PEOPLE’S DEMOCRATIC REPUBLIC OF ALGERIA   
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH   
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FACULTY OF LETTERS AND FOREIGN LANGUAGES   
DEPARTMENT OF FOREIGN LANGUAGES  
SECTION OF ENGLISH

**APPLIED LINGUISTICS ACTIVITIES (FOR MASTER 1 STUDENTS)**

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**A WORD TO THE STUDENTS:** The present series ofactivities (1-5) has been deliberately designed to help you to check the knowledge gained in the previous Moodle Lectures. Activity One, for instance, is a reminder of the core previous AL lectures; Activity Two takes you into more details which you should consider in your revision of the major themes; and Activity Three makes you put a finger on both the concept and practice of feedback as a teaching strategy in academia.

**Activity One:** Below is the abstract of a study carried out by Intakhab Khan(2011) to explore the use and

benefits of applied linguistics in the process of teaching/learning English as a second/foreign

language.

The importance of applied linguistics in general and English language teaching in particular is perceived by almost all pedagogues and educationists. Gone are days when a postgraduate or a graduate used to join teaching profession due to the fact that he possessed good knowledge in English literature or even language. In the modern educational setting, the English teacher is supposed to know linguistics or applied English linguistics in order to prove himself as an effective English language teacher. In most pedagogic situations in Saudi Arabia, the teacher of English is bound to make error/contrastive analysis between LI (Arabic) and L2 (English) so that he can evolve a compatible strategy for each sub-aspect of the language: sound, grammar, spelling, meaning etc.

**Source:** International Journal of English Linguistics Vol. 1, No. 1; March 2011

**Questions:**

1. The writer contends that teaching English as L2/L3 is a domain where applied linguistics knowledge plays a crucial role. How far do you agree?

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1. The writer advocates the call for teachers of English to be knowledgeable in applied linguistics. To what extent do you think this call is (a) indispensable and (b) possible?

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**Activity Two:** Relying on what you have so far seen in the course of AL, answer the following questions

1. List the areas of knowledge that the professional applied linguist brings to a language problem. In your view, how can the professional’s behaviour justify the claim that an independent discipline of applied linguistics now exists?

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1. How would you define a competent L2? How do you decide that someone you have just met is an L2 good speaker?

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1. Many people believe that the applied linguist is interested more in performance than competence. What does this distinction mean and is it really important for applied linguistics?

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**Activity Three:** Below are examples of teacher’s feedback in a language classroom. Which type of

Feedback is represented in each example? Do you agree with the teacher on giving feedback the way he did in examples 3 and 4?

1. While students are telling a story to the class, the teacher writes feedback on the language used and their ability to keep talking.
2. In a discussion, the teacher listens and only comments on students’ ideas, not their language.
3. During a practice activity, the teacher notices students are having problems with form and meaning. The teacher stops the students and focuses again on the problem areas.
4. During a discussion activity, the teacher briefly interrupts on two occasions when students are unable to understand each other.
5. During a drill of some lexical items, several students are having problems with some of the word stress and vowel sounds. The teacher responds by giving them individual drills.

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