



The Perspectives of Educational Linguistics and Applied Linguistics: A Literature Review



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Abstract

Applied linguistics and educational linguistics are part of linguistics. Someone interested in studying this science must be able to distinguish it and have a deep perspective. The purpose of this literature review is to investigate the differences, similarities, scope, and relationships between these two disciplines. This discussion is based on secondary sources and focuses on applied linguistics and educational linguistics, of course, as topics of discussion. This study was tested and debated for a result. Based on the findings, there are several patterns of differences, relationships, and issues between the two.

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1 Introduction

The discussion about applied linguistics and educational linguistics seems endless, there are always hot new issues to be discussed. Before moving on to this discussion, the author will first discuss a little about linguistics from a professional perspective because when talking about applied linguistics and educational linguistics, they cannot be separated from linguistics, therefore an understanding of linguistics must be steady and comprehensive. Thus, considering the importance of linguistics in relation to applied linguistics and educational linguistics, the author will first bring readers to linguistics first.

Several experts have defined linguistics very carefully and can provide a good understanding to readers, including Richard and Schmidt. Linguistics is the study of language as a communication system for humans (Richard & Schmidt, 2002). Apart from them Denham & Lobeck (2012), also said that Linguistics is a science that tests language matters. Then this is corroborated by Halliday's (2007), statement which says that linguistics is a systematic study of language. From these statements, of course, language science is very closely related to scientific study. This is confirmed by Fromkin, scientific study is very important in language science (Fromkin: 3). Therefore, it can be interpreted that linguistics covers a wide range of approaches and topics in language learning as well as in phonetics, phonology, sentence structure, cognitive linguistics, semantics, pragmatics, language functions and other aspects of micro linguistics and are related too. with language and social issues.

Apart from that, several branches of language science also evolve because they gradually merge with other scientific fields such as those related to the anthropology of language, applied linguistics, forensic linguistics, and psycholinguistics. So, Linguistics can be defined as a field of study that focuses on language. Thus, the study of linguistics is a study related to all aspects of language as stated above, starting from sentence forms, sound systems and how sound sounds are produced meaning, and other aspects of language. Linguistics also includes practical linguistics and education which will of course be discussed later. Apart from that, an overview of applied and educational linguistics will also be discussed as well as valuable findings from this study. This article will cover a variety of topics such as some definitions of applied linguistics and educational linguistics which are included, as well as their interrelationships, places of convergence and divergence, and the scope of each area.

2 Materials and Methods

Applied Linguistics

The definition of language is of course a tool to communicate. In this case, language refers to teaching and learning strategies, pedagogical communication, and knowledge acquisition. All of this will not be achieved properly without language. In contrast, language learning technically refers to language learning which then specifically refers to what is called linguistics. The emergence of linguistics gave rise to quite a number of definitions. However, the goal remains the same namely learning or studying a language that addresses issues in linguistics such as phonology, morphology, phonetics, semantics, syntax, and others. Another thing that must be considered is education which is defined as a process of teaching, learning, formal or informal approaches in these fields and their branches.

In 1948, the term applied linguistics appeared. This term appears in a language learning publication contained in the Journal of applied linguistics. This emergence became the starting point for the birth of applied linguistics. Many study centers and associations were later named after the appearance of this term in journals, for example, The British of Applied Linguistics (BAAL), The Center for Applied Linguistics (CAL), The American Association of Applied Linguistics (AAAL), and The Association Internationale de Linguistique (AILA). These organizations then become pioneers and discuss issues that are developing in applied linguistics and in addition to applied linguistics, it has always been a hot issue and is widely discussed among academics.

According to Spolsky & Hult (2008), language study centers, schools, and organizations have contributed greatly to applied linguistics. Then, Berns (2010), states that applied linguistics is an interdisciplinary field which means it is related to other sciences. He also then describes applied linguistics as a very broad multidisciplinary research field that examines issues that develop in situations of language change development both in terms of users and their use. In addition, Davies (2007), suggests an afterword to a significant number of semi-autonomous branch disciplines, each of which shares its parentage and allegiance between the formal study of language and other related areas, and each of which tries to develop its own principles and methodology. Meanwhile, according to Sealey & Carter (2004),

applied linguistics is research that is based on a problem or in other words an inductive research model that is based on the difficulties of communication media in social life. Applied linguistics includes a range of communication-related disciplines and research approaches. Like Sealey, [Schmitt \(2010\)](#), also argues that applied linguistics is an application of what is called language, how language is learned and used to achieve goals and solve global problems. The definition of linguistics is further explained, namely, the field of study that is semi-autonomous and interdisciplinary in nature and its application that addresses real-life issues about language and communication by creating theoretical and methodological frameworks related to cultural studies, education, sociology, anthropology, and psychology associated with the professional use of language, translation, speech pathology and language itself ([Cook & Wei 2009](#); [Pennycook, 2001](#); [Malmkjær, 2009](#)). To achieve this goal, all of them are drawn into theoretical, methodological, and empirical research from various disciplines and are not limited only to the study of linguistics.

Based on the explanation above, applied linguistics is a branch of linguistics with a wide variety of findings to solve difficulties or problems in real life. The more knowledge that is related and can be applied and can solve problems, then the study will be very useful and the stronger the compatibility of the fields that can be applied and the theory that is applied, the greater the benefits that will be obtained. This scenario will certainly determine how applied linguistics is empowered. The settings in which the theory can be applied will also further broaden its scope. Only a few theories, of course, can be used in real situations in real life, but the application of linguistics will certainly contribute to the growth of the linguistic theory itself. In other words, bottom-up research will be very useful and can contribute to linguistic theories ([Canagarajah & De Costa, 2016](#); [Wang & Yang, 2015](#); [Ozturk, 2007](#); [Schleppegrell, 2001](#)).

These theories developed and then evolved, including an evolution that occurred with several disciplines such as educational linguistics, sociolinguistics, discourse analysis, stylistics, pragmatics, and also the addition of several related disciplines such as psycholinguistics, neurolinguistics, forensic linguistics, and clinical linguistics. Not only that, but also the disciplines belonging to the class of micro linguistics, phonology, morphology, phonetics, syntax, and linguistic history which includes anthropology and etymology, and semantics, all of which are considered part of linguistics and may also be included in other disciplines along with the dynamics and scientific progress. Some experts see conditions like this, then they think that these disciplines should be the concern of applied linguistics. Hult in [Spolsky \(2008\)](#), says that the field of study must be focused on a specific area, this is based on the definition of applied linguistics itself. Even so, the definition of applied linguistics is still a mystery like what [Davies \(2004\)](#), says "it is said no site and no sight."

One of the scientists who oppose the inclusion of applied linguistics in the world of education is Spolsky. He argues that applied linguistics is inappropriate and too inclusive when it comes to including a language instruction function in it. Then in 1978, he proposed that applied linguistics be separated from the world of education. Language related to education must be given a separate name, namely educational linguistics. He later became an expert in the field of educational linguistics. He wrote an article in a monograph saying that language science related to linguistics must also be connected with or integrated with education, teaching, and learning. Then this name is widely used and survives as a special science that links language and education that is different from applied linguistics.

Applied linguistic terminology is very suitable when used in language studies and teaching for two reasons ([Spolsky, 1978](#)). Spolsky's statement is a force for educational linguistics to integrate with other disciplines due to, first the scope of applied linguistics exceeds linguistics and education itself, in other words, applied linguistics is not only language instruction, but also translation, lexicography, and language planning, and various types of subjects for its practical application. The second is, linguistics must be attached or adhere to something, in this case, other disciplines.

3 Results and Discussions

Educational Linguistics

When first born, applied linguistics and educational linguistics are reciprocal. As explained earlier, educational linguistics focuses on linguistics which is related to educational issues and runs on its own track. Educational linguistics has a function as a link for linguistic theories and linguistic practice, in other words as a link between disciplines (Spolsky in [Hult, 2008](#)). Then still in his book, [Spolsky & Hult \(2008\)](#), shows that linguistics is not the only foundation in educational linguistics but there are also several foundations from other disciplines such as sociology, psychology, anthropology, education, and politics. Applied linguistics and educational linguistics have a

relationship with each other because the subject and the units and forms of analysis have similarities and are logically related. In other words, both can be collaborated in solving language problems and both are important foundations in the analysis of approaches and analysis of methods. Thus, educational linguistics is also a field of study that combines language with sociology, psychology, anthropology, and neurology. So the result is the birth of new fields in educational linguistics which are being developed and continue to develop such as pragmatics, neurolinguistics, linguistic theory, anthropology, psycholinguistics and sociolinguistics.

There are several definitions of educational linguistics from the first experts to what Hornberger and Spolsky said (in Spolsky & Hult, 2008), "educational linguistics is a field of study that combines language research instruments associated with social science disciplines to investigate various issues and holistic relating to language and education. Apart from that, Kridalaksana (2008), also said that educational linguistics is the application of linguistics in language teaching and learning in schools and other environments. Then further Richard and Schmidt in the Dictionary of Language Teaching and Applied Linguistics (2002) say that educational linguistics is as a term that refers to a branch of applied linguistics related to language and education. Of course, experts in the field of educational linguistics have special attention to this study. They provide instructors as well as the resources needed to achieve the goals of educational linguistics. On the other hand, they must also be able to develop language skills and how the language is taught and learned. This is as stated by Ferguson and Heller, "at the same time they have to create various theories, methods and approaches for language instructors so that they can choose the right way to teach language in conditions that have been adapted to where they teach (Ferguson, 2006; Heller, 2001). In terms of language skills such as speaking and listening, the teacher must have knowledge of teaching, where to start, what to start with, how to start, and what kinds of materials are most active and effective for the level of learner he or she is going to teach. Dealing with, most importantly, how to deal with the learner or student: is there any difference when teaching a language as a second, foreign, and native language, etc.? Our learners or students require resources that will assist them in learning the basics of the initial level, proceeding to the intermediate level, and increasing their level higher if they are at the upper secondary level (Butler, 2002; Bot, 2000). Likewise, both teachers and students or students need teaching and learning resources in terms of reading and writing. In addition, they need teachers and teaching approaches to successfully teach their students in a way that allows them to productively recreate what they have learned and conceptually received (Butler, 2002).

Experts and practitioners in the field of educational linguistics also work with specific goals and reasons. For example, when they teach English, they have the goal of spreading English for commercial purposes and for people around the world to communicate with each other, or maybe they teach English for certain political purposes. In this case, they must be able to teach and provide learning resources that will help students communicate in English and they can use it for their own purposes, be it business or other purposes (Hyland, 2006; Nation, 2009; O'Connell, 2007).

Sciences, Tourism, social sciences etc. is a compulsory subject in language teaching and learning for certain purposes. Under these conditions, educational linguistic experts must be aware that those who learn have different goals and purposes depending on their respective goals, of course, why they learn the language, which means that they will need special topics and so on. Nations (2009). This will confront educational linguistic experts with language teaching and learning for specific purposes or abbreviated as TLLAP. In this case, it seems that students must have good language skills (e.g., English). They must be able to read and write well, especially writing skills because written and spoken language are different. Writing language mostly uses standard and formal language, for that, they must have a lot of knowledge in this skill. In other words, in cases like this, students must understand whatever is written and said in lectures, they must be able to read and also understand academic books, journals, theses, and dissertations in the field of study they are studying and learn clearly and straightforwardly (Hyland, 2006).

Then, the interesting thing in learning a language is learning a second language or a foreign language. Teaching and learning a foreign language is very different from teaching and learning a second language. The first teaching and learning is aimed at specific goals while the second is presumably for academic purposes (Johnson, 2009; Kachru, 2006; Reagan, 2002; Bot, 2000). Thus, educational linguistics will also intersect with issues such as bilingualism and multilingualism. Malaysia is an example because they have some official languages connected to their own language, however, the language that connects and speaks between nations (China, India, Malay) in Malaysia is English. In addition, European countries, or European Unions (EU) have advocated the launch of language programs where each European language must be taught in the member state together with the national language of that country.

In some countries, for example in countries on the continents of Africa and Asia, people speak more than one language, even though many of them are polyglots. They master their mother tongue well and at the same time, they can also speak a second language and a foreign language. In Africa, for example, they often use French as a second language considering that North Africa was once a French colony (Edwards, 1994; Baker 2001; Cummins, 2007). In this context, educational linguistics plays a very important role in mastering the foreign language (French), because French is taught in their formal schools and there are also programs that make this language a language that is widely used in these countries. They may need assistants or experts for the programs of course in teaching and learning the language and also to observe and report on the phenomena that occur there (Harris, 1990; Horowitz, 2005). The result is that educational linguistics covers all the elements in language teaching and learning and language education experts should not be biased, they must also pay attention to educational issues which are then associated with language, and it doesn't end there either. They must master other sciences such as psychology and sociology as well as other branches of knowledge in linguistics. That way, the use of linguistics is not solely for the language itself but must contribute to solving challenges and problems in the world of education, especially if educational linguistics can raise issues and answer difficulties in education. This will further elevate educational linguistics in the world of science (Vongpumivitch et al., 2009; Ruiying & Allison, 2004; Gao et al., 2001).

The relationship between applied and educational linguistics

The definitions of applied linguistics and educational linguistics have been explained in the first part of this discussion. Facts and assumptions from experts say that applied linguistics is the umbrella or basis of educational linguistics. In other words, applied linguistics includes educational linguistics. Applied linguistics is broader in scope than educational linguistics. Then too, linguists as well as researchers in the field of language can and often work together intensely and of course can contribute to language education research, solving problems that arise in the classroom in language teaching and learning and helping practice the course of education where there are many competitions, programs and agendas of course all of that is in narrow situations and conditions. So, both applied linguistics and educational linguistics are needed in solving these problems (Bartels, 2005; Swarbrick, 2002; Lim, 2010; Ruiying & Allison, 2003).

The similarities between applied and educational linguistics

The similarities between applied linguistics and educational linguistics lie in the same concern and study of relatively the same language, namely the origins of linguistics. Then, challenges and difficulties arise in the real world such as in language practice, so a relationship between language and the real world occurs. However, in this case, the scope of educational linguistics is still limited compared to applied linguistics in which educational linguistics is limited to teaching and learning languages, while applied linguistics includes a variety of activities that go far beyond just teaching and learning languages.

The difference between applied and educational linguistics

Applied linguistics and educational linguistics are of course nowadays separate sciences. However, they still intersect with each other. Several experts then paid attention to this difference, including (Hornberger, 2001; Hult, 2008; Spolsky, 2008). They say that not all topics in applied linguistics must be related to the field of education. He then describes a new field that might be called a subfield within the wider scope of applied linguistics. While the scope of educational linguistics lies behind this definition more broadly, it may range from the use of vernacular dialects in schools to the acquisition of phonology in a second language and the training of language teachers in linguistics. He then reminded me that the main responsibility in educational linguistics is educational linguistics as a tool in forming policies and also realizing the management of language education. (Spolsky, 2008). In some universities, it is concerned with the integration concept and method of linguistic and pedagogical language research on socially important teaching and educational themes and questions.

Scope of applied linguistics

Language experts and scientists also agree that applied linguistics has a very broad scope compared to educational linguistics, considering that educational linguistics has a macro level that covers very diverse issues. There is an

expert named Brumfit, who says that applied linguistics is both theoretical and pragmatic in real-world situations where language is the main concern (Brumfit in [Liddicoat, 2010](#)). Thus, of course, it will have consequences, namely the unification between language and situations in the real world. This is what makes the key component in applied linguistics. The following is a table as well as various types of activities that can be categorized as applied linguistics (AILA's Scientific Commission):

Table 1
The various types of activities that can be categorized as applied linguistics

Adult language learning	Language Contact and Language Change
Communication and Profession	Language and Education in Multilingual Settings
Child language	Language and Media
Contrastive Linguistics and Error Analysis	Language for Special Purposes
Discourse analysis	Language Planning
Evaluation, Assessment, and Testing	Learner Autonomy in Language Learning
Educational technology and language learning	Literacy
Forensic Linguistics	Lexicography and Lexicology
Foreign Language Teaching Methodology and Teacher Education	Mother Tongue Education
Immersion Education	Psycholinguistic
Interpretation and Translation	Rhetoric and stylistics
Language and Business	Second Language Acquisition
Language and Ecology	Sign Language
	Language and Gender

Then as has been said by Spolsky (in [Davies, 2007](#)), "applied linguistics is a term in a scientific discipline that is semi-autonomous and each of these sciences is divided based on its derivatives and its grouping between the formal discussion of a language and the field of others as relevant and each has a role to play in developing its methodology and principles. From this explanation, it can be concluded that applied linguistics is very broad and covers various topics, in this case including language technology, language teaching, second language acquisition, translation, language policy, and many other fields.

Scope of educational linguistics

Following are some scopes of educational linguistics according to experts. According to [Spolsky \(1972\)](#), educational linguistics is a vehicle that has the special task of providing knowledge so that the application of policies in language education is created. Apart from that there is also an expert named Hornberger who argues that educational linguistics focuses its attention on linguistics as well as cultural differences, methods, and techniques in learning and language learning which focus on local, national, and global interests. Then it also discusses the acquisition of a second language, language choice, language preservation, language and ethnicity, descriptive analysis of speech acts

as well as discourse, implications of language diversity, language planning, bilingual education, interactions in professional backgrounds, and biliteracy as examples of educational linguistics.

From the explanation above, it can be concluded that educational linguistics will be closely related to teachers and will also see how language plays a role and works in education. Besides that, it will also be seen how language works in a multilingual educational background, how a person gains knowledge in language learning, and other aspects acquired (Gorter, 2018; Jing, 2017; Aryani & Rahayuni, 2016).

4 Conclusion

Educational Linguistics is part of Applied Linguistics. Education was born due to the dissatisfaction of a linguistic expert named Spolsky. He stated that educational linguistics must be separated from applied linguistics. The scope of educational linguistics includes the application of micro linguistics in language learning, discourse analysis structures and tools, aspects of the four language skills in learning and learning, linguistic constructive analysis in learning, language variations in learning, and language planning in language development. Meanwhile, applied linguistics is a discussion or discussion in various fields of linguistics that is associated with scientific discoveries. The explanations in this article should be able to provide readers with a new understanding of these two topics. Finally, the author realizes that this literature review still needs to be deepened and developed to gain a more comprehensive understanding. For this reason, the author expects criticism and suggestions from readers to improve the quality of this article.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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