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Applied Linguistics

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This review deals with applied linguistics, its types and applications. Applied linguistics is based on the application of linguistic theories in some fields to solve problems like teaching, practical contrastive linguistics, forensic linguistics, stylistics, discourse analysis, psycholinguistics, sociolinguistics, etc. This paper discusses the practicality of linguistic theory in applied linguistics in any language-related fields, restriction vs nonrestriction of applied linguistics, and research in applied linguistics and in linguistics.

1. Linguistics

Theoretical Linguistics is a branch of linguistics that is focused on developing linguistic knowledge in general (e.g. what are the linguistic levels of any language) and concrete models in particular (e.g. how the phonemes are organized in a given language. Internal linguistics which means the study of the parts of the language system (phonetics, phonology, morphology, syntax and semantics, pragmatics and discourse can also be included). Linguistics is then a pure science and its study is motivated by the desire to increase human knowledge (Spolsky & Hult, 2008: 2).

According to Nasr (1980: 2), the closely related levels of linguistic study are phonology which is divided to segmentals and suprasegmentals; vocabulary which consists of words; and grammar which consists of the means by which relationships between words are shown. Any study is linguistic if it studies any one field of the above fields theoretically not practically. So , the levels of linguistic analysis are phonetics, phonology, morphology, syntax, semantics and pragmatics.

2. Symptoms of Applied Linguistics

a. Application of Linguistic Research

Applied linguistics is the use of linguistic theories, methods and findings in elucidating and solving problems to do with language which have arisen in other areas of experience (Crystal, 1992: 24). In Corder's words: "my purpose of writing this book has been to show the relevance of those studies which are broadly called linguistic to a number of practical tasks connected with language teaching (1073: 7). It is also defined as the application of linguistics to language teaching (Aitchison, 2003:10)(See also: Johnson and Johnson, 1999: 9).

If researchers regard themselves as linguists applying linguistics to validate a theory, this is linguistics applied. If they see themselves as applied linguists seeking a

practical answer to a language problem, this is applied linguistics (The Handbook of Applied Linguistics).

b. Restriction to Language Teaching

According to its birthplace, applied linguistics is associated with language teaching. According to Corder, applied linguistics as related to practical tasks connected with language teaching (applied linguistics) has implied restriction. Some people including Corder himself disagree with this restriction because there are other tasks other than language teaching to which linguistic knowledge is relevant (1973: 7).

c. Nonrestriction

Applied linguistics is a multi-disciplinary approach to the solution of language-related problems (Strevens, 1989: 9). It is not a theoretical study. It makes use of the findings of theoretical studies. While applied linguistics and language teaching may be closely associated, they are not one and the same activity (Corder, 1973: 10).

So, linguistics is concerned with theory and applied linguistics with data.

3. Areas of Applied Linguistics

Applied linguistics includes some other disciplines in addition to language teaching as said earlier. Among these disciplines which appear as lists of the areas that make it up are first language acquisition, computational linguistics, forensic linguistics, speech therapy, neurolinguistics, second language acquisition (Wei and Cook, 2009: 1), clinical linguistics (the linguistic analysis of language disorders), educational linguistics (the use of language in mother tongue education), lexicography, translation and stylistics, sociolinguistics and psycholinguistics (Crystal, 2003: 29), Language and economy, language and culture, political discourse, discourse analysis, language and law; corpus linguistics (Wei and Cook). With the passage of time some of those fields become independent from AL (Wei and Cook, 2009: 1).

Among those applied fields are the four skills, DA, second language learning, second language teaching, variation between language use and language performance, bilingualism and individual learner, multilingualism and society, language policy and planning, translation and interpretation, language assessment and technological applications (Kaplan, The Oxford Handbook of Applied Linguistics, 2002), language and economy, political discourse and translation, language and the law, neurolinguistics, clinical phonology, sign linguistics (Wei & Cook, Contemporary Applied Linguistics, Vol. 20).

Contrastive analysis, which means comparing two or more languages, is another field of applied linguistics. Within contrastive linguistics, there are two types which are theoretical and applied contrastive linguistics. The first makes contrastive studies

within general linguistics while the second compares or contrasts languages for pedagogical objectives, like second or foreign language learning, translation, etc. (Aziz, 1989: 7). Examples of contrastive studies are quoted below.

Betti and Ulaiwi (2018: 83) describes and compares stress in English and Arabic in order to arrive at the points of similarity and difference. This is primarily achieved by showing its degrees, types, and functions, by surveying the literature available and by contrasting it in the two compared languages, conducting a contrastive study. The study hypothesizes that there is no difference between English and Arabic in terms of degrees, types and functions of stress. The study finds out that stress as a phenomenon exists in both languages and it is not phonemic. In addition, in both languages, it is connected with strong syllables, and its primary functions of stress are emphasis and contrast.

Betti and AlFartoosy (2019: 93) give a full explanation of ellipsis and reiteration in English and Arabic to arrive at the similarities and differences between them. It deals with ellipsis and reiteration as processes by which a linguistic item is deleted or repeated. This is primarily achieved by showing their definitions, nature, types, and functions, and by surveying the literature available and by contrasting them in the two compared languages, conducting a contrastive study. The study finds out that ellipsis and reiteration as processes are found in both languages. In addition, it also finds out that ellipsis is more widely used than reiteration in both languages and that reiteration in Arabic is used more than in English. In this regard, the study shows that there are similarities and differences between English and Arabic but the area of differences is wider than that of similarities.

Betti and Igaab (2018: 30) aims to describe English and Arabic in modulation in terms of ability, obligation, permission and willingness. The study concludes that this phenomenon is found in both languages with the existence of a number of similarities and differences.

Betti (2020a: 1) seeks to shed light on compounding in Standard English and Standard Arabic. A contrastive attempt is made through describing compounding in English, then compounding in Arabic, and it is then that a contrastive study of compounding in English and Arabic is attempted. The data of investigation consists of a hundred compound words (fifty English compounds and fifty Arabic ones). Igaab and Altai (2018: 288) describes concord in English and Arabic to arrive at the similarities and differences between the two languages. This study aims at describing, analyzing and comparing concord in English and Arabic because the phenomenon of concord has attracted a great deal of attention in the recent years. It also aims at comparing and contrasting concord between the two languages by defining it, showing its syntactic and semantic aspects and illustrating its different types and rules. This study concludes that concord as a syntactic phenomenon exists in both languages. English deals with such a topic clearly and separately in grammar while in Arabic, it is not by being explained in sentences

Igaab and Tarrad (2019: 53) deals with comparing pronouns in English and Arabic by concentrating on the points of difference and similarity between the two languages. This study aims at describing pronouns in both languages and then the comparison is made by defining pronouns, showing their syntactic, semantic, and pragmatic aspects to know to what extent both languages are similar or different in using pronouns. It is hypothesized that the two languages are similar to each other in terms of their syntactic, semantic, and pragmatic aspects of pronouns; pronouns are found in both languages; and there are some points of similarity and difference

between the two languages, but the differences outweigh the similarities. English has a clear division of pronouns. Pronouns are dealt with syntactically, semantically and pragmatically. In Arabic the division of pronouns is completely different.

Igaab and Abdulhasan (2018: 89) describes collocation for the purpose of finding out the similarities and differences between English and Arabic. It aims at describing and comparing collocation in English and Arabic through identifying its basic linguistic aspects which are syntactic, semantic, pragmatic and textual. This study concludes that collocation exists in English and Arabic as a linguistic phenomenon and the two languages study the term from all its linguistic aspects. However, the way to describe collocation linguistically is different to some extent from one language into another.

Igaab and Al-Manhalawey (2010: 1) describes case in English and Arabic to arrive at the similarities and differences between them. It investigates case as a property of nouns and pronouns in English and Arabic. It aims at comparing and contrasting case in English and Arabic by defining it, showing its history and system, mentioning and illustrating its types, and showing to what extent the two languages are similar or different from each other in terms of case. It describes case in English depending on an eclectic model in both languages. The study concludes that case has a considerable status in defining and classifying nouns and pronouns in both languages, position is a crucial factor in determining the types of case in English, there are similarities but the area of differences occupies a wider space than the area of similarities, and that the vocative is a type of syntactic non-clausal unit in English but it is a morphological-syntactic and clausal one in Arabic.

Igaab (2015: 1) is a contrastive and descriptive study. It hypothesizes that both languages are similar and different from each other in terms of modification. The procedures followed in this study include describing modification in English and Arabic, and then making some comparisons between modification in both languages. Finally, the hypothesis of this study is supported, i.e. there are some similarities that both languages share but they are different from each other in a number of other aspects.

Stylistics is the linguistic study of literary texts. Betti (2006: 1) is a study in stylistic corpus linguistics. It examines the frequency of the grammatical categories used in six prose texts. This aspect is studied through the variables of prose text type and writer's sex. The model used to analyze the corpus is adapted with modification from Ball (1993) and Burrows (1993). The study proves that the text type and the writer's sex, in addition to the text theme determine the grammatical category used.

Al-Seady and Al-Sehlani (2002: 34) investigates thoroughly and compares the use of collocation as a cohesive tie in three representative plays of the absurd theatre which are selected for analysis and comparison. These texts are Beckett's *Waiting for Godot* and Pinter's *The Room* and Albee's *The Zoo Story*.

Psycholinguistics is the study of the mental processes underlying the planning, production, perception and comprehension of speech (Finch, 2000: 196). In this regard, Betti and Igaab (2019: 229) is a case study which describes the speech of three pre-school Nasiriya Iraqi Arabic children. The data of this study are collected through tape-recording them. Through the analysis, it is concluded that the phonetic processes which exist in the informants' speech include assimilation, elision, gemination, nasalization and tafxiim and the main ones are sound shift and

metathesis. It has been noted that the study informants pronounce some consonants which are difficult to be pronounced by other children living in the same city; those consonants are either regularly shifted to in the production of other consonants or as part of ordinary words containing such sounds. Sometimes, more than one process is available in the production of some words. The consonantal changes existing in the informants' speech are many compared with the vocalic ones which are very few.

Discourse Analysis is the analysis of discourse (Fromkin et al. 2003: 581). It focuses on the structure of naturally occurring spoken language as found in such discourses as conversations, interviews, commentaries, and speeches. Text linguistics focuses on the structure of the written language as found in such texts as essays, notices, road signs, and chapters (Crystal, 2007: 260). Discourse Analysis is the analysis of discourse (Fromkin et al. 2003: 581). It focuses on the structure of naturally occurring spoken language as found in such discourses as conversations, interviews, commentaries, and speeches. Text linguistics focuses on the structure of the written language as found in such texts as essays, notices, road signs, and chapters (Crystal, 2007: 260).

In Betti (2007: 399), some criteria are gathered through open and closed questionnaires distributed to a jury consisting of some staff members specialized in English language, Arabic language and psychology in addition to the literature available on discourse analysis. Then, some sixteen jokes are collected to constitute the data of the study. Some stereotyped jokes are excluded from the data. After constructing the model, the jokes were analyzed in terms of their cohesion and coherence, and that there are many types of jokes in Iraq including Khaliiji, stereotypical, animal, Egyptian, etc. jokes. It is also proved that cohesion is not a prerequisite for maintaining a joke. If it is not accompanied with coherence, a joke cannot be accepted. The coherence of the joke in Iraq is brought by establishing some associations between the joke and the real world created by the audience, These associations range from main to secondary associations.

Betti and Al-Jubouri (2009: 7) investigates themes and rhemes in English structurally and intonationally. This is first done by surveying themes, rhemes and the various tones accompanying them in English. The study hypothesizes that the advanced EFL learners in Iraq face difficulties in producing and recognizing themes and rhemes in English. To verify the hypothesis, two tests are designed and examined by a certain jury for their validity, easiness/difficulty and time of responding. The tests measure the subjects' productive and recognitive abilities of themes, rhemes and their tones. The study concludes that our advanced EFL learners face difficulties on the recognition and production sides. Nevertheless, the females prove to be more competent than the males on both types of skills, and fourth year subjects prove to be also competent. The weakness that our learners face is sometimes due to inter and at other times to intra causes.

Forensic Linguistics refers to the use of linguistic techniques to investigate crimes in which language data forms part of the evidence (Crystal, 1992: 141; and 2003: 184). Forensic Linguistics refers to the use of linguistic techniques to investigate crimes in which language data forms part of the evidence (Crystal, 1992: 141; and 2003: 184).

Betti and Hashim (2018: 276) study is restricted to examine and contrast the linguistic features (lexical, syntactic, discourse and pragmatic) of the English and Arabic lawyers' discourse in the courtroom. Eight trials are selected for the sake of comparison and investigation: four English trials and four Arabic ones with sixteen lawyers (eight for the plaintiff and eight for the defendant). Carrying out the analysis

relies on the use of the constructed model and the statistical program called Statistical Package for the Social Sciences” (SPSS) that is used in this study to analyze the collected data statistically. This study is mainly an attempt to put a spot of light on the special lawyer’s language in the courtroom in English and Arabic, and also to investigate this jargon by means of some stated levels. The study arrives at the unique features of legal language, and at some significant similarities and differences between English and Arabic.

Betti and Khalil (2020b: 1) aims at identifying the distinctive features of international agreements in English and Arabic selected as a representative corpus as far as their lexico –grammatical and textual features are concerned. It also aims at analyzing and comparing the English international agreements and Arabic texts to establish their similarities and differences in textual organization, tactic relations and cohesive ties. Thus, the study hypothesizes that there are (no) significant differences in/between the EICs and AICs in textual organization, activation / passivization, sentence length and complexity, tactic relations, modality and cohesive ties. The data consists of twelve documents: six written in English and six in Arabic. All the data is considered valid and authentic. The models chosen for study include Quirk et al’s (1972) and Halliday and Hasan (1976). The study concludes that the English texts are characterized by using passive constructions, length, and complex sentences, hypotactic relations, modal verbs to express different functions and cohesive ties. On the other hand, the Arabic texts use active construction, less lengthy sentences, ways of expressing modality and cohesive ties.

Educational linguistics includes those parts of linguistics directly relevant to educational matters as well as those parts of education concerned with language (Spolsky & Hult, 2008: 2).

In the Teaching discipline, Al-Seady (1998a: 59) investigates the various ways for the selection, gradation and presentation of vocabulary to EFL learners. In it a survey is made of the selection of the criteria for the selection of lexical items: frequency, range, availability, coverage and teachability. It also traces the lexical items through various types of syllabuses: grammatical, situational, topical and notional-functional. The study concludes that;

1. both the teacher and the applied linguist are not in a state of decision on the way they present the lexical items to learners,
2. the importance of lexical items varies according to different types of syllabuses.
3. some factors like motivation of learners and characterization of the teachers, are optimal in selecting the most effective procedures for vocabulary teaching.

Betti and Yaseen (2020:43) measure the Iraqi EFL learners’ use of conversational maxims at the recognition level. The study aims at testing whether the Iraqi EFL learners observe or flout the Gricean maxims, assessing the Iraqi EFL learners’ mastery of the conversational maxims, and identifying which maxim(s) is/are frequently flouted by the learners of EFL. The study hypothesizes that the Iraqi EFL

learners flout all the maxims of conversation, the maxim of relation is the least flouted one, the Iraqi EFL learners find the maxims difficult to adhere to, and the maxim of quantity is mostly flouted. The subjects of the study are one hundred Iraqi EFL learners at the fourth-year, Dept. of English, College of Education for Humanities, University of Al-Muthanna. The data elicitation tool a recognition test designed in accordance with nature of the study. The study brings forth the conclusions that the subjects have a difficulty in utilizing the maxims altogether, they flout all the conversational maxims in relatively different degrees, and the learners are mostly abided by the maxim of relation more than the other three ones.

Betti and Hasan (2020: 41) study investigates the Iraqi EFL learners' (IEFL) ability to use Speech Acts (SAs) in MA and Ph.D. theses defense. It aims at analyzing utterances (Us) made by the MA and Ph.D. IEFL learners in terms of SAs, the class to which those SAs belong, the type of tone the learners use, and the errors committed by the learners and their types. It is hypothesized that the learners use the SA of stating more than the other types of SAs in their MA and Ph.D. defence, the learners use directives more than other SA categories, the EFL learners use the falling tone more than the other types of tones. The researchers record the defense of six IEFL learners: four MA and two Ph.D. during the Academic year 2019-2020. They put the recorded data into an orthographic form showing the tone type for each tone unit, and check each recorded utterance (U) for the SA used, the SA category to which the SA belongs, the type of tone used and if any, the type of error the participants commit. The study concludes that the MA IEFL learners use more SAs than the Ph.D. ones, the most frequently used SA is the SA of asserting, the most frequently used category of SAs is the representative one, and the learners use the falling tone more than the other types of tones.

Betti and Mahdi (2021: 69) aims at observing, describing, analyzing and identifying the trouble sources of repair strategies which exist in the Iraqi university viva discussions in English, and investigating their repair positions and inadequacies. Likewise, it is hypothesized that misunderstanding errors is the most frequent trouble source of repairs in the Iraqi university viva discussions in English, non-repair is the most frequent repair inadequacy, and that the fourth position of repair is the most frequent position type. The procedure adopted to fulfil the aims and to verify the hypotheses include collecting data which consists of four hours and ten minutes of audiotaped oral interactions in the MA and Ph.D. viva discussions, developing a model for repair strategies from various theories in CA, observing and collecting the data by recording audiotaped samples of those interactions in viva discussions as sample of the study, putting the datasets into orthography, calculating and describing by the use of the model, and analyzing the dataset of the study qualitatively and quantitatively. The study concludes that the eclectic model suggested and applied in the study gives a multi-faceted description of the different repair study. It is found that repair sources of trouble include grammar, vocabulary, pronunciation, discourse, factual information, channel, processing, misunderstanding errors, repair of no errors. It also exposes that there are zero occurrence of miss-repair, self-repair and other-repair failures, that pronunciation trouble source of repair results in the highest occurrences and that factual information and repair of no errors are the least frequent

trouble sources. The study reveals that non-repair is the most frequent repair inadequacy and same turn repair position is the most frequent one.

Betti and Mahdi (2021: 14) studies the conversation analysis (CA) of Iraqi university staff members' and researchers' self-repair and other-repairs strategies in the Iraqi University Viva Discussions in English (IUVDE). It aims at constructing a model for repair strategies to describe those academic discussions in English, which is taken from representative authors and writers, studying and analyzing repair strategies and correction, and arriving at the types of self-repair and other-repair operations and strategies used by the participants in the study, something which characterize their academic discussions. The collected data of the study include four hours and ten minutes of audiotaped oral interactions of the staff members and researchers' interactions in the viva discussions of some departments in some universities in Iraq. The data is recorded in 2019. The theoretical framework adopted in this study is a CA one. The study concludes that the eclectic model suggested and applied in this study, being comprehensive, works successfully to describe the designated areas and types of repair strategies, the staff members (examiners) in the discussions prove proficient in using self-repair and other-repair operations efficaciously. It is also concluded that the Iraqi university staff members and researchers use self-repair strategies which are recycling, deleting, reformatting replacing, inserting aborting, sequence jumping, and reordering, and they use other-repair ones which are candidate understanding, partial repeats, full repeats, replacement candidate understanding, open class repairs, request for translation and explanation, request for definition and explanation, interrogative words and request for repetition. Likewise, staff members are proven to produce more repair cases than researchers.

Betti, Igaab and Al-Ghizzi (2018:) aims at specifying the different types of directives available in the literature about speech acts; showing their relationship; and investigating the ability of the Iraqi EFL learners to recognize and produce the aforementioned speech acts. To validate the hypotheses of the study, a test is used to measure the ability of the fourth year subjects, at Thi-Qar University, College of Education for humanities, to recognize and produce permission, obligation and prohibition. It is hypothesized that the Iraqi EFL learners' performance at the recognition level is better than that at the production of permission, obligation and prohibition; their performance of permission at both the recognition and production levels is better than that of obligation and permission; they tend to use some specific linguistic forms which are characteristic of the types of directives. The study concludes that the subjects' performance at the recognition and production levels do not reveal a moderate mastering of permission, obligation and prohibition. In spite of that, their recognition level is better than their production and they have weaknesses at the pragmatic level of the selected directives.

4. Research in Applied Linguistics

1) A paper is linguistic when it has no application. The only two ways to make a linguistic study are to validate a linguistic theory in one of the levels mentioned previously and when two or more languages are studied to show or to arrive at the universal features among languages.

2) A paper is in applied linguistics when there is an application. If there is no application, it is not an applied linguistic study.

So, when a theory is chosen as a model in pragmatics to analyze discourse or text, or when a test is made to measure an achievement of students, or when the effect of a mother tongue is seen, or when a theory is chosen to analyze a legal text, or when a theory in pragmatics, or in semantics or in grammar is chosen to analyze a literary text, etc. , we are within applied linguistics. All the previous examples refer to applied linguistic studies not linguistic ones.

3) No study in linguistics is done with one of the above applications and it is regarded as linguistic not applied linguistic.

4) Some MA and Ph.D. courses in theoretical linguistics or in general linguistics are opened in Iraq with applications in their theses and dissertations, they are not linguistic but applied linguistic ones. Hence, there are supposed to be some modifications.

5) Carrying out theses and dissertations in applied linguistics or in ELT without application is neither in applied linguistics nor in linguistics.

6) ELT, as part of applied linguistics, is part of applied linguistics and there should be some application.

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