other language reference works.
The relationship between Linguistics and Applied Linguistics

Can we approach or tackle the problems of the areas practically and professionally without relating them to the field of linguistics?
The relationship between Linguistics and Applied Linguistics

Linguistics as we know is the academic discipline concerned with the study of language in general. It looks at language and then. It looks for generalities underlying actual appearance, and this represent or abstract idealization of language rather than the way it is experienced.
The relationship between Linguistics and Applied Linguistics

How closely the resulting models of language correspond with experience will vary considerably and this gave rise to the opposing schools of linguistics.
A bird’s eye view of schools of linguistics:
What does it mean to know a language and use it successfully?
To put it differently. What is language? Or what do I know when I know a language?
Answers to this question vary considerably, both historically and culturally and between individuals. Whatever answers we choose will profoundly affect how we address any problem in which language is implicated.
One particularly influential type of idealization is the Generative linguistics introduced by Noam Chomsky from the late 1950s onward in his view, it’s the proper subject matter of.
Of linguistics should be the representation of language (competence) rather than the way people actually use the language in everyday life (performance). Chomsky’s claim that the internal...
Language is essentially biological rather than social and is separate and uninfluenced by outside experience.
Language is to be investigated not through the study of actual language use, but rather through infinitively invented sentences which are felt acceptable by the ideal native speaker-hearer.
Sociolinguistics endeavors to find systematic relationship between social groupings and context. In functional linguistics the concern is with language as a means of communication.
The purpose it fulfills is how people use their language. In recent years a practically important development is the investigation of language use has been corpus linguistics.
In this approach, vast databanks with millions of words can be searched within seconds to yield extensive information about word frequencies or combinations. The two approaches are very different and difficult to reconcile.
How can we mediate between an order that adheres to everyday life and language experience and one that adheres to abstract analysis of linguistic expertise?
The question is: can linguistic theory and description be deployed to solve the problem we are facing? Certainly not. The problems themselves, like modern linguistics represent certain perspectives on reality.
It is not simply a matter of matching up finding about language with pre-existing problems, but of using findings to explore how the perception of problems might be changed. This changed perception.
May in turn, have implications for linguistics. Our new methodology, call it Applied Linguistics must refer to findings of theories of linguistics, choose among the different schools of linguistics and choose the theories relevant to our problems.
It must also take into account the needs of the people involved. Our method, then, is a quest for common ground it establishes a reciprocal relationship between experience and expertise between language problem and linguistics.
Views of correctness:
The first fact is that any language is subject to enormous variation; there are differences between individuals, social groups, generations, and nations.
The second fact is that many people are intolerant of this variation. They struggle for a single standard way. Yet, while there is general agreement over the need for a standard, there is often disagreement over the details. We should approach this question with caution and respect.
where there is a case of difference of opinion. Can we appeal for authority? The obvious answer might be to linguistics, however the response to this general concern for correctness
has only added fuel to the fire linguists have argued that all variants are valid by virtue of their occurrence. Our task is not to evaluate but to describe and explain what linguistics tend to favour.
Description (saying what does happen) our prescription (saying what ought to happen). They argue that the standard is neither superior nor more stable than any other variety. To justify their views, linguists point to facts like the following:
Without deviation from the norm the language will never change (Thou)

If a single standard was absolute and unassailable, the regional dialects would never gain independence.

Dialects have their own consistent rules of governed grammar.
The standard form of a language is the usage of the most economically and politically powerful class region, it has been elevated and codified for political and not dialect linguistic reasons.

Every among the spoken or standard dialects, the grammar of written language is different from that of the spoken language.

Some supposedly correct forms have been imposed through analogy with other languages.
Paradoxically

To advocate description and outlaw prescription is itself prescription however, in the case of speech therapy and language teaching we must have some sort of yardstick to measure success.
A major task in Applied Linguistics is to decide what these criterions are and how they are used. But under the impact of non-linguistic factors (demographic and political) new. Theories and findings are constantly changing so our task is to engage with disputable areas.
Arabicization Dilemma

In Sudan, the educational dilemma about what sort of language should teachers use when teaching in Arabic. The issue about using standard Arabic and dialect forms has been a highly...
Sensitive and emotive issue. From the late sixties linguists were involved in a series of government committees, making recommendations on the teaching of English in schools.
Arabicization Dilemma

And on the kind of language that should be used when teaching in Arabic. Yet, as so often the case is such debatess. Opinions become polarized and simplified and more than of ten thoughtful there recommendations.
Tended to be sidelined or ignored by politicians or their back room boys. The question is: In such policy making areas, is it enough for the linguist to give learned and informed advice.
Arabicization Dilemma

Or does he need to have strategies for engaging with and exerting influence upon the realities of decision making? This necessary trouble shooting gives linguistics an edge over both language and decision making.
By considering both perspectives it can contribute a richer understanding than either language is involved with people’s worth and identify, it can’t be treated as astronomy.
Arabicization Dilemma

Or mechanics in an impersonal way. If we do lose something of its nature. To mediate between two different perspectives is a very difficult task but this is exactly what makes Applied Linguistics worth while.
Although languages have common properties, it is the difference that really counts. People don’t speak language as an abstraction, but particular languages the most salient feature is that these
Languages and Language

Language are mutually incomprehensible. How then can speakers of different languages communicate. There are only two possible solutions:
Languages and Language

One is that one or both speakers learn a common language and the other is to employ a translator. The question worth answering is who learns whose language and why?
Native speakers of a language regard it as their own property and identify, yet they feel flattered when others learn that language but its their right to determine what is correct and what it is not.
While linguistics regard all languages as equal of arbitrary systems fulfilling the same function, language users regard some languages more complex than others and some more beautiful and so in.
Language user also have their own views about what counts as a separate language and what does not. Here comes the linguist to decide on this difficult problem.
For although linguistics investigates language either is terms of their history or in terms of their similarities, it’s neither any of these perspectives that determines the boundaries between them.
There are two other ways in which language can be compared in addition to academic linguistics and popular approach. These are by the numbers of speaker and by geographical distribution.
Powerful nations have frequently asserted their unity by promoting one single majority language while suppressing or ignoring minority languages.
The ironic consequence is that the result of spreading that language beyond its borders, has been a multiplication rather than a reduction.
Attitude to Languages

In the aftermath of empire, the capital of the larger European nations – the most adamant exponents of monolingualism, have become the most multilingual places on earth.
The monolingual state remains a myth. All nations have substantial linguistic groups, making cross-linguistic communication an international as well as international affair.
Attitude to Languages

As a result code-switching has become a salient and significant part of our daily experience. The issue new is how best to promote communication and understanding while preserving
There is nothing new about these matters. They must have risen during the ancient empires—yet the recent years have witnessed a new phenomenon.
The implications which must be addressed by linguistics and politicians is: where as in the past English was but one international language among others it is now increasoningly in a category of its own.
The Growth of English

In addition to its four hundred million speakers and over a billion people who live is a country where it is the official language, English
The Growth of English

Is now taught as the main foreign language in virtually every country and used for business, education, access to information air traffic control, diplomacy and scientific study and by the startling expansion and speed of international communication.
The spread of English has generated intense interest in the study of language pedagogy and of second language acquisition (SLA) historically, applied linguistics enquiry.
And TEFL were considered to be the same. Investigating language learning inevitably entails debate about what knowing a language and using it actually means.
At the close of the 19th, the teaching of modern language was influenced by the established and prestige academic study of the classical language – Latin and Greek.
2. The Direct Method:
The continuous mass immigration in the USA in language schools and in evening classes, the students did not necessarily share the same language.
Making it impossible for instruction to be in the first language explanation and translation. In addition the new type of student needed spoken English and they needed it fast.
Language expert met this challenge with the Direct Methods in which the students own languages were banished old methods, banned and the Direct Method ruthlessly enforced.
3. Natural Language Teaching
Many of the characteristics of the Gr. Tr. Survived such as language was divided into discrete areas, grammar, vocabulary or pronunciation practice, grammar rules were to be worked out.
In the 1970’s and 80’s these endemic problems were by passed by radical new ideas, the so called Natural Approach.
It simply emphasis that the adult learner can repeat the route to proficiency of the native speaker child.
Learning will take place without explanation or grading or correction of errors but by exposure to meaning for input.
The Natural Approach ignored the role of the teacher, class size and most serious it neglected the fact that instruction does effect learning and there are variations depending on the language to be learned.
4. The Communicative Approach
At roughly the same time, there emerged the Communicative Approach, the emphasis shifted from form to communication – do things with the language.
What does it mean to know a language well and use it successfully? Answers to this question vary considerably depending on the person being asked.
Knowing the grammar and vocabulary of the language is one thing, being able to put them to use involves other types of knowledge and ability.
Linguistic Competence
A more fundamental argument for separating the formal systems of a language from other kinds of knowledge has come from.
Theoretical linguistics, particularly from Noam Chomsky. His idea is that the human capacity for language is innate, genetically determined.
Feature of the human species and not the result of intelligence or learning. We are born with considerable pre-programmed knowledge of how language works and require only minimal exposure to activate our connection to the particular language around us.
In his view the new born infant brain already contains universal Grammar (UG). The linguistics competence is a modular separated from other mental abilities.
So our enquiry become more biological than social. Chomsky’s views have constraining effect on Applied Linguistics as they exclude the various factors with which the discipline is more concerned.
What other kinds of knowledge are involved? In the late 1960’s, the socio linguist Dell Hymes, in a deliberate contrast offers communicative competence. For Hymes a person with only linguistic.
Competence will be unable to communicate what is needed for successful communication. Hymes suggested four types of knowledge: Possibility, feasibility, appropriateness and attested ness.
Communicative competence remains a powerful model for applied linguistics not only in language teaching but in every area of enquiry at the micro level of personal experience and at the macro level of social change.
Applied Linguistics is certainly emerging as an autonomous, dynamic, exiting and influential voice speaking about the abstract findings of theoretical linguistics which strives to uncover the nature of the object that dominates all our lives (language).