Applied Linguistics
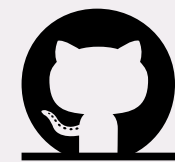
LG 451/456 — Semester 2, 2021 (Jan-May 2022)

CLASS 2: DEFINING APPLIED LINGUISTICS

Sakol Suethanapornkul

January 18, 2022

Outline: Week 2

- Defining applied linguistics

- Google Scholar search

- Research interests assignment

- Looking ahead: Week 3

Defining applied linguistics

Warm-up

Which of the following questions do you think applied linguists ask?

1) How can we develop valid language examinations?

2) How many sounds does Lg. X have?

3) What are the key characteristics of business emails?

4) What role does gender play in the use of [-iŋ] variant in casual speech

5) How many words do one-year-olds know?

6) What is the most effective teaching approach for high-school Mandarin classes?

AILA's definition

Broad: all sorts of field ⟶

Narrow: Linguistics only ⟶

Applied Linguistics (AL) deals with "*practical problems* of *language and communication* that can be identified, analysed or solved by applying available theories, methods and results of *Linguistics* or by developing new theoretical and methodological frameworks in Linguistics to work on these problems."

<u>AILA</u>: International Association of Applied Linguistics (founded in 1964 in France)

AL as a problem-solving approach

Linguistics:

- Describing and/or analyzing language

- Formulating theories of language

- Offering explanations for linguistic phenomena

Applied Linguistics:

- Identifying **problems** within an area of **language use**

- Drawing on relevant theories of language*

- Offering solutions to language-related problems

* Linguistics is essential but not the sole feeder discipline

AL: Some history

Applied linguistics is Anglo-American coinage

- 1948: Language Learning published at U of Michigan

- 1957: The School of Applied Linguistics in Edinburg (1st in the UK)

- 1959: Center for Applied Linguistics (CAL) in Washington, D.C.

  - a liaison between linguistics and Lg. education

- 60s-70s: Connection to LT

AL: Some history

Major Success of AL: **Common European Framework of Reference** (CEFR)

- Establish reference levels of language proficiency, i.e., descriptors

  - A1 to C2

A2	Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.

AL: Some major organizations

- TESOL:

- IATEFL:

- AAAL:

- CAL:

- BAAL:

Who are applied linguists?

1. Applied linguist is a jack of all trades (and a master of none)

   - Ability to filter out relevant ideas and theories

   - Knowledge of diverse areas and/or skills

> Examples:
>
> Lexicography   Language planning
>
> Language testing   Workplace communication

Who are applied linguists?

2. Applied linguist is a go-between

- Serve a a liaison (a person that connects theory with practice)

3. Applied linguist describes language to address real-world purposes

Examples:

Corpus analysis of business emails

Discourse analysis of group work in EFL class

What isn't AL?

It is not applied linguistics...

- if there is no language element

- if the language element are handled w/o theory of language

- if the research base is not directly concerned with language issue

Study Activity 1

Individual work

- Read the two news articles in Worksheet 1 (5–6 minutes)

- Look at our class list. Is there anyone you prefer not to work with?

Study Activity 1

Group work

- Discuss one of the articles (Odd-numbered group: #1, Even: #2)
- Answer the following questions (10–12 minutes):
  - What is/are (a) language-related problem(s)?
  - To whom is it a problem?
  - What aspect of language can help address this/these problem(s)?
  - Is the problem(s) also related to historical, political, cultural, and policy issues?

Week 2

Google Scholar search

Doing applied linguistics

- **Methodologies**: principle(s) that determine how you approach research

  - Quantitative = identify patterns and/or structures from data

  - Qualitative = interpret meanings and/or relationships

- **Methods**: specific technique of collecting and analyzing data

  - Interview, survey, experiment, observation, etc.

Doing applied linguistics

Steps required in conducting a research project:

1. Defining research question(s)

2. Designing research

3. Collecting data

4. Analyzing and presenting findings

Searching on Google Scholar

- Google Scholar is a free academic search engine

    - search: repositories of publishers, universities, or scholarly websites

    - retrieve: journal & conference papers, academic books, pre-prints, theses & dissertations, technical reports, court opinions & patents, etc.

Searching on Google Scholar

Pros:

- Fast & easy to use

- Useful for finding grey literature

- Searches a wide range of outputs

- Supports searching in any language

- Can do **forward citation tracking**

Cons:

- Incomplete coverage

- Unreliable citations

- Limited advanced search

- Contains info. from predatory journals

- Cannot do **backward citation tracking**

Searching on Google Scholar

L2 AND expectation AND adaptation 🔍

Articles

About 102,000 results (**0.16** sec)

Search terms: AND combines the three

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Changing **expectations** mediate **adaptation** in **L2** production
G Montero-Melis, TF Jaeger - Bilingualism: Language and Cognition, 2020 - cambridge.org
Native language (L1) processing draws on implicit **expectations**. An open question is
whether non-native learners of a second language (**L2**) similarly draw on **expectations**, and …
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[PDF] cambridge.org

Expectations about the source of a speaker's accent affect accent **adaptation**
CR Vaughn - The Journal of the Acoustical Society of America, 2019 - asa.scitation.org
… ' **expectations** about task difficulty, and a follow-up experiment (experiment 2) found that
priming listeners to **expect** that their ability to understand **L2**-… to **expect**, namely L1 English or **L2** …
☆ Save 99 Cite Cited by 11 Related articles All 4 versions

Priming and **adaptation** in native speakers and second-language learners
E Kaan, E Chun - Bilingualism: Language and Cognition, 2018 - cambridge.org
… what extent **L2** speakers show **adaptation**, and what the nature of priming and **adaptation** in
L2 … We had **expected** the native English and Korean **L2** English groups to differ in prime verb …
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[PDF] academia.edu

Prediction and error-based learning in **L2** processing and acquisition: a conceptual review
G Bovolenta, E Marsden - Studies in Second Language Acquisition, 2021 - cambridge.org
… , highly proficient **L2** speakers too) can also use their **expectations** for upcoming content,
based … L1 and **L2** speakers in the extent to which they can **adapt** to specific syntactic structures. …
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Cite   ✕

MLA   Montero-Melis, Guillermo, and T. Florian Jaeger. "Changing expectations mediate adaptation in L2 production." *Bilingualism: Language and Cognition* 23.3 (2020): 602-617.

APA   Montero-Melis, G., & Jaeger, T. F. (2020). Changing expectations mediate adaptation in L2 production. *Bilingualism: Language and Cognition*, 23(3), 602-617.

Chicago   Montero-Melis, Guillermo, and T. Florian Jaeger. "Changing expectations mediate adaptation in L2 production." *Bilingualism: Language and Cognition* 23, no. 3 (2020): 602-617.

Harvard   Montero-Melis, G. and Jaeger, T.F., 2020. Changing expectations mediate adaptation in L2 production. *Bilingualism: Language and Cognition*, 23(3), pp.602-617.

Vancouver   Montero-Melis G, Jaeger TF. Changing expectations mediate adaptation in L2 production. Bilingualism: Language and Cognition. 2020 May;23(3):602-17.

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Research interests

Research interests... [1]

- You can do this exercise individually, in pairs, or in groups. I'm going to let you think through some of the questions below:

  - What is/are the specific area(s) of linguistics you're interested in (phonetics, phonology, semantics, syntax, discourse)?

  - What is/are the specific topic(s) of language use you're interested in (business communication, LT, interpreting, cross-cultural communication, etc.)

  - What got you interested in this/these area(s) in the first place? What courses or assignments have shaped your interest(s)? Which author(s)?

Research interests... [2]

- With those questions sorted out, try answering the following questions:

  - What problem(s) or issue(s) can you identify regarding the topic(s) or area(s) of your interest

    - *Breakdown in communication between NS and NNS in business talk (??)*

    - *Thai students don't sense pragmatic implications in English (??)*

- Formulate your own "research" question(s) based on the answers

Assignment: Formatting

Research statement assignment

- 1-page bullet-point summary

- Top-level bullets: research questions

- Sub-level bullets: contexts and/or descriptions

Research interests
- I would like to find out why Thai students do not understand pragmatic implications in English conversations
  - I taught English to a class of 15 students who were......
  - In our class, we practiced.... and in that activity, almost half of the class did not....
- I am interested in....

Next week…

- **Topic**: SLA

  - What is SLA?

  - When did SLA begin? What currents shape/have shaped SLA?

  - What are the key themes in SLA?

- **Reading**:

  - Ortega (2011) [pp. 171–178]