

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Ben M'hidi University – Oum El Bouaghi

Department of English

Applied Linguistics Exam / First Semester / Master 2 - DLE

Family name, First name:, group:

Enrollment number: Date: January, 22nd 2024

Answer the following questions in no more than the space provided.

1. After years of the emergence applied linguistics, its scope has expanded to include areas other than foreign language education (language planning, forensic linguistics, etc.). Discuss the two main reasons why foreign language pedagogy “remains by far the largest area of research activity in contemporary applied linguistics” (Groom & Littlemore, 2011). (7pts)

1. Applied linguistics as we know it today was first used in the United States in 1941 as the name of a course in the English Language Institute at the University of Michigan which was based on applying a “scientific approach” to teaching foreign languages. In other words, the emergence of applied linguistics was mainly motivated by deficiencies in the practice of foreign language teaching and learning so it is only natural that this area remains the largest area of research activity in contemporary applied linguistics.

2. Applied linguistics seeks to study real-life problems involving the use of language. The main area that entails using a foreign language is education.

1. Linguistics is divided into a number of subfields according to the view that is adopted or the angle from which language study is approached. However, the subfields of linguistics intersect and often complement each other. Illustrate using examples (7pts)

1. One example of how the subfields of linguistics intersect is in general and descriptive linguistics. General and descriptive linguistics depend on each other. While the former provides concepts and categories for languages to be analyzed on their bases, the latter works to provide data to confirm or refute the proposed theories and assumptions. For instance, it might be put forward by general linguistics that all languages have nouns and verbs. Descriptive linguistics may reject this hypothesis with empirical evidence that in some languages there is no distinction between verbs and nouns.

2. Another example is when we account for certain characteristics of a specific language at the moment (synchronic linguistics), one may need to trace the historical developments that led to the current way of use (diachronic linguistics)

- Other examples are accepted

3. While contrastive analysis has its merits and contributed with valuable insights to the field of second language acquisition, it has faced criticism over the years. Explain. (6pts)

- The foundation of the CAH itself, behaviorism, was criticized. Language is not a collection of reinforced habits. Children learning an L1 may very often use the language creatively, not merely reproduce what they have heard. Eventually, they come up with producing and understanding things they have never heard before. Evidence of internalized rules is shown in the production of forms like *He goed. Similarly, second language learners do a lot of the same things (e.g., over-regularization of forms, like He comed).
- Many errors that second language learners make cannot be traced to influence of their L1.
- Transfer of habits or transfer from the first language does not seem to be consistent across languages. For instance, Zobl (1980) has found out that French learners of English failed to show evidence of a predicted error, but English learners of French did. In French, object pronouns generally come before the verb: Je les vois 'I see them (lit. I them see)'. In English object pronouns come after the verb: I see them. French learners of English never produced *I them see; however, English learners of French did produce things like *Je vois elle ('I see her' cf. Je la vois).