



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/**Abdullah A. Almadhady**College of Education for Humanities/University
Of Anbar* Corresponding author: E-mail :
abdulla.ayed@uoanbar.edu.iq

+964 7810019020

Keywords:Applied Linguistics,
Language Teaching,
Language Acquisition**ARTICLE INFO****Article history:**

Received 15 July 2023

Received in revised form 25 July 2023

Accepted 7 Aug 2023

Final Proofreading 25 Dec 2023

Available online 30 Dec 2023

E-mail t-jtuh@tu.edu.iq©THIS IS AN OPEN ACCESS ARTICLE UNDER
THE CC BY LICENSE<http://creativecommons.org/licenses/by/4.0/>**A Comprehensive Exploration
of Applied Linguistics: An In-
Depth Analysis****A B S T R A C T**

Applied Linguistics is a dynamic and interdisciplinary field that examines the practical applications of linguistic theories and concepts in real-world contexts. This study delves into the diverse dimensions of applied linguistics aiming to provide an in-depth analysis of its historical roots, theoretical frameworks, methodological approaches, and practical implications. By examining key areas such as language acquisition, language teaching, sociolinguistics, and discourse analysis, this study aims to shed light on the profound impact of applied linguistics on various aspects of human communication and language use. The current study is relied on a wide range of academic sources, including influential works, contemporary research articles, and theoretical frameworks. The historical development of applied linguistics is traced back to its roots in the mid-20th century, highlighting the major contributions and milestones that have shaped the field. Furthermore, the study explores the theoretical frameworks that underpin applied linguistics, behaviorism, sociocultural, connectionism, and Universal Grammar perspectives, providing a deeper understanding of the conceptual foundations of the discipline.

© 2023 JTUH, College of Education for Human Sciences, Tikrit
UniversityDOI: <http://dx.doi.org/10.25130/jtuh.30.12.2.2023.18>**دراسة تفصيلية في مجالات علم اللغة التطبيقي: تحليل في العمق**

د. عبدالله عايد حردان المعضادي / كلية التربية للعلوم الانسانية / جامعة الأنبار

الخلاصة:

علم اللغة التطبيقي هو مجال ديناميكي متعدد التخصصات يدرس التطبيقات العملية للمفاهيم وللنظريات اللغوية في سياقات العالم الواقعي. وتخوض هذه الدراسة الشاملة في المجالات المتنوعة لعلم اللغة التطبيقي بهدف توفير تحليل معمق يبين كلا من الجذور التاريخية والأطر النظرية والمنهجية وكذلك التطبيقات العملية لهذا المجال. ترمي هذه الدراسة إلى تسليط الضوء على التأثير العميق لعلم اللغة

التطبيقي على الأوجه المتعددة استخدام اللغة في التواصل البشري وذلك من خلال دراسة المجالات الرئيسة لهذا التخصص كإكتساب اللغة وتعليمها وعلم اللغة الاجتماعي وتحليل الخطاب. وقد استندت الدراسة الحالية إلى نطاق واسع من المصادر الأكاديمية التي تضمنت دراسات قيمة وبحوث علمية حديثة وأطر عمل نظرية بحثية. أثبتت هذه الدراسة أن جذور التطور التاريخي لعلم اللغة التطبيقي ترجع إلى فترة العشرينيات من القرن العشرين مسطرة الضوء على المساهمات الفاعلة والمعالم الرئيسة لهذا التخصص، وعلاوة على ذلك كله فقد استكشفت الدراسة كلاً من النظريات التي تدعم علم اللغة التطبيقي من وجهات نظر السلوكية وعلم اللغة الاجتماعي والنظرية الترابطية وعلم النحو العالمي مقدمة فهماً معمقاً عن المفاهيم الأساسية لهذا المجال.

الكلمات المفتاحية: علم اللغة التطبيقي، إكتساب اللغة، تدريس اللغة.

1. Introduction

1.1 Definition and Scope of Applied Linguistics

Applied Linguistics is a dynamic and interdisciplinary field that explores the practical applications of linguistic theories and concepts in real-world contexts. It is a field of study that looks at how linguistics can help understand real-life problems in areas of language education (Peniro, 2019). It draws upon theories and methodologies from linguistics, psychology, anthropology, sociology, education, and other related disciplines to address real-world issues related to language and communication. According to Kaplan (2010), Applied Linguistics encompasses a wide range of areas such as language acquisition, language teaching, sociolinguistics, discourse analysis, pragmatics, language and technology, language policy and planning, and language and identity. Hence, the practical implications of applied linguistics are far-reaching.

The definition of any field can be logically explored by looking at the professionals included within its scope of study. Therefore, applied Linguistics is currently a cover term for a significant group of semi-independent disciplines, each one is dividing its origin and fidelity between the formal study of language and other fields, and every discipline is working to expand its methodologies and values (Spolsky 2005: 27).

As Cook (2006) states that the term applied linguistics means many things to different people. Therefore applied linguistics has a definitional issues because of the nature of its enterprise. Kaplan and Widowsan (1992) simply put is as it is the mediation between theory and practice. A synthesis of a variety of

disciplines including linguistics (Hudson, 1999). Cook's opinion agrees with Widdowson that is the task of applied linguistics is the mediation between linguistics and the language use (Cook 2003).

Cook (2003) defines the term applied linguistics as the academic field which is concerned with the relationship between knowledge of language and the decision making in the real context. He recognized that the scope of applied linguistics remains ambiguous. However, there are various attempts to draw up the boundaries of its major fields of concern as they are consisting of language and education and language information and effect. The important issue is that applied linguistics is protected because language is available everywhere, applied linguistics is the science of everything (Sealey, 2004).

For some scholars such as (simpson, 2011 and Rampton, 2007) , applied linguistics is the academic discipline which connects knowledge of languages and the decision making in the real life. In general, the mission of this field is to make insights drawn from areas of language studies and research relevant to such decisions. In this sense applied linguistics mediates between the theory and practice.

Currently applied linguistics is engaged with the contemporary social questions about culture, ethnicity, gender, identity, and migration (Preece, 2016). Scholars in the field take on certain perspectives on the language in use including discourse analysis, theories of socioculturalism, literacy, and sociolinguistics. Furthermore, applied linguistics provides images of language from traditions such as cognitive linguistics, corpus linguistics, generative linguistics and functional linguistics (Geeraerts, 2007).

Methodological approaches in applied linguistics are equally diverse, ranging from experimental studies and surveys to qualitative methods such as case studies, ethnography, and discourse analysis. The field has since witnessed increasing studies drawing on a variety of analytical frameworks and approaches (Alin, 2014). Applied linguists employ a combination of quantitative and qualitative research techniques to investigate language-related phenomena, address practical language issues, and inform language teaching and policy-making.

According to Kaplan (2010), Applied linguistics is considered as a field of linguistics in which the main concern is the application of the linguistic theories, methods, and language problems which have occurred in other areas. The most developed division of applied linguistics is teaching and learning of foreign languages, and in certain situations the term is used as it is the only field included in this discipline.

To sum up, applied linguistics is a vibrant field that investigates the practical applications of linguistic theories and concepts in real-world contexts. Its interdisciplinary nature, theoretical frameworks, methodological approaches, and practical implications contribute to a better understanding of language acquisition, language teaching, bilingualism, sociolinguistics, discourse analysis, pragmatics, language and technology, language policy and planning, and language and identity. By bridging the gap between theory and practice, applied linguistics plays a vital role in improving language education, promoting linguistic diversity, and addressing language-related challenges in society (Lewis, 2001).

1.2 Research Objective

The objective of this study is to provide a thorough investigation of the diverse dimensions of applied linguistics, including its historical development, theoretical frameworks, methodological approaches, and practical implications. By delving into key areas such as language acquisition, language teaching, sociolinguistics, and discourse analysis, the objective is to offer a comprehensive understanding of the field and its impact on various aspects of human communication and language use.

1.3 Historical Development

A primary review of the literature of applied linguistics reveals that the study of applied linguistics has been developed in different ways at different times in various world regions, with scholars in each region following particular research paths.

The roots of applied linguistics can be traced to the 20th century when scholars began exploring the practical applications of linguistic research. Notable figures such as Leonard Bloomfield, often considered a key writer in modern

linguistics, applied linguistic principles to language teaching in his influential work *Language* (Bloomfield, 1933).

Another notable figure, Zellig Harris, contributed to the field by applying linguistic analysis to language teaching and machine translation (Harris, 1951; Harris, 1957). Charles Fries makes significant contributions to the field by applying linguistic principles to language teaching and language analysis. Charles Fries further expands the field's scope by developing the concept of contrastive analysis, which aimed to identify and address language transfer issues in second language acquisition (Fries, 1945). Over time, applied linguistics has evolved and expanded, incorporating new theoretical perspectives and research methodologies to address the complexities of language in diverse contexts.

The history of the field of applied linguistics can be discussed in various places around the world, as Grabe (2002) states. In the United States, Fries organized a conference in 1948, supported by Kenneth Pike. Freeman Twadelle at Michigan University spread information on the work at the Fries English Language Institute (founded 1941). In the conference, a quarterly issued journal of applied linguistics *Language Learning* is launched. Also, in Great Britain, in 1956 by Cartford established a School of Applied Linguistics at the University of Edinburgh and the Center for AL are established in Washington, under Ferguson in 1959. Similar institutes were noted to have been formed in different places of the world. Grabe notices that national associations of applied linguists merged to structure the Association International de la Linguistique Applique in 1964. This association organizes an international congress every four years with published conference proceedings (Galante, 2018).

There was a steady shift away from the main focus on linguistics. Angelis points out that up until the 1990s there were many linguistic activities that were not very related to linguistics. It was only much later that scientists recognized the need to link all these language activities to the linguistics in terms of their applications. MicNammara (2001) points to a different tradition of Australian applied linguistics than in the UK and US. For MicNammara, Australian applied linguistics made the AL of new languages a goal of immigrants rather than English language.

Another focus point is on the application of the linguistics in the advancement of the teaching materials for Aboriginal languages (Trudell, 2007). The Australian AL tradition shows a strong influence from continental Europe and the American rather than Great Britain. English emerged in the context of native language teaching and English language teaching for immigrants – English as a Second Language (ESL) (Bianco, 2014).

The British traditions of English as a foreign language comes to Australia in the 1980s. Researchers discovered that the most significant thing about AL in Australia is concern for language in education, both in terms of new migrant languages and English proficiency. The British Association of Applied Linguistics (BAAL) was officially founded in 1967 with the aim of promoting education, language acquisition and language teaching, and promoting interdisciplinary collaboration (Mohammed, 2020).

Davies (2001) notes that in the 1960s and 1970s it was taken for granted that AL was about language teaching. Over the last 30 years it has become apparent that those studying English to become teachers have already studied aspects of linguistics. Lewis (2001:19) states that applied linguistics attempts to solve language-based problems that people encounter in the real world. According to Davis and Elider (2006:9), applied linguistics has grown quickly and is thriving with academic locations, academic departments and international journals and an international association.

Current trends and future directions on applied linguistics continues to evolve, adapting to new challenges and opportunities in our increasingly interconnected world. Current research explores areas such as second language acquisition, multilingualism, language policy and planning, language assessment, and corpus linguistics. Additionally, the development of artificial intelligence and machine learning presents new possibilities for language research and technology-enhanced language learning (Gill, 2022).

The historical development of applied linguistics demonstrates its interdisciplinary nature and its close connection to language teaching, learning, and communication. Livshena (2015) states that from the early integration of linguistic principles into language instruction to the current exploration of cutting-edge technologies, applied linguistics has played a crucial role in

advancing our understanding of language and facilitating effective language-related practices.

2. Applied Linguistics and Language Acquisition

The fields of applied linguistics and language acquisition share a cooperative relationship. Applied linguistics draws upon theories and research from language acquisition to inform practical applications in language teaching, translation, and language policy. It utilizes insights from second language acquisition (SLA) research to develop effective language teaching methodologies and materials, helping learners acquire language skills more efficiently (Mahboob, 2010). Conversely, language acquisition benefits from applied linguistics by testing and refining theories in real-world contexts. This reciprocal relationship allows for the continual advancement of both fields, ultimately enhancing our understanding of how languages are learned and used in various contexts, from classrooms to everyday life.

2.1 Theories Used in Applied Linguistics

Today, applied linguistics has evolved into a multifaceted field with diverse theoretical perspectives and research methodologies. Scholars draw on theories and frameworks from linguistics, psychology, anthropology, sociology, education, and other related disciplines to investigate language-related phenomena in various contexts. Theoretical frameworks used in applied linguistics include behaviorism (Skinner, 1957), connectionism (Rumelhart & McClelland, 1986), Universal Grammar (Chomsky, 1965), sociocultural theory (Vygotsky, 1978), and many others.

In the context of language learning and teaching, behaviorism has contributed to the development of teaching methodologies that emphasize the role of reinforcement and conditioning in language acquisition (Anjomshoa, 2015). The behaviorist approach views language learning as a process of habit formation, where learners acquire language through repeated exposure to stimuli and reinforcement of correct responses.

Applied linguistics incorporates behaviorist principles into language teaching methodologies such as audiolingualism. Audiolingualism emphasizes the importance of repetitive drills, pattern practice, and stimulus-response sequences. The focus is on imitation, repetition, and reinforcement to develop

correct language habits. This approach is influential in language teaching during the mid-20th century (Kakunta, 2020).

Behaviorism has had an impact on applied linguistics by contributing to the development of language teaching methodologies that emphasize repetition, reinforcement, and habit formation. The major principle of the behaviorist theory rests on the analyses of human behavior in observable stimulus response interaction and the association between them. However, contemporary applied linguistics has evolved to incorporate a broader range of theories and approaches that go beyond behaviorist principles and consider the cognitive, social, and cultural aspects of language learning and teaching. (Fauziati, 2009)

Connectionism and applied linguistics intersect in the study of language acquisition and processing. Connectionism is a computational theory that models learning as the strengthening and weakening of connection between artificial neurons. In applied linguistics, connectionist models have been used to explain language development, vocabulary acquisition, and sentence processing. These models stimulate how neural networks learn and represent linguistic knowledge. They provide insights into the cognitive process underlying language learning and inform language teaching approaches that focus on meaningful input, pattern recognition and implicit learning (Shirai, 2018).

The universal Grammar (UG) and applied linguistics are closely intertwined fields. UG proposed by Naom Chomsky, suggests that humans possess innate linguistic structures that underlie all languages (Whong, 2013). Applied linguistics, on the other hand, applies linguistic theories to practical language-related issues. UG provides a theoretical foundation for understanding language acquisition, language processing, and language variation, which in turn informs that the development of language teaching methodologies, language assessment tools, and the study of bilingualism. According to Hall (2017), the study of UG enhances our understanding of language and contributes to the advancement of effective language teaching and learning practices in applied linguistics.

Applied linguistics utilizes grammatical analysis to understand and explain language phenomena, such as language variation, language acquisition, and language teaching. By examining the grammatical patterns and structures in

different languages, applied linguists can develop effective language teaching methodologies, analyze language usage in real-world contexts, and address practical language-related issues. Grammar serves as a foundation for the practical application of linguistic knowledge in various domains of applied linguistics (Kaplan, 2010)

Sociocultural theory and Applied Linguistics intersect in their focus on the social and cultural dimensions of language use. Developed by Vygotsky, sociocultural theory emphasizes the role of social interaction and cultural context in shaping language development and learning (Kozulin, 2003).

Sociocultural theory states that in order to understand the human mentality through social interaction with others that humans develop their language and cognition. Additionally, most language use in the spoken or written forms is constructed with others and not simply the product of one individual acting (Schmitt, 2019). Applied Linguistics applies this theory to practical language-related issues, such as second language acquisition, language teaching, and language policy. Sociocultural theory highlights the importance of considering learners' cultural and social backgrounds, promoting meaningful interaction, and creating authentic language learning environments. According to Swain (2015), by integrating sociocultural perspectives, Applied Linguistics enhances language education and foster inclusive and effective communication in diverse linguistic communities.

2.2 Second Language Acquisition

Second language acquisition and applied linguistics are sharing something in common. In the evolution of both fields, they are grappling with fundamental definitional issues, ones even extending to the nature of language itself (Larsen, 2000). Second language acquisition (SLA) focuses on how individuals learn additional languages beyond their native language (Atkinson, 2011). This subsection delves into various factors that influence SLA, including age, input, motivation, aptitude, and individual differences. It explores different theoretical perspectives on SLA, such as the Monitor Model, the Input Hypothesis, and the Interaction Hypothesis.

SLA theory examines the processes, factors, and variables affecting language learning and proficiency. Applied linguists employ SLA theories to inform

language teaching methodologies, syllabus design, and assessment practices. By understanding the stages of second language acquisition, educators can tailor instructional approaches to learners' needs, facilitating effective language learning (Ellis, 2010).

2.3 Language Learning Strategies

Effective language learning strategies play a crucial role in applied linguistics, as they directly influence the effectiveness and efficiency of language acquisition. These strategies encompass various cognitive, metacognitive, and socio-affective techniques employed by learners to enhance their language skills (Oxford, 1992). It also discusses the impact of strategy instruction and learner autonomy on language learning outcomes. Applied linguistics research examines the efficacy of different strategies, their impact on language proficiency, and their alignment with cultural and contextual factors. It also investigates the role of teachers in promoting strategic learning (Rubin, 1987). By understanding and incorporating effective language learning strategies, educators can design learner-centered curricula and provide tailored instruction, ultimately facilitating successful language acquisition and promoting lifelong learning (Chamot, 2004).

3. Applied Linguistics and Language Teaching

Applied linguistics and language teaching are interconnected fields that explore the details of language acquisition and communication (Whong, 2013). Language teaching focuses on the effective methods and strategies for convey language skills to learners, while applied linguistics delves into the scientific study of language itself. Together, they contribute to our understanding of how languages are learned, used, and adapted in diverse contexts, ultimately enhancing our ability to bridge linguistic and cultural gaps in an increasingly interconnected world.

3.1 Approaches to Language Teaching

Language teaching approaches have evolved over time, responding to changing pedagogical theories and learner needs. This section examines prominent language teaching methods, including grammar-translation, audio-lingual, communicative, task-based, and content-based approaches. It discusses the theoretical foundations, instructional practices, and strengths and limitations of each approach (Harmer, 2001).

The history of English language teaching is connected to the developments of many areas, particularly linguistics, applied linguistics, and the psychology of learning and education. Khansir (2012) confirmed that there are two central positions in teaching English: a) form-oriented teaching, which emphasizes the teaching of grammar rules, structures, vocabulary improvement and the sounds of the language; b) Meaning-based teaching that focuses on language use, communication or fluency and accuracy of expression in different situations.

The profession of language teacher is originated in the 20th century. Its foundation was developed in the early 20th century when applied linguists focuses on the fields of linguistics and psychology to support what is seen as a more effective teaching methodology. Language teaching in the 20th century is characterized by frequent changes, innovations and developments in language teaching ideologies (Richards, 2003).

3.2 Communicative Competence

Communicative competence represents the ability to use language effectively and appropriately in various social and cultural contexts (Savignon, 2018). This subsection explores the concept of communicative competence and its components, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. It also discusses the role of authentic materials and tasks in developing communicative competence.

Communicative competence and applied linguistics are closely intertwined in the field of language education and research. Communicative competence refers to the ability to use language effectively in real-life communication situations, encompassing not only grammatical accuracy but also sociolinguistic and pragmatic knowledge (Canale and Swain, 1980).

Applied linguistics, on the other hand, applies linguistic theories and research to practical language-related issues. It addresses how communicative competence can be developed, taught, and assessed in language learning contexts. Applied linguistics examines factors such as language input, instructional methods, curriculum design, and assessment techniques to enhance learners'

communicative competence and promote effective communication skills. By bridging theory and practice, applied linguistics contributes to the understanding and advancement of communicative competence in language education (Grattee, 2016).

3.3 Classroom Interaction

Classroom interaction is a crucial component of language teaching and learning. This subsection examines different types of classroom interaction patterns, such as teacher-fronted, student-centered, and pair/group work (Underwood, 2017). It explores the impact of interactional modifications, feedback, and corrective strategies on language development.

Classroom interaction is a key area of study within applied linguistics. It focuses on how language is used in classroom settings and how it impacts language learning and teaching (Gardner, 2019). Applied linguistics researchers examine various aspects of classroom interaction, such as teacher-student interactions, student-student interactions, and the use of different instructional strategies. They explore how different interaction patterns, such as question-answer sequences, feedback, and negotiation of meaning, contribute to language acquisition and classroom participation. Additionally, applied linguistics investigates the role of culture, context, and technology in shaping classroom interaction. Findings from this research inform the development of effective pedagogical approaches, teacher training programs, and the design of materials and activities to enhance classroom interaction and promote language learning outcomes (Kaye, 2019).

4. Applied Linguistics and Sociolinguistics

Applied linguistics and sociolinguistics are branches of linguistic studies that examine the role of language in the society. Applied linguistics applies linguistic theories to real-world issues, such as language teaching, translation, and language policy, offering practical solutions to language-related challenges (Khanisr, 2013). Sociolinguistics, on the other hand, investigates how language reflects and shapes social structures and identities. Together, these fields shed light on the interplay between language and society, enriching our understanding of how language functions in diverse cultural and social contexts (Marra, 2011).

4.1 Language Variation and Social Factors

Sociolinguistics investigates the relationship between language and society, focusing on language variation and social factors. The field explores the influence of social variables such as age, gender, social class, and ethnicity on language variation. It also examines sociolinguistic variables, including social networks, communities of practice, and style shifting.

Applied linguistics and sociolinguistics share common interests in understanding language in real-world contexts and exploring the relationship between language and society. They both recognize the importance of sociocultural factors in shaping language use and the need to consider these factors in language-related practices. Applied linguistics often draws on sociolinguistic insights to inform language teaching methodologies, language policy development, and cross-cultural communication. Sociolinguistic research on language variation, language attitudes, and language planning provides valuable input for language educators and policymakers to design effective language programs and address the needs of diverse language learners (McKay, 2010).

Similarly, sociolinguistics benefits from applied linguistics by employing its theories and methodologies to investigate language use in specific applied contexts, such as bilingual education, language planning, or workplace communication. Applied linguistics provides tools and frameworks to examine language-related issues and offers practical recommendations for improving language practices (Phakiti, 2018).

5. Applied Linguistics and Discourse Analysis

Discourse analysis examines how language is used in social interactions and how meaning is constructed through discourse. It investigates the ways in which language reflects and shapes social interactions, identities, power dynamics, and cultural norms. Discourse analysts analyze spoken and written texts, conversations, interviews, and other forms of communication to uncover the underlying structures and functions of language. Discourse analysis has helped uncover how language shapes social interactions, power relations, and identity construction (Fairclough, 1995; Gee, 2014).

In his study (Fairclough, 2011) shows that discourse analysis and applied linguistics are closely intertwined fields that share a significant relationship. While discourse analysis is a subfield of linguistics that focuses on the analysis of language use in context, applied linguistics applies linguistic theories and methods to address real-world language-related issues.

Discourse analysis contributes to applied linguistics by examining the cultural and contextual aspects of language use (Lin, 2014). It helps applied linguists understand how language varies across different cultures, communities, and social groups, informing their work in cross-cultural communication and intercultural competence development. Applied linguistics utilizes discourse analysis to explore professional domains such as business, law, healthcare, and academia. By analyzing the specialized discourses and genres used in these contexts, applied linguists can develop language training programs and materials that cater to the specific communicative needs of professionals (Sarangi, 2011).

6. Applied Linguistics and Pragmatics

The field of Pragmatics is mainly concerned with the meaning and its definitions of role variation with different communicative tasks that are produced by speaker in a way to interpret by a reader or listener (Siddique, 2018). Pragmatics investigates how language is used in context to achieve specific communicative goals. Pragmatics and applied linguistics have a strong and mutually beneficial relationship. Pragmatics, as a subfield of linguistics, focuses on the study of how context influences the meaning and use of language in communication. Applied linguistics, on the other hand, applies linguistic theories and methodologies to address practical language-related issues in real-world contexts (Phakiti, 2018).

Pragmatics is essential for understanding and navigating the complexities of cross-cultural communication. It investigates cultural variations in communication styles, speech acts, and politeness norms, enabling applied linguists to develop guidelines and strategies for successful intercultural communication (Phillips, 2017). By incorporating pragmatic insights, applied linguists can bridge communication gaps and promote effective interaction across diverse cultural contexts.

According to (Sirikhan, 2011), pragmatics plays a significant role in language assessment, particularly in assessing learners' ability to use language appropriately in different contexts. Applied linguists incorporate pragmatic aspects into language assessment frameworks, designing tasks and rubrics that evaluate learners' pragmatic competence, such as their ability to understand and produce speech acts, make appropriate requests, or engage in conversational repair.

Some of the areas have become the center of study, are influenced by the development and research in the area of applied linguistics, while others remain need further exploration. Among these is the area of technology-mediated second and foreign language pragmatics, which is recognized as inter-language pragmatics. It suggests the unknown aspects where the technology could be used to help in the development of pragmatic competence and where pragmatic theory can inform second language acquisition research (Marta, 2019)

In conclusion, pragmatics and applied linguistics have a close relationship that enriches the understanding and application of language. Pragmatic insights inform language teaching, cross-cultural communication, professional discourse, language assessment, speech and language disorders, discourse analysis, and language policy and planning. The integration of pragmatics into applied linguistics enhances our understanding of how language is used and allows for more effective language-related practices in various real-world contexts.

7. Language and Technology

Language is the primary tool through which we communicate our thoughts and ideas, and technology serves as a catalyst for the evolution of language itself. From the development of written scripts that enabled the preservation of knowledge to the digital age's sophisticated language processing algorithms, technology has expanded our capacity to communicate across time and space. Applied linguistics and technology share a mutually beneficial relationship. Technology has revolutionized the field of applied linguistics, enabling researchers and educators to explore language acquisition, translation, and communication in unprecedented ways (Liaw, 2017).

7.1 Computer Assisted Language Learning

Computer-assisted language learning (CALL) utilizes technology to enhance language learning and teaching. This section discusses the evolution of CALL, exploring different types of CALL tools and applications. It examines the benefits and challenges of integrating technology in language classrooms and the role of applied linguistics in CALL research and development (Chong, 2020).

The relationship between Computer-Assisted Language Learning (CALL) and applied linguistics is symbiotic. CALL draws upon applied linguistics' theories, methodologies, and research to design and implement technology-based tools and approaches for language teaching, learning, and research (Pionsky, 2015). Applied linguistics provides the theoretical foundations for CALL, informing its language teaching methodologies, individualized learning strategies, assessment practices, and research endeavors. Conversely, CALL contributes to applied linguistics by providing a digital platform for data collection, analysis, and experimentation. The integration of CALL and applied linguistics enhances language education, promotes learner autonomy, and facilitates research in the field of language learning and use (Chapelle, 2017).

7.2 Corpus Linguistics

Corpus linguistics involves the analysis of large collections of authentic language data (corpora) to investigate language patterns and usage. This encompasses the use of corpora in applied linguistics research, including corpus-based language description, contrastive analysis, and genre analysis. It also discusses the role of corpus linguistics in language teaching and language assessment.

Berzina (2019) confirms that corpus linguistics and applied linguistics share a close relationship, with corpus linguistics providing valuable insights and methods to applied linguistics research. Corpus linguistics involves the analysis of large collections of language data to investigate patterns, structures, and usage in real-life contexts. Applied linguistics utilizes corpus linguistics techniques to study language variation, second language acquisition, language teaching, and language assessment. Corpora provide empirical evidence and inform the development of language teaching materials, assessment tools, and language policies. Corpus linguistics is a powerful tool for applied linguists to

bridge the gap between theoretical linguistics and practical language-related issues (Biber, Conrad, & Reppen, 1998; McEnery & Hardie, 2012).

7.3 Natural Language Processing

Natural language processing (NLP) combines computational techniques with linguistic analysis to enable computers to understand and generate human language. This subsection provides an overview of NLP applications in machine translation, speech recognition, sentiment analysis, and language generation. It discusses the implications of NLP for language learning, communication technologies, and linguistic research (Chowdhary, 2020).

Natural Language Processing (NLP) and applied linguistics have a strong connection, as NLP techniques draw upon applied linguistics theories and methods to analyze and process human language computationally. NLP enables the development of language-related applications such as machine translation, sentiment analysis, and text classification, benefiting fields like language teaching, information retrieval, and language assessment. Applied linguistics research provides the foundation for NLP algorithms and models, facilitating the practical application of linguistic knowledge in the development of language technologies (Jurafsky & Martin, 2020; Manning & Schütze, 1999).

8. Language Policy and Planning in Multilingual Societies

Language Policy and Planning involves governmental or organizational decisions regarding language use and promotion. It aims to maintain linguistic diversity, protect minority languages, and establish guidelines for education, communication, and official languages within a particular region or institution.

Language policies in multilingual societies involve decisions regarding official languages, language-in-education policies, and language rights (Simpson, 2019). This subsection examines the challenges and complexities of language policy in diverse linguistic contexts. It explores issues such as language endangerment, linguistic minorities, and the role of applied linguistics in promoting language equality and linguistic diversity.

Applied linguistics plays a significant role in shaping and implementing language policies that promote linguistic diversity, language rights, and social cohesion in multilingual contexts (Hornberger, 2006; Ricento, 2006). Applied

linguists contribute their expertise in areas such as language planning, language education, language assessment, and language rights advocacy. They provide research-based insights on language use, language attitudes, and language planning strategies, assisting policymakers in making informed decisions about language policies. The collaboration between applied linguistics and language policymakers ensures that language policies are inclusive, equitable, and responsive to the linguistic needs and aspirations of diverse communities in multilingual societies (Mahapatra, 2023)

9. Language and Identity

Language and identity are intricately linked, shaping one's cultural, ethnic, and social affiliations. The way we speak and the languages we use often reflect and reinforce our sense of self, belonging, and group membership (Norton, 2013).

9.1 Language and Ethnic Identity

Language plays a significant role in shaping individuals' ethnic identities and group affiliations. There is a complex relationship between language and ethnic identity, including language maintenance, language shift, and language revitalization in ethnic communities. It examines the impact of language on identity negotiation, cultural belonging, and intergroup dynamics (Fishman, 2010).

Language and ethnic identity are closely intertwined. Applied linguistics plays a crucial role in understanding and studying this relationship. Language is a key marker of ethnic identity, as it reflects the cultural heritage, values, and social belonging of an ethnic group (Liytra, 2016). Applied linguistics explores how language use and language choices contribute to the construction and negotiation of ethnic identity. It examines language variation, language attitudes, language maintenance, and language shift within ethnic communities. Applied linguists also work towards promoting language revitalization efforts and supporting the linguistic rights of minority ethnic groups (Mu, 2015). By investigating the complex relationship between language and ethnic identity, applied linguistics contributes to our understanding of social identity and intercultural communication.

9.2 Language and Gender

Language and gender studies examine how language reflects and perpetuates gender roles, stereotypes, and power dynamics. Language serves as a powerful

tool for expressing and reinforcing gender norms and stereotypes. This is evident in the ways in which language can both reflect and perpetuate gender-based inequalities, such as the use of gender-specific pronouns, linguistic features associated with masculinity or femininity, and the reinforcement of gendered expectations in speech and writing. However, it's important to note that this relationship is not one-sided; individuals and communities also engage in linguistic practices that challenge and reshape traditional gender norms, contributing to ongoing discussions about gender equality and the deconstruction of gender binaries (Holmes, 2013).

Language and gender are closely interconnected, and applied linguistics provides valuable insights into studying this relationship. Applied linguistics examines how language reflects and perpetuates gender roles, stereotypes, and power dynamics. It investigates language use, discourse patterns, and communication styles in relation to gender identity and societal expectations. Applied linguists explore topics such as gendered language, language and sexism, language and gender in education, and language and gender in professional settings. They also contribute to promoting inclusive language practices and challenging gender biases through language policies and interventions. By studying language and gender, applied linguistics sheds light on the complex interaction between language, society, and gender identities (Cameron, 2007; Holmes & Meyerhoff, 2017).

9.3 Language and Power

Language is inherently linked to power, social hierarchies, and inequalities. It is significant to understand the intersection of language and power, including language ideologies, linguistic imperialism, and linguistic discrimination. Language and power are intricately linked, and applied linguistics plays a vital role in understanding and analyzing this relationship (Zotzmann, 2016). Language is a tool through which power is exercised and negotiated in social, political, and cultural contexts. Applied linguistics investigates how language is used to exert dominance, control narratives, and reinforce societal hierarchies. It examines power dynamics in language use, such as linguistic discrimination, language policies, and language ideologies. Applied linguists also explore how language can be a site of resistance and empowerment for marginalized groups. By studying language and power, applied linguistics contributes to a deeper

understanding of social inequality, identity formation, and the impact of language on social change (Fairclough, 2015; Pennycook, 2017).

10. Conclusion

Applied linguistics is crucial to other language fields as it provides theoretical frameworks, research methodologies, and empirical findings that inform language teaching, language assessment, language policy, sociolinguistics, pragmatics, discourse analysis, and other language-related disciplines. The historical development of applied linguistics demonstrates its interdisciplinary nature and its close connection to language teaching, learning, and communication. From the early integration of linguistic principles into language instruction to the current exploration of cutting-edge technologies, applied linguistics has played a crucial role in advancing our understanding of language and facilitating effective language-related practices. This essay has provided an extensive exploration of applied linguistics, delving into various subfields and their practical implications. By examining language acquisition, language teaching, bilingualism, sociolinguistics, discourse analysis, pragmatics, language and technology, language policy and planning, and language and identity, we have gained a comprehensive understanding of the interdisciplinary nature of applied linguistics and its impact on human communication and language use. As the field continues to evolve, it will undoubtedly contribute further insights and innovations to enhance language learning, promote linguistic diversity, and address the complex challenges of communication in diverse contexts.

References

- Angelis, P. (2001). The roots of applied linguistics in North America. *Australian Review of Applied Linguistics*, 24(1), 1-11.
- Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(2), 126-137.
- Atkinson, D. (2011). A sociocognitive approach to second language acquisition: How mind, body, and world work together in learning additional languages. In *Alternative approaches to second language acquisition* (pp. 143-166). Routledge.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
- Cameron, L., & Larsen-Freeman, D. (2007). Complex systems and applied linguistics. *International journal of applied linguistics*, 17(2), 226-240.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic journal of foreign language teaching*, 1(1), 14-26.
- Chapelle, C. A., & Sauro, S. (2017). Introduction to the handbook of technology and second language teaching and learning. *The handbook of technology and second language teaching and learning*, 1-9.
- Chong, S. W., & Reinders, H. (2020). Technology-mediated task-based language teaching: A qualitative research synthesis. *Language Learning and Technology*.
- Chowdhary, K., & Chowdhary, K. R. (2020). Natural language processing. *Fundamentals of artificial intelligence*, 603-649.
- Cook, G., & Kasper, G. (2006). This Special Issue. *Applied Linguistics*, 27(4), 554-557.
- Davies, A. & Elder, C. (2006). *The Handbook of Applied Linguistics*. Blackwell Publishing.
- Ellis, R. (2015). The importance of focus on form in communicative language teaching. *Eurasian Journal of Applied Linguistics*, 1(2), 1-12.
- Estremera, M. L. (2023). Features of Behaviorism in Second Language Acquisition: An Empirical Excerpt from Applied Linguistics View. *International Journal of Social Sciences and Humanities Invention*, 10(03).
- Fairclough, N. (2013). *Critical discourse analysis: The critical study of language*. Routledge.
- Fauziati, E. (2009). Readings on applied linguistics: a handbook for language teacher and teacher researcher.
- Gardner, R. (2019). Classroom interaction research: The state of the art. *Research on language and social interaction*, 52(3), 212-226.

Garrett-Rucks, P. (2016). *Intercultural competence in instructed language learning: Bridging theory and practice*. IAP.

Geeraerts, D., & Cuyckens, H. (Eds.). (2007). *The Oxford handbook of cognitive linguistics*. OUP USA.

Gill, S. S., Xu, M., Ottaviani, (2022). AI for next generation computing: Emerging trends and future directions. *Internet of Things*, 19, 100514.

González-Lloret, M. (2019). Technology and L2 pragmatics learning. *Annual Review of Applied Linguistics*, 39, 113-127.

Grabe, W. (2002). Applied Linguistics: An Emerging Discipline for the Twenty-First Century. In: B. Kapla (Ed.). *Oxford Handbook of Applied Linguistics*. Oxford University Press.

Hornberger, N. H., & McKay, S. L. (Eds.). (2010). *Sociolinguistics and language education* (Vol. 18). Bristol: Multilingual Matters.

Simpson J (2011) *The Routledge Handbook of Applied Linguistics*, Routledge, New York.
Kakunta, K., & Kamanga, W. (2020). Microteaching: Audio-lingual method. *Journal Educational Verkenning*, 1(1), 25-30.

Kaplan, R. B. (2010). *The Oxford handbook of applied linguistics*. Oxford University Press.

Kaplan, Robert B. and Henry G. Widdowson (1992), 'Applied linguistics', in William Bright (ed.), *International Encyclopedia of Linguistics*, vol. 1, New York: Oxford University Press.

Kayı-Aydar, H., & Kayı-Aydar, H. (2019). *Positioning theory in applied linguistics* (pp. 41-69). Springer International Publishing.

Khansir, A.A., 2012b. Aspects of Language theory. In J. Fodor and J. Katz (Eds), *The structure of Communication: Discourse and Text*. International language : Readings in the philosophy of language. *Journal of Communication*, 22: 167-181.

Kozulin, A. (Ed.). (2003). *Vygotsky's educational theory in cultural context*. Cambridge University Press.

Lewis, M. (2001). Looking Ahead in Applied Linguistics. *Applied Linguistics Association of Australia Newsletter*, New Series 44, pp.18-19

Liaw, M. L., & English, K. (2017). Technologies for teaching and learning L2 reading. *The handbook of technology and second language teaching and learning*, 62-76.

Lin, A. (2014). Critical discourse analysis in applied linguistics: *Annual Review of Applied Linguistics*, 34, 213-232.

Lo Bianco, J. (2014). Domesticating the Foreign: Globalization's Effects on the Place/s of Languages. *The Modern Language Journal*, 98(1), 312-325.

Lytra, V. (2016). Language and ethnic identity. In *The Routledge handbook of language and identity* (pp. 131-145). Routledge.

Mahapatra, S. K., & Anderson, J. (2023). Languages for learning: a framework for implementing India's multilingual language-in-education policy. *Current Issues in Language Planning*, 24(1), 102-122.

Mahboob, A., & Knight, N. (2010). Applicable linguistics: An introduction. *Applicable linguistics*, 1, 1-12.

Marra, M., & Angouri, J. (2011). Investigating the negotiation of identity: A view from the field of workplace discourse. In *Constructing identities at work* (pp. 1-14). London: Palgrave Macmillan UK.

McEnery, T., & Hardie, A. (2011). *Corpus linguistics: Method, theory and practice*. Cambridge University Press.

McNamara, T. (2001). The Roots of Applied Linguistics in Australia. Colloquium on the Roots of Applied Linguistics in Different Contexts. St Louis: AAAL. Oxford: Blackwell Publishing Ltd.

Meyerhoff, M. (2017). Writing a linguistic symphony: Analyzing variation while doing language documentation. *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 62(4), 525-549.

Mohammed, M. A. A. (2020). An Overview of the History and Development of Applied Linguistics. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(1), 9-14.

Mu, G. M. (2015). A meta-analysis of the correlation between heritage language and ethnic identity. *Journal of Multilingual and Multicultural Development*, 36(3), 239-254.

Oxford, R. L. (1992). Research on second language learning strategies. *Annual review of applied linguistics*, 13, 174-187.

Peniro, R., & Cyntas, J. (2019). Applied linguistics theory and application. *Linguistics and Culture Review*, 3(1), 1-13.

Pennycook, A. (2017). *The cultural politics of English as an international language*. Taylor & Francis.

Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (2018). Applied linguistics research: Current issues, methods, and trends. *The Palgrave handbook of applied linguistics research methodology*, 5-29.

Preece, S. (Ed.). (2016). *The Routledge handbook of language and identity*. Routledge.

Ricento, T. (2006). Language policy: Theory and practice—An introduction. *An introduction to language policy: Theory and method*, 10, 23.

- Richards, J. and T. Rodgers,(2003). Approaches and language curriculums, English language materials, Methods in Language Teaching. Cambridge: *Cambridge University Press*.
- Sarangi, S., & Candlin, C. N. (2011). Professional and organisational practice: A discourse/communication perspective. *Handbook of communication and professions*, 3(3)
- Savignon, S. J. (2018). Communicative competence. *The TESOL encyclopedia of English language teaching*, 1-7.
- Schmitt, N., & Celce-Murcia, M. (2019). An overview of applied linguistics. *An introduction to applied linguistics*, 1-16.
- Schütze, C. T., & Gibson, E. (1999). Argumenthood and English prepositional phrase attachment. *Journal of Memory and Language*, 40(3), 409-431.
- Scott-Phillips, T. C. (2017). Pragmatics and the aims of language evolution. *Psychonomic Bulletin & Review*, 24(1), 186-189.
- Sealey, A., & Carter, B. (2004). *Applied linguistics as social science*. A&C Black.
- Shirai, Y. (2018). Connectionism and second language acquisition.
- Siddiqui, A. (2018). The principle features of English Pragmatics in applied linguistics. *Advances in language and literary studies*, 9(2), 77-80.
- Simpson, J., Caffery, J., & McConvell, P. (2009). Gaps in Australia's Indigenous language policy: Dismantling bilingual education in the Northern Territory.
- Spolsky, B. (2005), 'Is language policy applied linguistics?', in P. Bruthiaux, D. Atkinson, W. G. Egginton, W. Grabe and V. Ramanathan (eds), *Directions in Applied Linguistics, Clevedon: Multilingual Matters*.
- Swain, M., Kinnear, P., & Steinman, L. (2015). Sociocultural theory in second language education. In *Sociocultural Theory in Second Language Education*. Multilingual matters.
- Tamkin, A., Jurafsky, D., & Goodman, N. (2020). Language through a prism: A spectral approach for multiscale language representations. *Advances in Neural Information Processing Systems*, 33, 5492-5504.
- Trudell, B., & Schroeder, L. (2007). Reading methodologies for African languages: Avoiding linguistic and pedagogical imperialism. *Language, Culture and Curriculum*, 20(3), 165-180.
- Underwood, P. R. (2017). Challenges and change: Integrating grammar teaching with communicative work in senior high school EFL classes. *Sage Open*, 7(3).
- Whong, M., Gil, K. H., & Marsden, H. (Eds.). (2013). *Universal grammar and the second language classroom* (Vol. 16). Springer Science & Business Media.

Zotzmann, K., & O'Regan, J. P. (2016). Critical discourse analysis and identity. In *The Routledge handbook of language and identity* (pp. 113-127). Routledge.