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المحاضرة الثالثة

The Impact of Applied Linguistics

How Applied Linguistics Has Influenced Second Language Teaching

- ❑ Work in **applied linguistics** has had a significant impact on the way in which second and foreign languages are taught. Work in language teaching has followed two interrelated stands. The first looks at how language should be taught, the focus here being on how language is best presented to learners and what kinds of activities are most conducive to language learning. The second focuses more on what kind of language should be taught.
- ❑ Recent studies have revealed that spoken language has its own grammar which differs in places from the grammar of the written language.
- ❑ Traditionally the grammar components of language classes have tended to focus on written grammar, but the advent of spoken corpora has revealed patterns in spoken language that

could usefully be taught to language learners.

- ❑ **The impact of applied linguistic** research on the teaching of languages has been substantial. Its main manifestation has been in the form of an increased focus on communication and meaning, which has led to more communicative approaches to language teaching.
- ❑ The key tenets of **communicative approaches** to language learning and teaching are that learning a language is about learning to communicate, and that learning can actually take place through communication. **In other words:**
 - **Learners learn a language through using it to communicate.**
 - **Authentic and meaningful communication is the goal of classroom activities.**
 - **Fluency is an important part of communication.**
 - **Communication involves the integration of different language skills.**

- Learning is a process of creative construction and involves trial and error.

- Some argued that language learning should not just be about learning grammar rules and vocabulary, but should focus on teaching learners how to use the language that they have learned to express themselves effectively, and to understand how linguistic meanings relate to the social and situational contexts in which they occur.

- **Communicative approaches to language teaching** differ from previous approaches to language learning in that they are **competency based**. That is to say, they tend to focus on the outcomes of learning. They look at what learners might be expected to do with the language, and use these to inform the ways in which the language is taught.

- The goal of communicative language teaching is to foster the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to

Know when and where to use these sentences and to whom.

- ❑ **Communicative competence** is divided into five components: linguistic competence; pragmatic competence; discourse competence; strategic competence; and fluency.
- ❑ **Linguistic competence** refers to one's knowledge of the language itself, and includes knowledge of vocabulary, morphology, syntax and phonology as well as knowledge about how the different parts of a text fit together and are generally organized. Linguistic competence is indeed a component of communicative competence and the teaching of grammar should be an important component of communicative approaches to language teaching.
- ❑ **Pragmatic competence** refers to one's ability to understand the message behind the words that we read or hear, or to make clear one's own message through careful use of words. It is what prevents us from misunderstanding one another.

- ❑ Up until the advent of communicative approaches to language teaching, there had been little explicit focus on the relationship between form and function, or how knowledge of this relationship can be taught to language learners.
- ❑ **Discourse competence** refers to those abilities that are required to create and understand coherent written and spoken discourse. It is perhaps most useful to think of these rules in terms of cohesion [i.e. lexical and grammatical links] and coherence [i.e. appropriate combination of groups of utterances in terms of their communicative function]. Both cohesion and coherence refer to the ways in which words and ideas are linked in a text.
- ❑ **Strategic competence** is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

- ❑ **Communication strategies** are divided into two types: those that compensate for lack of knowledge of grammatical forms, and those that compensate for lack of sociolinguistic knowledge.
- ❑ Related to strategic competence is the last component of communicative competence, namely **fluency**. **Fluency** is a broad term, and is concerned with the linking together of ideas, words and sounds in a way which enables learners to communicate “without inappropriate slowness or undue hesitation”.
- ❑ This has led to an increased popularity of teaching methods such as task based learning. This involves the use of tasks where the focus is primarily on meaning, and work on form follows.

- ❑ A **task** is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form.
- ❑ What **applied linguistics** has done is to raise the issue of communicative competence and define it in a way that is useful to language educators.
- ❑ Although “**communicative language ability**” and “**communicative competence**” began life as theoretical constructs there has since been a great deal of work investigating the nature of the competences that need to be acquired in different contexts, and on the most effective ways of fostering these competencies in language learners.

Assignment (1):

Put [T] in front of true sentences and [F] in front of false ones:

1. Linguistic competence is indeed a component of communicative competence. [.....]
2. The impact of applied linguistics has been in the form of an increased focus on communication and meaning.[...]
3. The goal of communicative language teaching is to foster the ability to apply the grammatical rules of a language in order to form grammatically correct sentences and to know when and where to use these sentences and to whom. [.....]

Assignment (2):

Discuss how applied linguistics has influenced second language teaching.

Assignment (3):

Give terms for the following definitions:

1. It refers to one's knowledge of the language itself, and includes knowledge of vocabulary, morphology, syntax and phonology as well as knowledge about the different parts of a text fit together and are generally organized.
[.....]
2. It is concerned with the linking together of ideas, words and sounds in a way which enables learners to communicate without inappropriate slowness or undue hesitation. [.....]
3. It refers to one's ability to understand the message behind the words that we read or hear, or to make clear one's own message through careful use of words.
[.....]

With My Best Wishes