Reference: Finch, G. (2005). Key Concepts in Language and Linguistics. (2 nd ed.). England and New York: Palgrave Macmillan,.

Applied Linguistics

Applied linguistics is the most practical of all the linguistic branches. Its concern is with the application of linguistic theories and procedures to the issues of everyday life. With such a loose definition it is easy to see why the territory covered by this branch is so indeterminate. One could argue, for instance, that *sociolinguistics* and *psycholinguistics*, are more properly part of applied linguistics, since, to some extent, they are both concerned with using the insights of linguistics in a practical way. *Sociolinguistics* is used by demographers, for example, in studying population changes and, as such, feeds into the development of social and regional policy-making, whilst *psycholinguistics* can be useful in the planning of a national language policy. But in practice, both these disciplines have developed their own theoretical foundations that enable them to be considered as branches in their own right. One way of distinguishing the areas that overlap with applied linguistics is to talk, as some do, of applied psycholinguistics and applied sociolinguistics, as opposed to their more 'pure' parents. All we are really acknowledging here is the general point, that most branches of linguistics will, necessarily, have a practical application somewhere. Remembering the tree metaphor we are using, it is in the nature of branches to be interconnected.

Some of the most frequently encountered fields of application that have emerged in recent years are *clinical linguistics*, the analysis of language disorders (e.g. speech defects such as stuttering); *neurolinguistics*, the study of brain activity in relation to core linguistic activities such as, speaking, listening, writing, reading, and signing; and *forensic linguistics*, the use of linguistic techniques in connection with the law, more particularly, to investigate crime. The latter has recently come to prominence because of a number of high profile court cases in which, by using grammatical and lexical criteria, it has been possible to demonstrate that witness statements were tampered with. Within this field linguists also sometimes distinguish a separate domain of *forensic phonetics*, concerned with such issues as speaker identification, speaker profiling, and tape authentication. **But by far the most developed field of applied linguistics, and the one most usually associated with the term, is the teaching and learning of foreign languages. In the case of English, applied linguistics refers to teaching the English language to non-native speakers. The courses in which this teaching takes place are variously called TEFL (Teaching English as a Foreign Language), TESL (Teaching English as a Second Language), ELT (English Language Teaching)' and ESOL (English for Speakers of Other Languages). The terminology differs between English and America usage.**

Reference: Finch, G. (2005). Key Concepts in Language and Linguistics. (2 nd ed.). England and New York: Palgrave Macmillan,.

The question of how best to teach English to non-native speakers has spawned a variety of different methodologies and approaches over the years, but it is true to say that modem approaches have been deeply influenced by contemporary developments in linguistics. Older approaches tended to take their cue from written forms of the language with idealised sentences and pronunciation forms. Today, however, most textbooks adopt a communicative approach. Their aim is for the speaker to acquire communicative competence in the language, that is, the ability to apply the rules of grammar appropriately in the correct situation. So, for example, native speakers know when to abbreviate utterances. The answer to the question 'Where are you going tonight' is likely to be 'To the pictures', rather than 'I am going to the pictures'. And they know when to use idiomatic as opposed to more formal English, or when it is admissable to miss out syllables or reduce vowel sounds in running speech. The concept of register is an important one to acquire in order to become a fluent user of the language. All of this is predicated, firstly, on the primacy of speech (Le. that English language learning is first and foremost about learning to talk in English) and, secondly, that learning a language is an intuitive process. Whilst learning English may involve some hard work learning vocabulary and grammar, we are, nonetheless, programmed linguistically to acquire language, and those methods work best which work with the learner's innate capacities.

English for Specific Purposes (ESP) is a localised area within English language teaching which has grown significantly in recent years. In ESP, the nature of the course is determined by the particular *needs of the learners*. So, for example, would-be business men might need some instruction in business English. Similarly, there are books and courses in the use of scientific English, English in technology, marketing English, and so on. In general, it has become common to distinguish two main branches of ESP: English for Academic purposes (EAP) and English for Occupational Purposes (EOP), or English for vocational Purposes (EVP) in America. This distinction is a way of recognising the broad split between so-called 'academic English', the variety used by the educational establishment in writing essays, reports, and papers, and those varieties favoured by various business corporations, such as the law, commerce, and politics, in which many of us lead our working lives.