



# MAPPING APPLIED LINGUISTICS

A GUIDE FOR  
STUDENTS AND  
PRACTITIONERS

CHRISTOPHER J. HALL  
PATRICK H. SMITH  
RACHEL WICAKSONO



# Mapping Applied Linguistics

---

*Mapping Applied Linguistics: A guide for students and practitioners* provides an innovative and wide-ranging introduction to the full scope of applied linguistics.

Incorporating both socio-cultural and cognitive perspectives, the book maps the diverse and constantly expanding range of theories, methods and issues faced by students and practitioners alike. Practically oriented and ideally suited to students new to the subject area, each chapter demonstrates how applied linguists can investigate the role of language in an individual's or group's real-world problem, and the potential solutions available.

The book provides in-depth coverage of:

- Language teaching and education, literacy and language disorders
- Language variation and World Englishes
- Language policy and planning
- Lexicography and forensic linguistics
- Multilingualism and translation

Including real data and international examples from Latin America, South-East Asia, the USA and the UK, the book features further reading and exercises in each chapter, fieldwork suggestions and a full glossary of key terms. An interactive companion website also provides a wealth of additional resources, including ideas for research projects, links to key websites and sample answers to the chapter exercises. A reader forum allows students and practitioners to share experiences and concerns.

Providing a dynamic and thorough overview of the rapidly growing field of applied linguistics, this book will be essential reading for students studying applied linguistics, TESOL, general linguistics and education at the advanced undergraduate or master's degree level. It is also the ideal gateway for practitioners to better understand the wider scope of their work.

**Christopher J. Hall** is a Senior Lecturer at York St John University, UK and currently teaches on the BA in English Language and the MA in TESOL.

**Patrick H. Smith** is Associate Professor of Literacy/Biliteracy at The University of Texas at El Paso, USA.

**Rachel Wicaksono** is a Senior Lecturer at York St John University, UK and Head of Programme for the MA in TESOL.

~~'Mapping Applied Linguistics is far and away the best introduction to applied linguistics we have to date. But it is more than that. It is a major contribution to the very definition and foundations of the field. It will be viewed as a seminal book.'~~

~~James Paul Gee, *Arizona State University, U*~~

'The authors of *Mapping Applied Linguistics* have included broad socio-cultural and critical perspectives on the key issues and methodologies in applied linguistics. It is written in a clear language that is accessible to the general reader as well as advanced undergraduate and postgraduate students. It will provide a much-needed comprehensive introduction to the field.'

Angel Lin, *University of Hong Kong*

'This book covers an impressively wide range of topics that are of interest to students of applied linguistics. It offers a detailed discussion of the fundamentals of a number of such disciplines with the help of a variety of fascinating examples and case studies, all presented in a lively and accessible style.'

Geri Popova, *Goldsmiths University of London, U*

'This textbook is a lot more than a carefully assembled survey of major developments and issues in applied linguistics; it helps us see the relevance of the study of language in our everyday experience.'

Constant Leung, *King's College London, U*

'*Mapping Applied Linguistics* is a comprehensive introduction and guide to many of the areas which comprise Applied Linguistics.'

Urszula Clark, *Aston University, U*

# Mapping Applied Linguistics

---

A guide for students and practitioners

**CHRISTOPHER J. HALL, PATRICK H. SMITH AND RACHEL  
WICAKSONO**

 **Routledge**  
Taylor & Francis Group  
LONDON AND NEW YORK

First published 2011

by Routledge

2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Simultaneously published in the USA and Canada by Routledge

270 Madison Ave, New York, NY 10016

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

© 2011 Christopher J. Hall, Patrick H. Smith and Rachel Wicaksono

Printed and bound in Great Britain by

MPG Books Group, UK

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

*British Library Cataloguing in Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging-in-Publication Data*

Hall, Christopher J., 1961–

Mapping applied linguistics : a guide for students and practitioners / Christopher J Hall, Patrick H Smith, Rachel Wicaksono.

p. cm.

Includes bibliographical references and index.

1. Applied linguistics. 2. Language and languages—Study and teaching.

I. Smith, Patrick H. II. Wicaksono, Rachel. III. Title.

P129.H27 2011

418—dc22

20100314

ISBN13: 978-0-415-55912-6 (hbk)

ISBN13: 978-0-415-55913-3 (pbk)

ISBN13: 978-0-203-83242-4 (ebk)

# Dedications

---

For Juan always (CJH)

Para la Luz de mi vida (PHS)

For Rian and Clara (RW)

List of figures

List of tables

Preface

Why mapping?

How is the book organized?

Who are the authors?

Who is this book for?

How can the book be used?

Acknowledgements

## **Chapter 1 Introduction**

1.1 Why do we use different languages?

1.2 Ten ways we're led astray in language and applied linguistics

1.3 Applied linguistics

1.4 Bottom-up applied linguistics

Activities

Further reading

## **PART A LANGUAGE IN EVERYDAY USE**

## **Chapter 2 Language variation**

2.1 Language variation and social judgement

2.2 Kinds of variation

2.3 Standardization and 'non-standard' varieties

2.4 Non-native varieties and World Englishes

2.5 Linguistic insecurity and language loss

2.6 Context and language practices

2.7 Casting ahead

Activities

Further reading

## **Chapter 3 Key populations**

3.1 Issues in the naming of populations

3.2 Issues in the categorizing of populations

3.3 Populations characterized by the language(s) used

3.4 Populations characterized by issues of access to language

3.5 Populations characterized by the social role of language

3.6 Populations characterized by their professional or academic interest

language

---

### 3.7 Roles for applied linguists

Activities

Further reading

## Chapter 4 Discourse analysis

4.1 The pervasive relevance of discourse (analysis)

4.2 Linguistic approaches to discourse analysis

4.3 Social approaches to discourse analysis

4.4 Themes in contemporary discourse analysis

4.5 How can doing discourse analysis help the clients of applied linguists?

Activities

Further reading

## Chapter 5 Language policy and planning

5.1 Language decisions

5.2 Corpus, status and acquisition planning

5.3 Keeping languages alive

5.4 Planning for access to services

5.5 Language policy and planning in globalizing times

5.6 Roles for applied linguists

Activities

Further reading

## PART B LANGUAGE, LEARNING AND EDUCATION

### Chapter 6 Literacy

6.1 The expanding scope of literacy

6.2 Writing systems and culture

6.3 Literacy and individuals

6.4 Child and adult literacies

6.5 Academic achievement and the measurement of literacy

6.6 Roles for applied linguists

Activities

Further reading

### Chapter 7 Language and education

7.1 The language of home, community and school

7.2 Language as a medium in school

7.3 Language as an object in school

7.4 Educating linguistic minorities and learners with special needs

7.5 Language, testing and assessment



## 7.6 Roles for applied linguists

---

Activities

Further reading

## Chapter 8 Bilingual and multilingual education

8.1 Definitions and purposes

8.2 Language-based frames

8.3 Content-based frames

8.4 Context-based frames

8.5 Integrating the frameworks

8.6 Characteristics of effective programmes

8.7 Roles for applied linguists

Activities

Further reading

## Chapter 9 Additional language education

9.1 Contexts of additional language education

9.2 The problem of method

9.3 Individual learner differences

9.4 Assessing additional languages

9.5 Economic, cultural and political aspects of additional language education

9.6 Roles for applied linguists

Activities

Further reading

## PART C LANGUAGE AND EXPERT USES

### Chapter 10 Translation

10.1 Contexts of translation

10.2 Translatability and translation equivalence

10.3 The translation process

10.4 What do translators need to know?

10.5 Types of translation

10.6 Interpreting and audiovisual translation

10.7 Technology in translation

10.8 Roles for applied linguists

Activities

Further reading

### Chapter 11 Lexicography

11.1 Words in the mind and in society

11.2 Authority or record?

11.3 Uses and types of dictionaries

11.4 Dictionary compilation

11.5 Dictionaries as tools for learning

11.6 Corpora, computers and the internet

---

11.7 Roles for applied linguists

Activities

Further reading

## **Chapter 12 Forensic linguistics**

12.1 Language as legal medium and matter

12.2 The language of the law

12.3 Language and criminal investigation

12.4 Language as the subject matter of law

12.5 Discourse and different languages in the courtroom

12.6 Roles for applied linguists

Activities

Further reading

## **Chapter 13 Language pathology**

13.1 Biological and social foundations of language

13.2 Types of language pathology

13.3 Assessment

13.4 Treatment

13.5 Roles for applied linguists

Activities

Further reading

## **Chapter 14 Prospects and perspectives**

14.1 The impact of new technologies

14.2 The dissolution of borders

14.3 The exercise of the profession

14.4 Key predictions

14.5 Final thoughts

Activities

Glossary

Bibliography

General Index

Index of languages

Index of places

# Figures

---

We are indebted to the people and archives below for permission to reproduce illustrations. Every effort has been made to trace copyright holders, but in a few cases this has not been possible. Any omissions brought to our attention will be remedied in future editions.

- 1.1 Geographical distribution of some of the world's major language families with each area of shading representing a distinct language family
- 1.2 The Kanizsa Triangle optical illusion
- 1.3 A representation of the structure of FOXP2, a protein implicated in the development and use of human language
- 1.4 Two languages (L1 and L2) allow speakers to acquire concepts from different cultural contexts (C1 and C2) and to express and internally regulate one body of thought in two different ways
- 1.5 Contrasting views of the relationship between general linguistics and applied linguistics
- 1.6 Reversed world map
- 1.7 World map using the Dymaxion (or Fuller) projection
- 2.1 'Standard British English' and some varieties supposedly deriving from or dependent on it
- 2.2 How language is perceived as correlating with age, dress and behaviour
- 2.3 A folk theory of language
- 2.4 A linguistic theory of language
- 2.5 A model of World Englishes
- 2.6 Examples of pidgins and creoles around the world
- 2.7 Image of the Rosetta Project disk
- 3.1 Some of the key populations in applied linguistics, roughly organized according to dimension of relationship with language
- 3.2 An example of the mutable status of the concept *minority language*
- 3.3 The front of a London bus in Braille, part of the UK's Royal National Institute of Blind People's 2009 bicentenary campaign
- 3.4 Language, sociopolitical and economic empowerment of Naro speakers in Botswana
- 3.5 A miscommunicating man and woman being assisted by a (male) applied linguist?
- 4.1 Sinclair and Coulthard's discourse hierarchy for traditional teacher-centred lessons
- 4.2 Aspects of communicative competence
- 4.3 A hand-painted sign displayed on the US side of the US–Mexico border
- 4.4 Some dimensions of context determining the situation in which text is produced and comprehended
- 5.1 Extract from the Official Languages Act of Canada
- 5.2 Mocking an English-only policy in Nashville, Tennessee
- 5.3 'Talking Cock': Resistance to government language policy in Singapore
- 5.4 A class of bilingual educators studies the grammar and orthography of the Ashanink

language in Peru

5.5 Multilingual services on the York City Council website in the UK

5.6 A bilingual advertisement for cleaning services

6.1 Environmental literacy

6.2 The emoticons grow up

6.3 I love New York

6.4 A divinatory calendar from Puebla, Mexico

6.5 A child's creative spelling

6.6 Representation of eye movement during reading

6.7 Poster from a Soviet literacy campaign aimed at women

7.1 Simplified transcription of the first page of Coote's *The English Schoole-Maister* (1596)

7.2 Screenshot from the online game *Deliantra*

7.3 'Our school rules': an example of the ubiquity of language in school

7.4 The Talk Story project in Hawaii

8.1 Three frameworks for understanding bilingual and multilingual education

8.2 Language of instruction in an educational programme which leads to subtractive bilingualism

8.3 Language of instruction in an educational programme which leads to additive bilingualism

8.4 Sink-or-Swim submersion programmes

8.5 Bilingual sign in a US school with a two-way immersion programme

8.6 Elite Mandarin–English bilingual education programme in Edmonton, Canada

9.1 What is a method?

9.2 Integrative motivation reinforced for an Italian immigrant to the USA in 1918

9.3 The relationship between language aptitude, language learning styles and language learning strategies

10.1 La Malinche interpreting for Cortés in Xaltelolco

10.2 The translation process

10.3 The Rosetta Stone

10.4 Loosening the eccentric bearing carrier pinch bolt

10.5 Example from *Euramis* of combined retrieval from translation memory and machine translation

11.1 The major stages of dictionary-making

11.2 A suggested quotation for the OED entry for *walrus* from J. R. R. Tolkien

11.3 Entry for *polymer* in the *New Oxford American Dictionary*

11.4 Entry for *substance* in the *New Oxford American Dictionary*

11.5 Screenshot from a British Sign Language/English online dictionary for children

12.1 Frontispiece of an edition of *La Grande Abridgement*, a sixteenth century summary of English law, written in French

12.2 Example of a spelling error on an anonymous letter accompanying anthrax powder sent to the editor of the *New York Post* in 2001

12.3 A spectrogram of a male voice repeating the syllable [ta]

12.4 Schematized view of UK forensic phoneticians' *Position statement concerning use of impressionistic likelihood terms in forensic speaker comparison cases* (2007)

12.5 The first page of the 'Napoleonic Code', published in France in 1804

- 13.1 Broca's and Wernicke's areas on either side of the Sylvian Fissure in the left cerebral hemisphere (side view, facing left)

---

- 13.2 The International Classification of Functioning and Communication Disorders (ICF)
- 13.3 Family tree for three generations of a family affected by SLI
- 13.4 Speech Processing Profile
- 13.5 Playing therapeutic language games
- 13.6 A cochlear implant
- 14.1 Five practitioners from around the world
- 14.2 Bringing technology-driven textual energy into the classroom
- 14.3 The effectively borderless Schengen Area of Europe
- 14.4 Flows of responsibility for standards and codes of practice in applied linguistics

# Tables

---

- 2.1 Lippi-Green's 'language subordination model'
- 2.2 Excerpts from the Valencia and Catalan versions of the EU Constitution
- 2.3 Comparison of formal and informal registers
- 2.4 Factors for determining the status of innovations in nativized Englishes
- 3.1 Top twenty languages by number of speakers
- 5.1 Pupil interaction table
- 5.2 Degree of language endangerment, UNESCO Framework
- 6.1 Examples of writing systems
- 8.1 Some major features of bilingual education programmes
- 10.1 Types of translation at the poles of a continuum defining greater focus on the text v greater focus on the reader
- 11.1 Proportions of English words per initial letter in Thorndike's block system, where one block represents just under 1 per cent of the total number of words
- 13.1 Some central dichotomies used to categorize dimensions of individual language-related disability

# Preface

---

A map is a representation, an abstraction, ‘a surface that can be dealt with’.

It is the product of an exacting rationality, and it furthers the conquest of system-making over the melange of the everyday.

(Ralph Cintron, *Angels’ Town: Chero ways, gang life, and rhetorics of the everyday*)

This book presents the complex and shifting field of applied linguistics as ‘a surface that can be dealt with’. Scholars and practitioners in the field are concerned with the language-related needs of individuals and groups in ‘the melange of the everyday’, all the way from foreign language learning to literacy skills, from translation to trademark disputes, from the protection of endangered languages to the detection of dyslexia. The map we provide here systematically plots the landscapes of applied linguistics at the opening of the second decade of the twenty-first century. It’s a time of unparalleled changes, including unprecedented flows of people, goods and services across linguistic and national boundaries, the increased interconnectedness of global capital and economic systems, and a staggering array of new and ever faster forms of digital technology. These technologies have direct relevance for identifying, and attempting to resolve, the language needs faced by language users (and applied linguists), and they feature prominently in all chapters of the book. Indeed, just as we get directions now from GPS systems and online maps, this book is part of a broader online applied linguistics project anchored in its companion website [www.routledge.com/textbooks/hall/](http://www.routledge.com/textbooks/hall/).



[www.0.1](http://www.0.1)

We have written the book to be a map of current knowledge and contemporary practices in the field, as well as a guide to this dynamic world for practitioners and students – current and future applied linguists. It goes without saying that this book is not the only map. We have also tried to encourage and envision maps that our students and readers will (re)create as they read the book. Mapmakers Maribel Casas-Cortes and Sebastian Cobarrubios comment that ‘to make maps is to organize oneself, to generate new connections and to be able to transform the material and immaterial conditions in which we are immersed. It isn’t the territory but it definitely produces territory’ (Casas-Cortes and Cobarrubios, 2008, p. 62). In this sense, we regard readers as cartographers who will use the individual chapters, activities and discussions with instructors and classmates on- and offline to begin or continue, as the case may be, to create their maps of applied linguistics. Because maps are ongoing projects, we’ve provided recommendations for further readings in each area.

## Why Mapping?

There are many reasons for the mapping metaphor. Here are a few of the most compelling. First, maps can be read from any starting point. Although they can be made and read using



dominant orientations (North as top of the world), maps are also technologies for expressing other orientations (e.g. Figures 1.6 and 1.7 on p. 20). This map in book form assumes certain features that will be familiar to our audience of highly practised readers: the left-to-right and top-to-bottom convention for presenting written text; the distribution of knowledge in separate chapters and thematically related parts (Parts A, B and C); a glossary of specialized vocabulary; an index; etc. A common feature of textbooks is that the chapters are written to be read in a rigid sequence, from first to last. This book is like a map in that you can find your way around from whichever chapter you choose as a starting point. We do, however, recommend beginning at [Chapter 1](#), because this is where we introduce some basic concepts and outline our vision of the scope and essential ingredients of the field, all of which inform the rest of the book. Otherwise, you can wander around between specific points of departure and arrival, depending on your own interests. This feature is further enhanced on the companion website.

Like the dictionaries we discuss in [Chapter 10](#), textbooks and maps are often regarded as authoritative texts. Although they are perceived as ‘objective’ or ‘neutral’ and free from ideological bias, they are in fact conceived by human authors and so necessarily, although not always explicitly, convey the theoretical or ideological stances of their authors. As Baghat and Mogel (2008, p. 6) write, ‘all maps have an inherent politics that often lies hidden beneath a “objective” surface’. Karrow (2007, p. 13) adds, ‘Maps depict the physical characteristics and spatial organization of our planet. But the content of maps is also determined by, and expresses, the culture, historical circumstances, and ideas and interests of mapmakers and map users’. We try to be alert to the implicit theories, ideas and interests of the linguists and applied linguists we mention in this book, as well as to our own. We ask you to evaluate our success in this endeavour as you read.

Maps are intimately connected with the notion of guiding. Tourist guides often include maps of regions and streets, and interactive maps can guide map readers to their particular areas of interest. We have chosen the subtitle of the book, *A guide for students and practitioners*, because we are aware of the complexities and diversities of issues that applied linguists will face in their careers. The field has become so broad and at the same time deeply specialized in the sense that students and professionals usually concentrate their areas of practice in a single, or no more than a few, domain(s). We argue that most language and language-related problems can benefit from the expertise of applied linguists with different disciplinary orientations, knowledge and tools. The answers to the most vexing problems will be generated, we think, through collaboration between practitioners from different sub-fields. We hope that this guide will be of service in this enterprise.

## How Is The Book Organized?

The book contains twelve chapters organized into three parts, together with introductory and closing chapters at either end, to set the scene and point to the future, respectively. We introduce some of the fundamental themes, tools and participants of applied linguistics in Part A, before moving on to the different specialist areas in Parts B and C. Part A starts out with [Chapter 2](#), ‘Language varieties’, in which we consider the fundamental but seldom fully appreciated fact that all language is fluid and dynamic, constantly morphing through time and space, across speakers and situations. [Chapter 3](#), ‘Key populations’, presents the people



behind the discourse: the centrally important 'clients' with whom applied linguistics engage. The next two chapters focus on language in its social contexts, with [Chapter 4](#), 'Discourse analysis', discussing one of applied linguists' major tools for understanding interaction between language uses and users, and [Chapter 5](#), 'Language policy and planning', assessing our ability to shape language structures and uses through deliberate actions performed on them by their users.

Part B reflects the central role of language as a tool of learning, starting with the culture of written texts in [Chapter 6](#), 'Literacy', and then turning to the more specific issue of language-mediated schooling in [Chapter 7](#), 'Language and education'. The next two chapters explore some of the educational problems and opportunities presented by our multilingual world, with [Chapter 8](#), 'Bilingual and multilingual education' examining the practice of schooling in more than one language, and then [Chapter 9](#), 'Additional language education' zeroing in on learning and teaching a second or subsequent language (the historical focus of applied linguistics). Part C we cast our net wider and review a range of more specialized language needs, such as: communication between users of different languages in [Chapter 10](#), 'Translation and dictionary-making' in [Chapter 11](#), 'Lexicography'; language and the law in [Chapter 12](#), 'Forensic linguistics'; and the assessment and treatment of language disorders in [Chapter 13](#), 'Language pathology'.

Running through the whole book is a series of core issues which we believe are so important to applied linguistics that they can't be dealt with in a single chapter. These strands are as follows:

- Applied Linguistics as *critical practice*, inherently political;
- language at the heart of issues of *freedom and inequality*;
- language as a *cognitive*, as well as a *social*, phenomenon;
- *methodological best practice* for applied linguistic research;
- *IT and corpus-based enquiry* as forces in applied linguistics;
- *Englishes* across the world, as resources (and threats).

Language is sometimes confused with, or used as a symbol of, many facets of the human condition, including identity, ethnicity, intelligence, development and opportunity. In fact, language, in and of itself, is none of these things. The six strands reflect our view of language as essentially a functional *instrument* serving varied mental and social uses for individuals and groups of people in the contemporary world, rather than as an ideal or idealized, decontextualized system governed either by rigid social orthodoxies or by immutable cognitive laws. Rather unfashionably in some quarters of the field, we also stress throughout that language must be seen as residing both in communities and in brains/minds simultaneously. We don't believe that it's in the interests of our client populations to align ourselves exclusively with intellectual traditions which pit nature against nurture or biology against society.

## Who are the Authors?

Like all applied linguists, we are interested in, and excited by, variation in language structure and uses wherever such variation may occur: across and within cultures and communities, political borders, demographic groups, socioeconomic levels, ethnic identities and modalities.

of use. The three of us represent a mix of professional, academic and personal backgrounds. But as native English-speaking 'Anglos' who struggled with 'foreign' languages at school and inherited a great deal of cultural baggage around notions of the value of 'good English', we are all very driven to understand and challenge the simplistic and harmful monolingual, monolithic views of language competence we have grown up with. To our way of thinking, these views haven't been adequately resolved in mainstream general linguistics, despite much passionate championing of linguistic equality from most linguistics scholars, whatever their intellectual persuasion.



[www.0.2](#)

Briefly, this is who we are and what we bring to this book. Chris is from the north of England, where he studied English language (at Newcastle University) and general linguistics (at the University of York). He did his PhD on the psychology and historical development of word parts across languages at the University of Southern California (Los Angeles), before turning to second language acquisition and applied linguistics more generally during two decades teaching and doing research in Mexico. His main interests and expertise continue to be in the psychology of language and multilingualism, especially at the lexical (word) level, but he's recently become obsessed with how cognitive work in this area shares many ideas and goals with primarily sociologically oriented work and thinking in the 'World Englishes' paradigm.



[www.0.3](#)

Patrick hails from the northern US, growing up in Michigan and Maine. In New England he studied history (at Bowdoin College) and TESOL (at the School for International Training). Turning east and south, he then developed an interest in language and literacy in social contexts by teaching elementary school pupils in Kenya and adolescents and young adults in Mexico. He did his PhD in Language, Reading and Culture with a minor in English language and linguistics at the University of Arizona. His research focuses on literacy and biliteracy development in schools and multilingual communities in Mexico and in the US–Mexico borderlands. At the University of Texas at El Paso, he is studying the literacy practices of transnational immigrants.



[www.0.4](#)

Rachel is also from the north of England. She studied English Language and Literature at Oxford University, and TESOL (teaching English to speakers of other languages) at the University of London's Institute of Education. She has spent a lot of time in Asia, leading courses in EFL (English as a foreign language) and teacher training in India and Indonesia, and in cyberspace, including blogging for the BBC World Service on its Learning English website. Rachel runs the MA in TESOL at York St John University, where Chris is now one of her colleagues. She is especially interested in the use of English as a lingua franca in mixed language groups of university students, and in ways of sensitizing students to their own use

language and the effects this has on the achievement of mutual understanding.

We hope that readers will enjoy and learn from the international flavours that we bring to the study of applied linguistics. Chris and Patrick use examples of work they have engaged together and with colleagues from the Spanish-speaking world, reflecting the *mole* sauce rich linguistic diversity of Latin America. Rachel has added South-East Asian examples to the mixture, creating even more of a *gado gado* flavour for this guide. As the field of applied linguistics grows quickly beyond a traditional focus on English and predominantly English speaking contexts, we believe knowledge of international contexts and problems is an indispensable ingredient in the successful preparation of future applied linguists. A map on the companion website will show the location of the places we mention in this book. We predict that many readers will find themselves working with learners and other clients from these and other regions, and perhaps studying or working there.

## Who is this Book For?

We have written this book for students of applied linguistics and allied disciplines (like TESOL, general linguistics and education) at the advanced undergraduate or master's degree level. Students from all over the world will be able to gain essential information and a wealth of additional insight from the material presented here, independently of their language background, cultural identities or the educational system they've experienced. As we mentioned in the previous section, we have a great deal of experience interacting with students from diverse backgrounds and in diverse world contexts. Applied Linguistics has developed specifically to address different individual and group identities in contact and conflict, and its practitioners are for that reason inherently international and intercultural in outlook, especially attuned to these different needs.

Apart from students, we also think that practising language professionals will get a great deal out of the book, by appreciating how scholarship from a variety of complementary perspectives may enrich their daily practice, reaffirm their expertise and unique 'feel' for language, and create new spaces for professional alliance and dialogue by revealing the extent to which their work faces similar challenges in quite distinct arenas. For example, how many speech therapists have considered that foreign language testers may have struggle with some of the same assessment challenges as they do when they develop tests? How productive vs receptive vocabulary knowledge? How many teachers developing activities for reading and writing in a foreign language are aware of the various competencies associated with literacy skills beyond the basic ability to read and spell? How many lexicographers, language teachers, translators, forensic linguists and language planners are aware of the overlapping and rapidly converging needs in the development of online resources such as multilingual corpus databases? These are just a few of the transdisciplinary perspectives and understandings that can be developed from a foundation in applied linguistics.


For general readers who want to learn about the field out of curiosity or because they work with applied linguists (lawyers with forensic linguists, for example), this book ought to provide some enjoyment, as well as considerable enlightenment. We don't use technical vocabulary where we can avoid it, and when we do it's for the sake of precision: language is so central to our lives it has its own folk terminology, which is not always appropriate or helpful when we want to make subtle, and often surprising, points about it. But the book is not for the fair

hearted either: we don't dumb down or trivialize the complexity of language problems in the world. Indeed, we'll probably leave you with more questions than answers, but we've also provided plenty of additional examples on the companion website.

## How Can the Book be Used?

If, as we noted above, applied linguists can't agree on precisely how their field is constituted then how can we provide a book which represents their collective visions and that targets the collective students in different academic traditions around the globe? Well, the way we've structured the book means that, however applied linguistics is construed in your context of study, it can be used to deliver a flexible but coherent synthesis. The book is readily adaptable to most international course structures for use as a required or recommended text. Most universities and colleges operate either a ten-week academic term/quarter/trimester (give or take a couple of weeks), or a fifteen- to sixteen-week semester. The book's twelve core topics, plus opening and closing chapters, fit comfortably into a semester, with room for other readings or activities if desired. For those on a term/quarter/trimester system, tutors and the students might want to cover most of the nine core chapters in Parts A and B, and then choose to look at only one or two of the four specialized themes of Part C as a class, or cover all the themes in smaller groups and then report to the whole class. Alternatively, for those who wish to have a broader view of applied linguistics without the educational focus (for example those studying the subject as part of a general linguistics or sociology course), Parts A and B could be used only selectively, leaving time for fuller coverage of Part C.

The book will probably be read most profitably in sequence, given the serial nature of linguistic expression as it streams through time. But the chapters were not originally written in the order they appear here, so they all make a lot of sense on their own, if the dipping-into-reader is willing to consistently ignore (or consistently follow up) the cross-referencing to other chapters. The glossary, which is woven into the text as well as listed alphabetically at the end, can serve as a useful alternative or complement to the cross-references.

Complementing the bibliographical references to electronic and print sources that we give throughout the text, and the further reading included at the end of each chapter, we have provided an annotated selection of internet resources on the companion website. Where these are referred to in chapters, we have marked them with the  icon and a number indicating their place in our online list. So instead of laboriously copying out URLs, you can easily locate the resource you want on our website and, if you're interested, click the link to go straight to the resource.

Finally, we've provided end-of-chapter activities, which might be assigned as homework and followed up in class discussion, written up on an online class discussion board or even submitted for assessment. Some of the end-of-chapter activities may inspire you to think about doing a more structured research project, something that could turn into your final dissertation or thesis (there are more research ideas on the companion website). Alternatively, if you are reading this book as part of a course of self-study, or out of general curiosity, you might want to use the activities as a way of exploring your favourite topics in more detail. Rather than simple comprehension checks, the activities are designed to help you extend your understanding of the key points in each chapter by exploring them in real-life contexts. Some activities involve fieldwork in your own community, and others will lead you

explore new contexts of applied linguistics practice via the internet and other digital technologies. Example responses for many activities can be found (and posted) on the companion website. We hope that you will contribute your thoughts, findings and experiences to the website from wherever in the world you are reading this book; participating in the ongoing process of mapping applied linguistics.

So, whatever format you're reading in, whatever your particular interests and whatever your current location: *selamat datang*, *bienvenidos*, welcome! We invite you to join us on the guided tour of the exciting and rapidly growing field of applied linguistics.

# Acknowledgements

---

The authors would like to thank our editors, Russell George and Nadia Seemungal, for the encouragement and sound advice in bringing this project to fruition. We are also grateful to the anonymous reviewers who shared their expertise with us, making so many excellent suggestions for improving the book.

We are indebted to the following colleagues and students who kindly read and offered helpful comments on chapters and activities, and/or provided us with useful information: Jennifer Alvarez, Lilia Barrios, Chandy Charlton, Debbie Cole, Rocio Gallardo, Terrie Garcia, Stephen Gibson, Heriberto Godina, Carmen González, Ann Gregory, Mandy Holzrichter, Muhammad Ilyas, Anne Lafeber, Shu Liu, Rubilí Loredó, Andrew Merrison, Sally Merrison, Cindy Mireles, Luz Murillo, Gerardo Ortega, Cynthia Prado, Shirley Reay, Craig Salminen, Ulrike Sperr, Guadalupe Tijerina, Amabilia Valenzuela, Mónica Urbina and Saffron Walkling.

We especially appreciate invaluable contributions from Khawla Badwan, Chandy Charlton, Duan Yan, Liliana Fernández and Melissa Vasquez, practising applied linguists whose perspectives have added much to our map of the field.

# Introduction

Truth is the summit of being; justice is the application of it to affairs.

(Ralph Waldo Emerson)

A book about applied linguistics is inevitably a book about language, its users and use. Because the number of language users includes all 6.8 billion of us and language use encompasses almost all our myriad activities, from the most banal to the truly momentous, the subject we're covering in this and the following thirteen chapters is remarkably wide-ranging. It's a big topic to fit between the covers of a book made of paper and enclosed between covers of card, so it's inevitably going to spill over onto the companion website, get expanded in the recommended readings, well up and multiply in classroom discussion or discussion boards, and it won't be contained.

This first chapter is designed to provide some fixed points on our map of applied linguistics, describing points of departure, characteristic features of the terrain and ways *not* to go. In this chapter we do three things. First, we outline a broad perspective on human language which knits together its social and cognitive strands. The account, based on ideas from our sister discipline of general linguistics, informs all the other chapters in the book. Second, we identify ten fundamentally misguided ideas in everyday thinking about language, but argue that applied linguists need to acknowledge and respect them, because they are firmly embedded in most people's world views and determine many of their language-related decisions and practices. In other words, they are part of the territory. Our third and last goal here is to characterize the discipline of applied linguistics as we map it in this book. We won't try to reach Emerson's summit of the 'truth', of course, because applied linguistics is a mountain range of many truths. We do, however, hope to give an initial flavour of how the discipline is united in its 'application to affairs' and show that we all share the ultimate destination of social justice.

## 1.1 Why Do We Use Different Languages?

According to some estimates, people speak as many as 7,000 different languages on the planet today, belonging to more than a hundred distinct families (Lewis, 2010; see Figure 1.1). One of the central problems that applied linguists seek to address is how to meet the challenges and promote the opportunities of this diversity through education, policy-making, translation and activism at local and global levels. The existence of so many different languages means that most of us can't communicate in any sustained and significant way with most of our fellow human beings. As many as one-third of us are monolingual, and even though the majority of the world's population know and use more than one language, no one, of course, speaks *all* the languages! There is, perhaps, a tiny number of people who are able to converse, read and write in the ten languages that have the largest number of native speakers, but even these polyglots can't communicate with half the world's population.



**Figure 1.1** Geographical distribution of some of the world's major language families with each area of shading representing a distinct language family (Source: Wikimedia Commons)



## www.1.1

Here's a question that may not have occurred to you before: why is it that we speak different languages, rather than having just one way to communicate our thoughts to all members of our species? After all, that's more or less the way other animals do it: the birds and the bees basically inherit their 'languages' directly through the genes of their parents. Since modern *homo sapiens* is thought to have originated in southern Africa around 200,000 years ago, why haven't we all inherited, say, an ancient version of Zulu, in the same way that we inherit the heart, the ability to walk on two legs or the capacity to distinguish a certain range of frequencies of sound?

The answer is that, unlike the heart, language is both a biological and a social property of the species. It has evolved not just to serve the individual user, but also to serve the group. This means it must have a way to escape the confines of the human body, allowing us to connect with others around us. Since telepathy is impossible, language originally found its external medium in sound, and so speech was born. Given that language is mediated by speech in society, and not only through the genes in the biological system, infants don't reproduce an identical copy of their parents' system as they acquire their language. Thus, language inevitably changes. After many generations, the system will be transformed into a completely different language, as Latin has developed into Spanish, French and the other Romance languages.

We live in a multilingual world because speakers move, lose contact with their ancestral groups and encounter new language communities. When the first bands of *homo sapiens* migrated from southern Africa around 100,000 years ago, generational changes must first have resulted in different dialects and then different languages. This scenario has been played out over and over again around the planet, resulting in a cacophony of different tongues, each one merging with the ones surrounding it. Current figures, of course, represent only a tiny fraction of the languages that have existed through the millennia; the globalizing forces of transport, trade, exploration and conquest over the last thousand years have caused the abrupt disappearance of many of them: currently at about two a month according to commonly accepted estimates (e.g. Krauss, 1992). More recently, these globalizing forces



- [download Paroles de brahmanes](#)
- [Celebrate People's History!: The Poster Book of Resistance and Revolution pdf, azw \(kindle\) epub, doc, mobi](#)
- [download online The Quiet Revolutionary for free](#)
- [Hit List \(Anita Blake, Vampire Hunter, Book 20\) book](#)
- [download Creative Writing: How to unlock your imagination, develop your writing skills - and get published](#)
- [read online You're Too Smart For This: Beating the 100 Big Lies about Your First Job for free](#)
  
- <http://thewun.org/?library/The-Tremor-of-Forgery.pdf>
- <http://sidenoter.com/?ebooks/The-Complete-Idiot-s-Guide-to-Microsoft-Windows-7.pdf>
- <http://studystategically.com/freebooks/The-Quiet-Revolutionary.pdf>
- <http://twilightblogs.com/library/Start-up-Nation--The-Story-of-Israel-s-Economic-Miracle.pdf>
- <http://www.freightunlocked.co.uk/lib/Creative-Writing--How-to-unlock-your-imagination--develop-your-writing-skills---and-get-published.pdf>
- <http://www.mmastyles.com/books/You-re-Too-Smart-For-This--Beating-the-100-Big-Lies-about-Your-First-Job.pdf>