

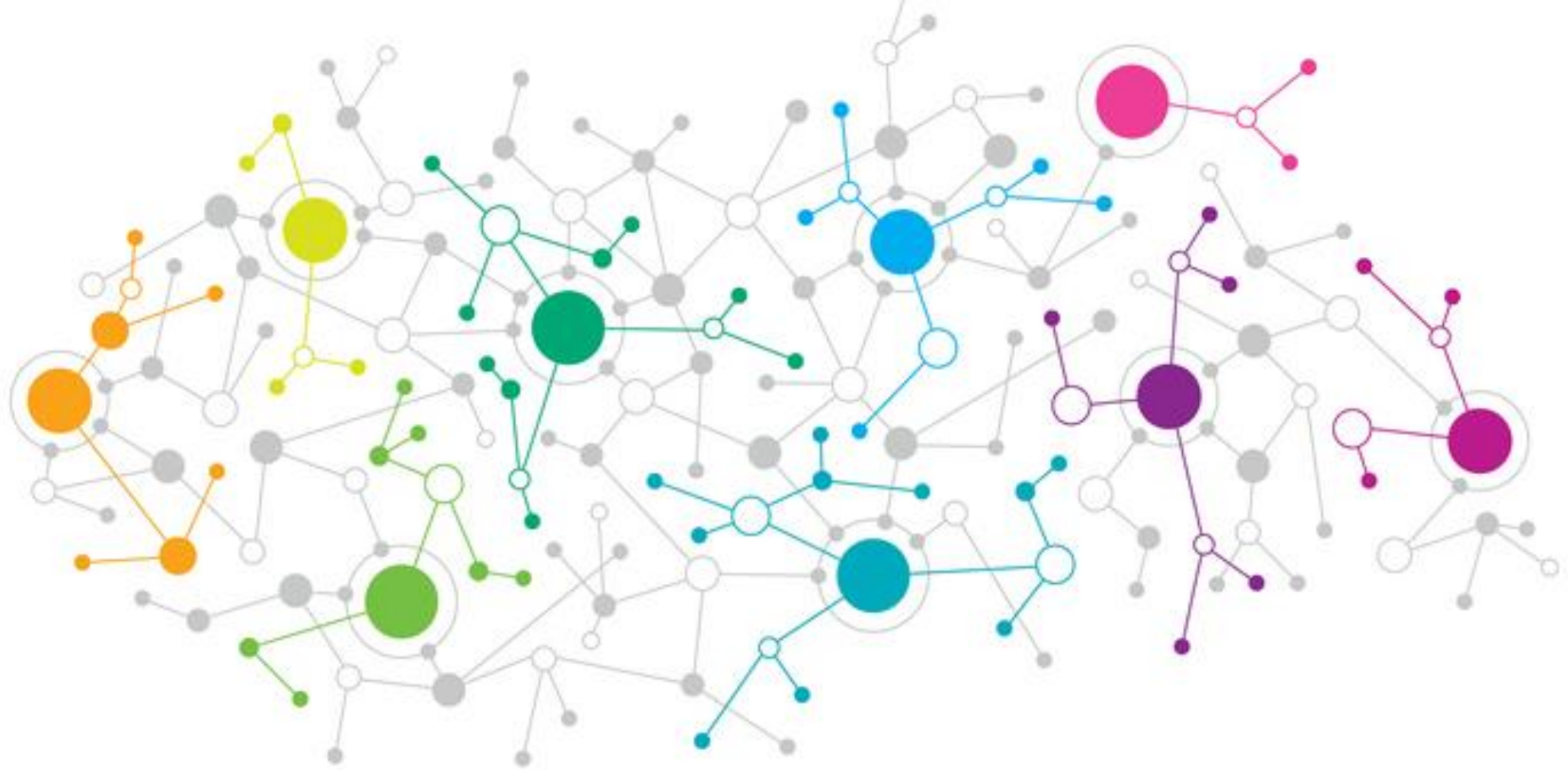
## Applied Linguistics, Social Problems, and Social Change

Towards a **Green Applied Linguistics**: Human–Sea Turtle Semiotic Assemblages in Hawai‘i (Lamb, 2020)

Confronting Epistemological **Racism**, Decolonizing Scholarly Knowledge: **Race and Gender** in Applied Linguistics (Kubota, 2020)

**Applying Digital Sensor Technology**: A Problem-Solving Approach (Seedhouse & Knight, 2016)





# The Praxis of Interdisciplinarity

Opportunities in the Indonesian Context

ardian.id

# English and its context

Think about the context in which English is used.

**The use of English in ... (context)**



# The Relationship

Think about the relationship

**English and ...**



# The Relationship

- English (language) is used in various contexts.
- English is related to various entities/aspects.



**Fundamental role of language**  
**Complexity of language**



# Keywords

- Applied Linguistics
- Interdisciplinarity (Interdisciplinary)
- Research
- Teaching
- Praxis (Practice)
- Indonesia (Context)
- Opportunities (Collaboration)
- Research Topics



# Focus

This talk focuses on **research** and **teaching**

- Language teaching is **important part** of applied linguistics  
(Widdowson, 2006; Sileira, 2018)
- One of **dominant** topics in applied linguistics (esp. in Indonesia)

# #1. Applied Linguistics

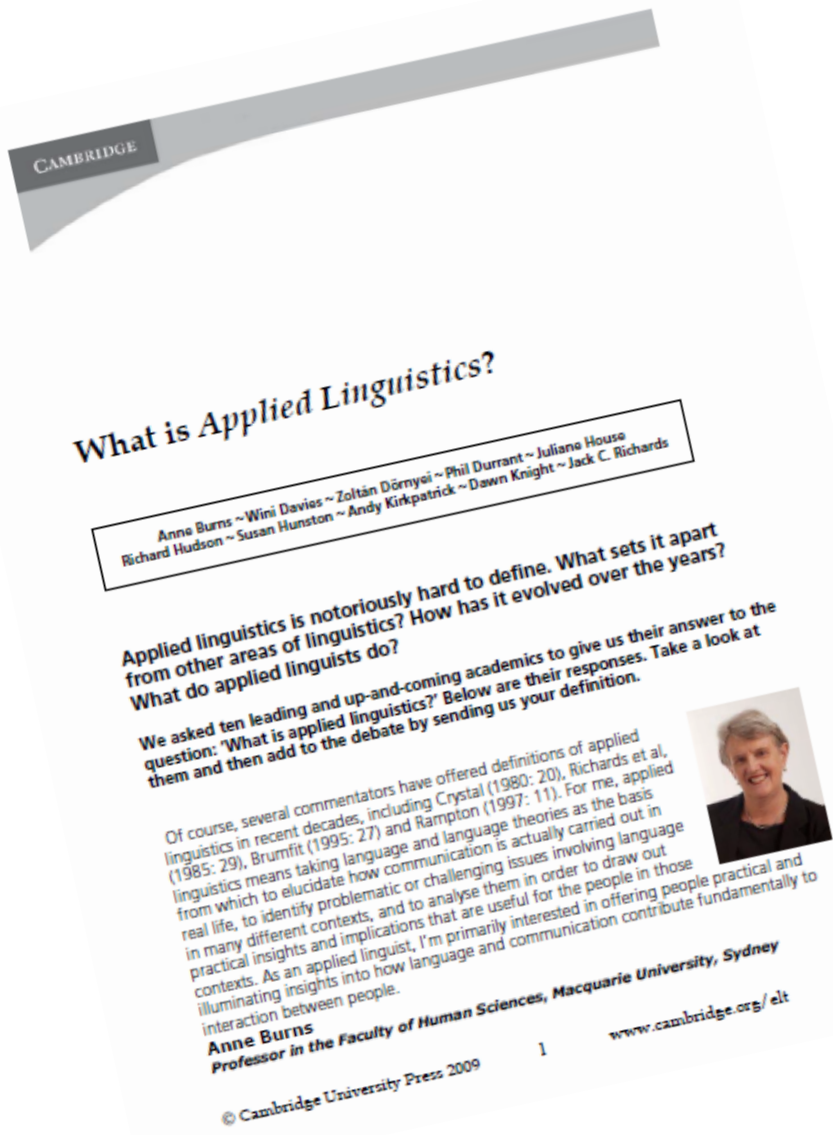
- What is applied linguistics?  
The complexity



# What is applied linguistics?

A simple question, a considerable amount of complexity

- **Difficult to define**
  - **Various definitions** offered; depending on time/period and context
- “Applied Linguistics permits a broad frame of activity and that this breadth makes definition **difficult**” (Liddicoat, 2016).

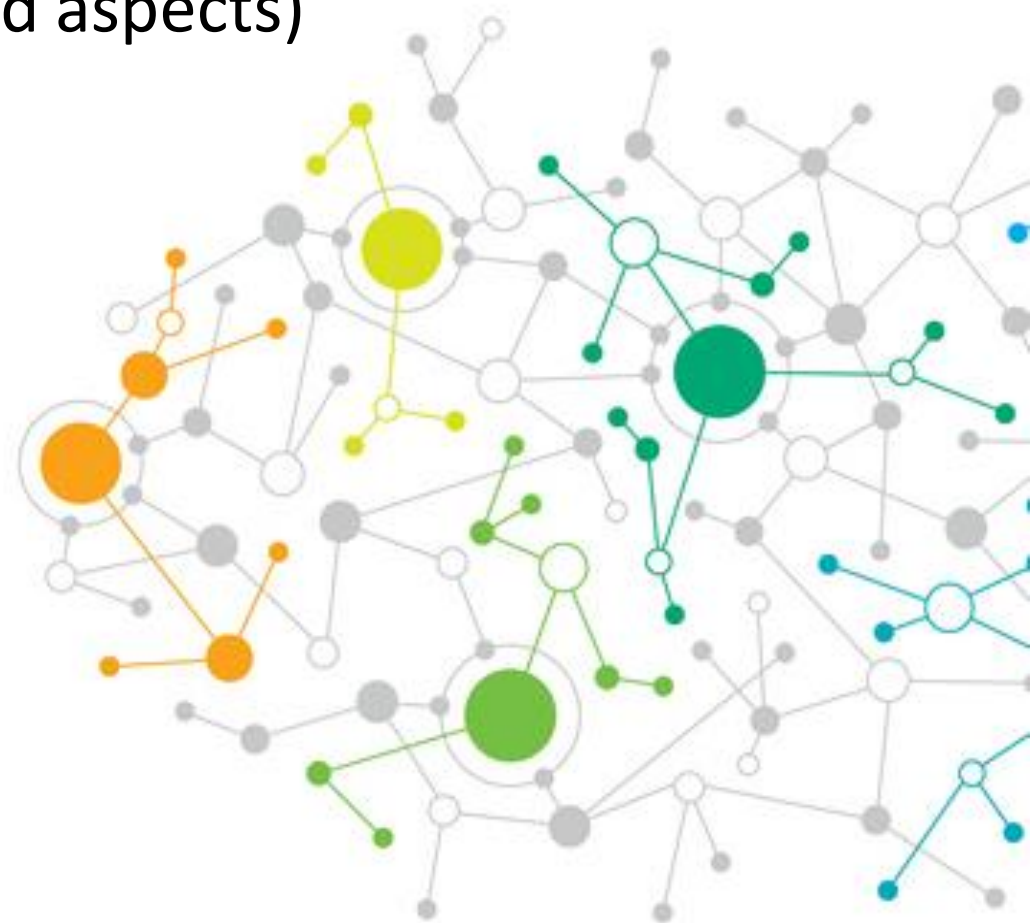


# Applied Linguistics

- Wide (Covering various language-related aspects)
- Multifaceted
- Shifting - Always changing
- Hybrid



- **Interdisciplinary**



# Focus

Understanding applied linguistics based on **its focus**

- To resolve **language-based problems**

“The focus of applied linguistics is on trying **to resolve language-based problems** that people encounter in the real world, whether they be learners, teachers, supervisors, academics, lawyers, service providers, those who need social services, test takers, policy developers, dictionary makers, translators, or a whole range of business clients.” (Grabe, 2002, p. 9)

# Key Points

- Various definitions, depending on the period and context
- **Why?**

## #2. The Shift

- Various definitions → because AL is shifting
- The shift reflects **interdisciplinarity**.

# The Shift (Grabe, 2018)

- **In the 1950s.** Applied linguistics focused on **the insights of structural and functional linguists** applied to second language teaching, and to first language (L1) literacy and language arts issues.
- **In the 1960s.** Applied linguistics was associated with **the application of linguistics** to language teaching and practical language issue. Within this period, the field also focused on language assessment, language policies, and second language acquisition (SLA); an emphasis on language learning.

# The Shift

- **by the late 1960s.** Centrality of **second language teaching** as applied linguistics and **the expansion** into other realms of language use. **Focus on language problems.**
- **In the 1970s.** **Applied linguistics became broader.** More focused on real-world language-based problems. Language teaching remained central. Other subfields growing, such as language assessment, SLA, L2 literacy, multilingualism, language-minority rights, language policy and planning, and language teacher training

# The Shift

- **In the 1980s.** going beyond language teaching and language learning; encompassing language assessment, language policy and planning, language use issues in professional settings, translation, lexicography, bilingualism and multilingualism, language and technology, and corpus linguistics
- **By the beginning of the 1990s.** Applied linguistics incorporating many subfields and drawing on other disciplines in addition to linguistics (e.g., anthropology; education; English studies—including composition, rhetoric, and literary studies; modern languages; policy studies; political sciences; psychology; public administration; and sociology). **Becoming more interdisciplinary**



# The Shift

- **In the 1990s and 2000s.** Evolving; moving away from the common framing mechanisms of the 1980s. **Becoming more interdisciplinary**

# Key Points

- Applied linguistics is **shifting**.
- The shift reflects the **interdisciplinarity** of the field.

# #3. AL - Interdisciplinary

- **Applied Linguistics** is interdisciplinary.
- This view has been **accepted**.

# AL – An Interdisciplinary Field

- **The Shift** → AL is driven by **language-based problems**.
- **These problems** also lead applied linguists to use knowledge from other fields apart from linguistics, and thereby impose the **interdisciplinarity** that is **a defining aspect of the discipline** (Liddicoat, 2016)
- **Applied linguistics** typically incorporates other disciplinary knowledge beyond linguistics in its efforts to address **language-based problems** (Grabe, 2018)

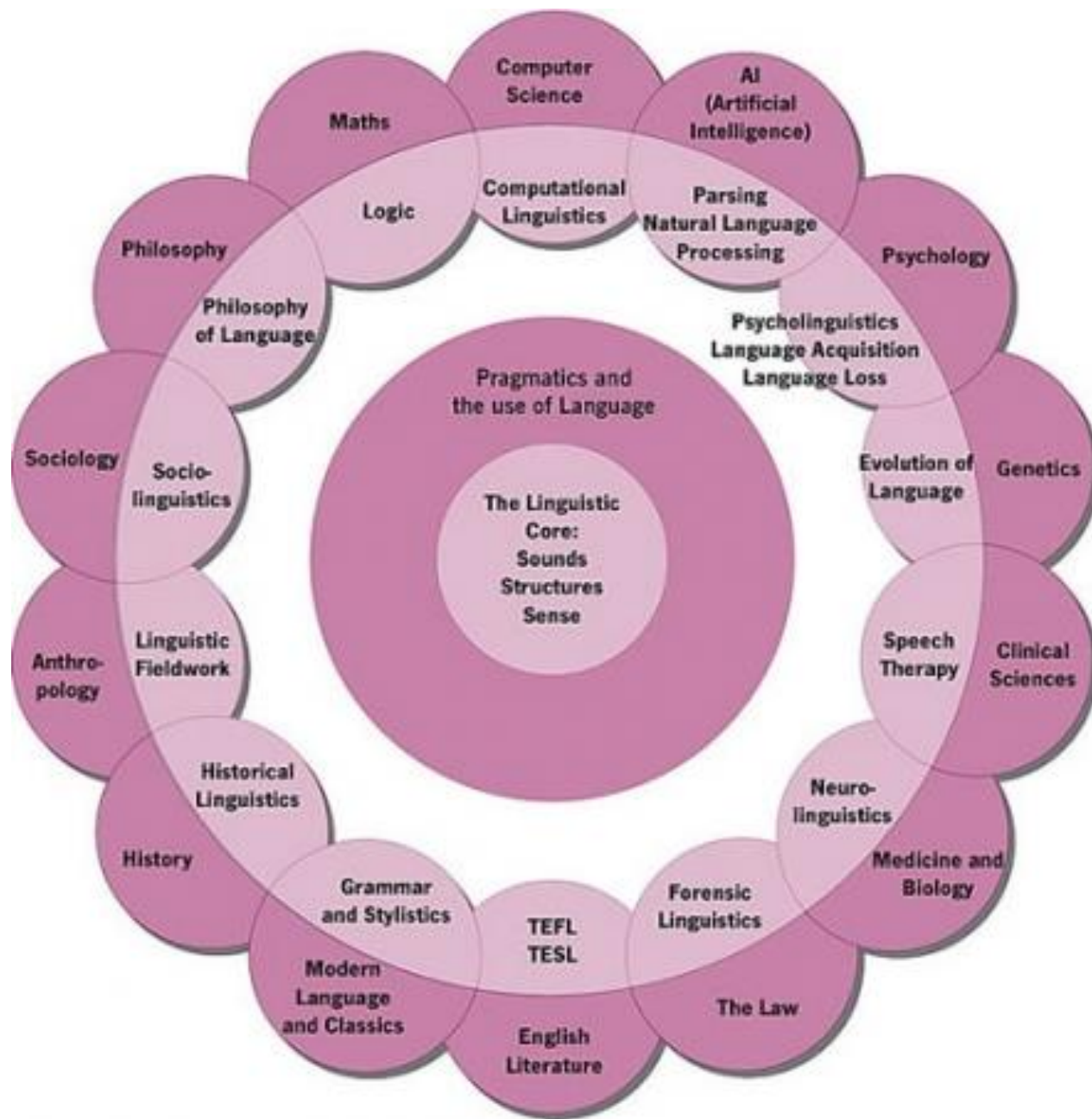
# AL – An Interdisciplinary Field

Applied Linguistics does not appear to be a “discipline” but rather **an interdisciplinary field of enquiry** (Liddicoat, 2016)

Applied linguistics is, of necessity, **an interdisciplinary field**, because few practical language issues can be addressed through the knowledge resources of any single discipline, including linguistics (Grabe, 2018)

# AL – An Interdisciplinary Field

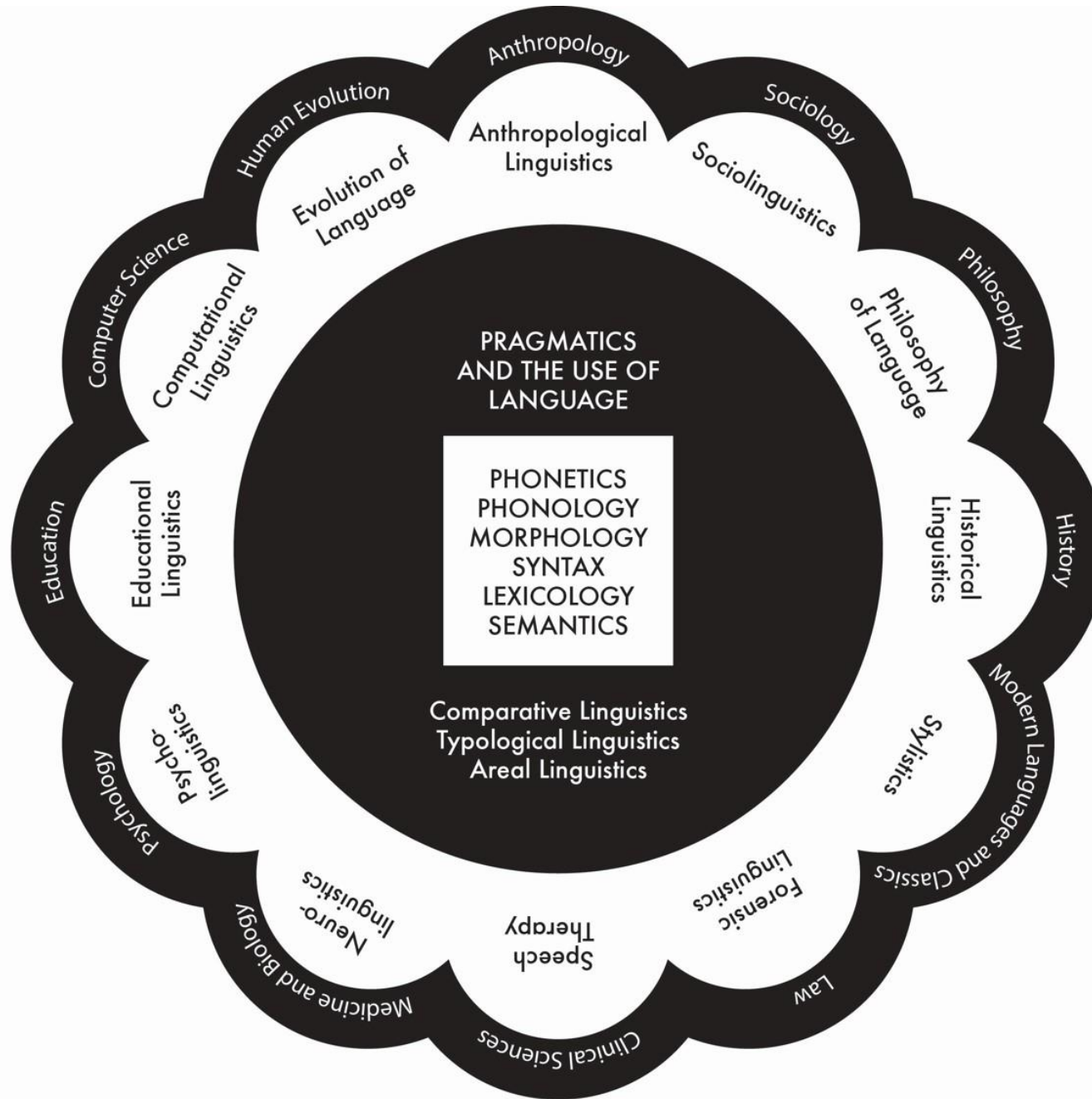
Applied Linguists work from the perspective of **many different disciplinary paradigms** and often cross discipline boundaries in their work (Liddicoat, 2016)



## Interdisciplinarity Map of Linguistics

<http://www.middlebury.edu/academics/linguistics>

Applied linguistics as a field which is **inherently diverse** and **informed by multiple disciplines**



- <https://www.uwinnipeg.ca/interdisciplinary-linguistics/index.html>



# Key Point

- Applied linguistics is **interdisciplinary**.

# #4. Interdisciplinarity

- **AL is interdisciplinary**
- **Two challenges:** (1) **understanding** interdisciplinarity, and (2) **the practice** of interdisciplinarity: how to apply (esp. in research)

# Interdisciplinarity

- A common term, but **not easy** to define and bring into practice
- What interdisciplinarity is (definitions); how to apply



# Interdisciplinarity

**Not simply** a matter of a scientific research context comprising several disciplines.

In interdisciplinarity the main objective is to answer a question by **transcending disciplines in order to produce integrated knowledge.**

(Waldeck, 2019)

# Interdisciplinarity

**Interdisciplinarity** is not integration, but interaction of different disciplines (Lattuca 2001)

**Interdisciplinarity** is thus best understood not as one thing but as a variety of different ways of bridging and confronting the prevailing disciplinary approaches.

# Interdisciplinarity

‘What interdisciplinarity mixes is **the intellectual landscape of knowledge**, not disciplines per se’ (Huutoniemi, Klein, Bruun & Hukkinen, 2010, p.80).

This is possible because...

‘**Bodies of knowledge** are not organized as hierarchical structures, but are **dynamic and characterized by overlaps, links, and fractal distinctions** (Abbott, 2001).

# Central Question - Interdisciplinarity

The practice of interdisciplinarity: **How?**

“to understand the mechanisms of **cooperation** and **hybridization** between disciplines, and in particular **the mechanisms for transferring methods or knowledge** from one discipline to another”  
(Waldeck, 2019)

# Interdisciplinarity in Research

*No consensus on the standard and measurement of interdisciplinarity in practice* (Huutoniemi, Klein, Bruun & Hukkinen, 2010)

This talk offers **some frameworks** for the practice of interdisciplinarity, esp. in applied linguistics.



# Interdisciplinarity – Levels?

**Multiple “interdisciplinaritys” exist** (Klein, 1996)

“from simple borrowings and methodological thickening to theoretical enrichment, converging sites, and a general shift . . . to new ‘cross-’, ‘counter-’, and ‘antidisciplinary’ positions that front the problem of how meaning is produced, maintained, and deconstructed” (p. 153)

**Interdisciplinarity** can be performed **at different levels**

# Sub-categories of Interdisciplinarity

- **Empirical** – integrating different kinds of **empirical data** in order to investigate relationship between phenomena observed in different fields, or to produce a combination of evidence to test a hypothesis or solve an interdisciplinary research problem.
- **Methodological** – different **methodological approaches** are combined in a novel, integrated manner. Methods are thus not merely juxtaposed or borrowed from one field to another, but also developed to suit the interdisciplinary context.
- **Theoretical** – **Synthesizing or contrasting concepts, models, or theories** from more than one field in order to develop new theoretical tools for interdisciplinary analysis.

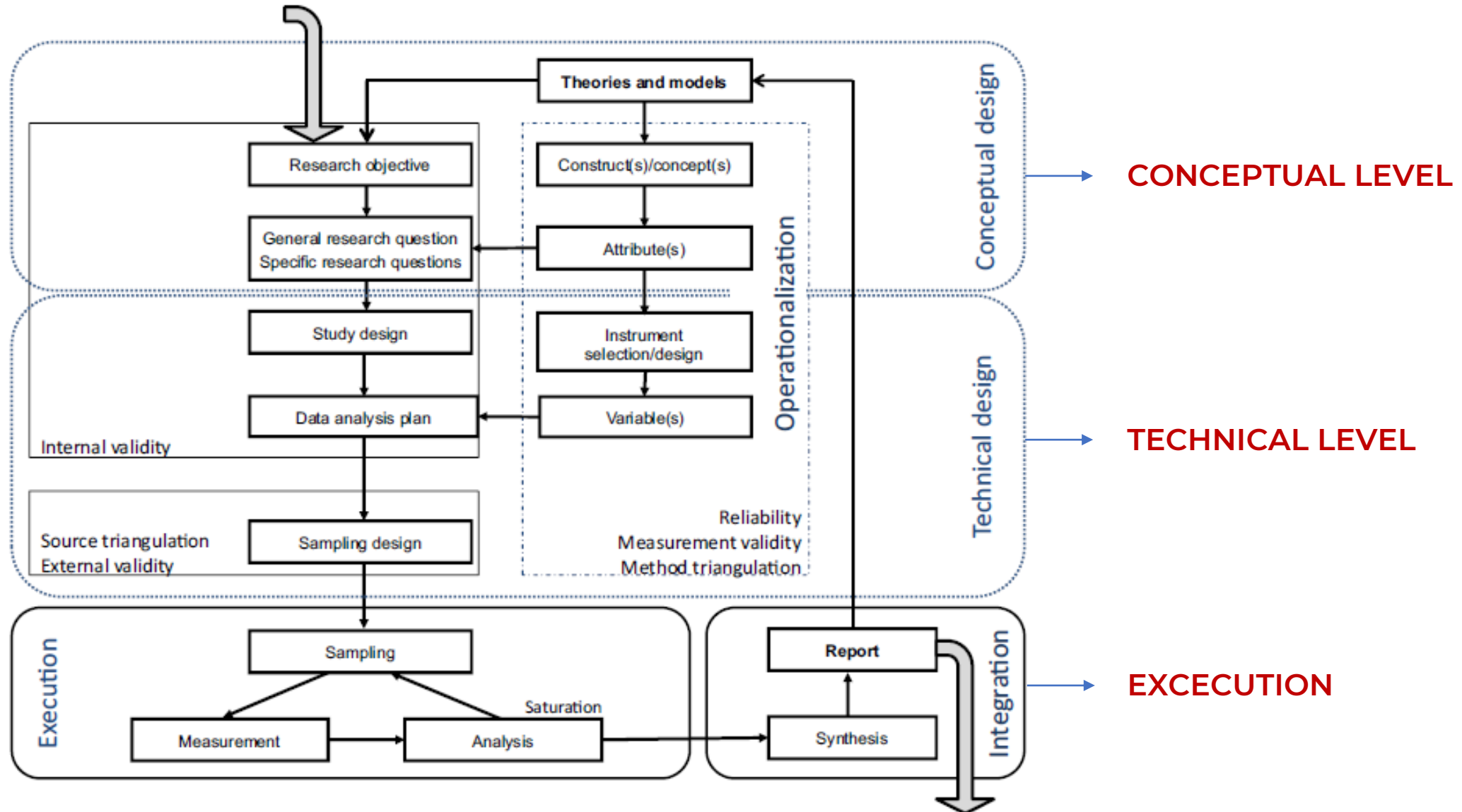
# Typologies (Klein 2019)

Table 2.1 Defining characteristics in typologies of interdisciplinarity

Multidisciplinarity	Interdisciplinarity	Transdisciplinarity
<ul style="list-style-type: none"><li>• juxtaposing</li><li>• sequencing</li><li>• coordinating</li></ul>	<ul style="list-style-type: none"><li>• integrating</li><li>• interacting</li><li>• linking</li><li>• focusing</li><li>• blending</li></ul>	<ul style="list-style-type: none"><li>• transcending</li><li>• transgressing</li><li>• transforming</li></ul>
<ul style="list-style-type: none"><li>• complementing</li></ul>		<ul style="list-style-type: none"><li>• hybridizing</li></ul>

# Methodology of Interdisciplinary Research Framework

(Tobi & Kampen, 2018)



# Challenge

The **main challenge** of an interdisciplinary effort is **to overcome the conceptual and methodological boundaries** between the prevailing fields of research (Klein, 2019)

# TYPES OF INTERDISCIPLINARY SCHOLARSHIP

---

(Latucca, 2001)

*Type of  
Scholarship*

*Teaching*

*Research*

Informed  
Disciplinarity

Disciplinary courses  
informed by other  
discipline(s)

Disciplinary questions  
requiring outreach to other  
discipline(s)

Synthetic  
Interdisciplinarity

Courses that link  
disciplines

Questions that link  
disciplines

Transdisciplinarity

Courses that cross  
disciplines

Questions that cross  
disciplines

Conceptual  
Interdisciplinarity

Courses without a  
compelling  
disciplinary basis

Questions without a  
compelling  
disciplinary basis

---

# Key Points

- Researchers (we) need to understand in what way/how our research is interdisciplinary
- Researchers should be able to apply and justify the interdisciplinarity
- Interdisciplinarity can be performed at **various levels**

# #5. Indonesia – the Context

- Applied linguistics, interdisciplinarity, and its context

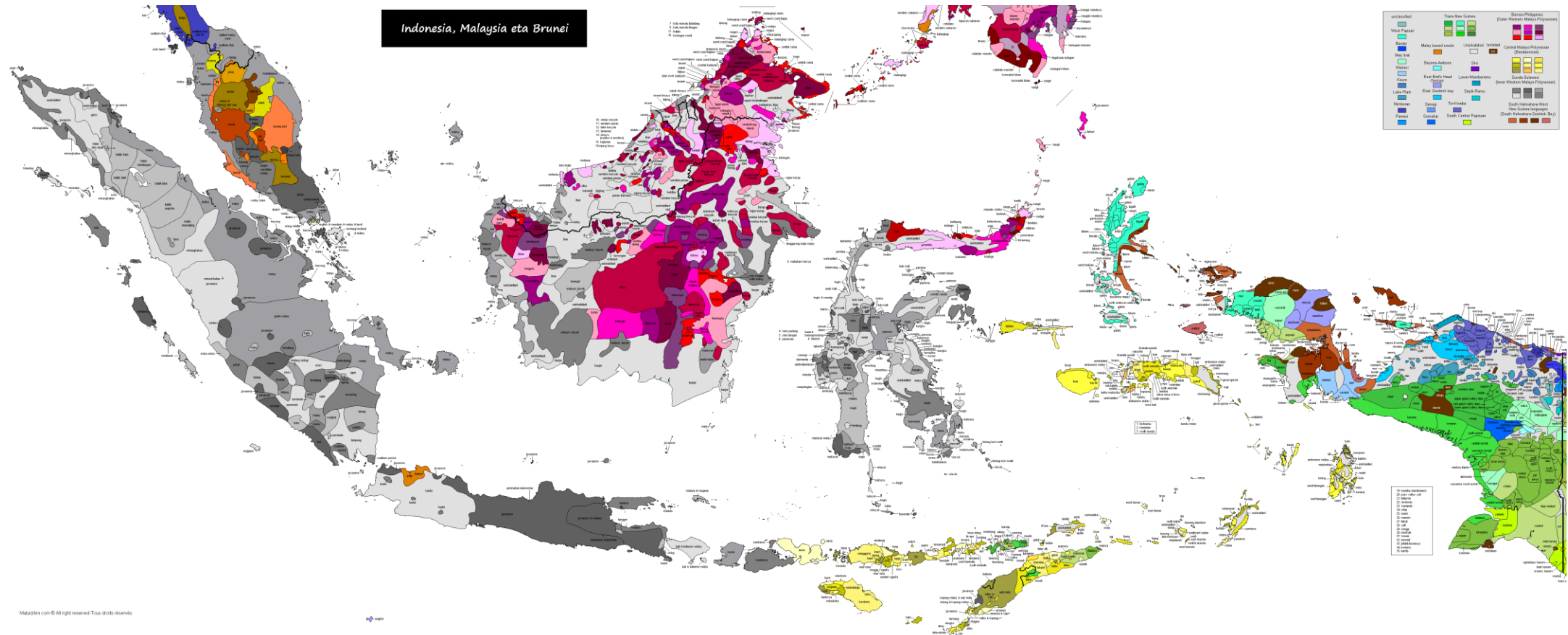


# Context

We need to consider **the context** in which interdisciplinarity is practiced.

The dimensions of interdisciplinarity are interdependent: processes may differ by context, and contexts may influence processes; different processes may produce different outcomes, as may different contexts; and conversely outcomes may influence contexts and later processes. **To understand interdisciplinarity fully, processes, contexts, and outcomes must be examined together and in relation to one another** (Latucca, 2001)

# Language Problems in Indonesia



# The Complexity

# How interdisciplinary?

## Research in Indonesia (in applied linguistics)

- It's difficult to see the big picture; almost impossible (no database)
- Therefore, the question should be addressed at individual level.

How interdisciplinary is your research?

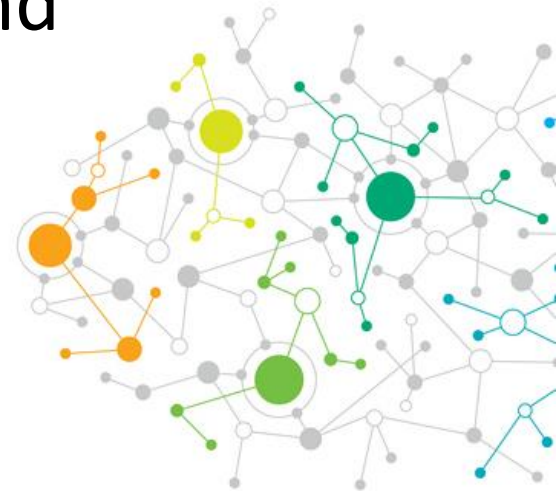


# Interdisciplinary in the Indonesian Context

- Language problems in **the Indonesian context**

## Next questions

- What factors/aspects shape/influence research and teaching practices in the Indonesian context?
- What topics to research?



# #6. Topics to Research

- What topics to research?

# What topics to research?

- Taking interdisciplinarity as a basis, what topics to research?
- **Grabe's (2018) perspective** as a springboard – a basis

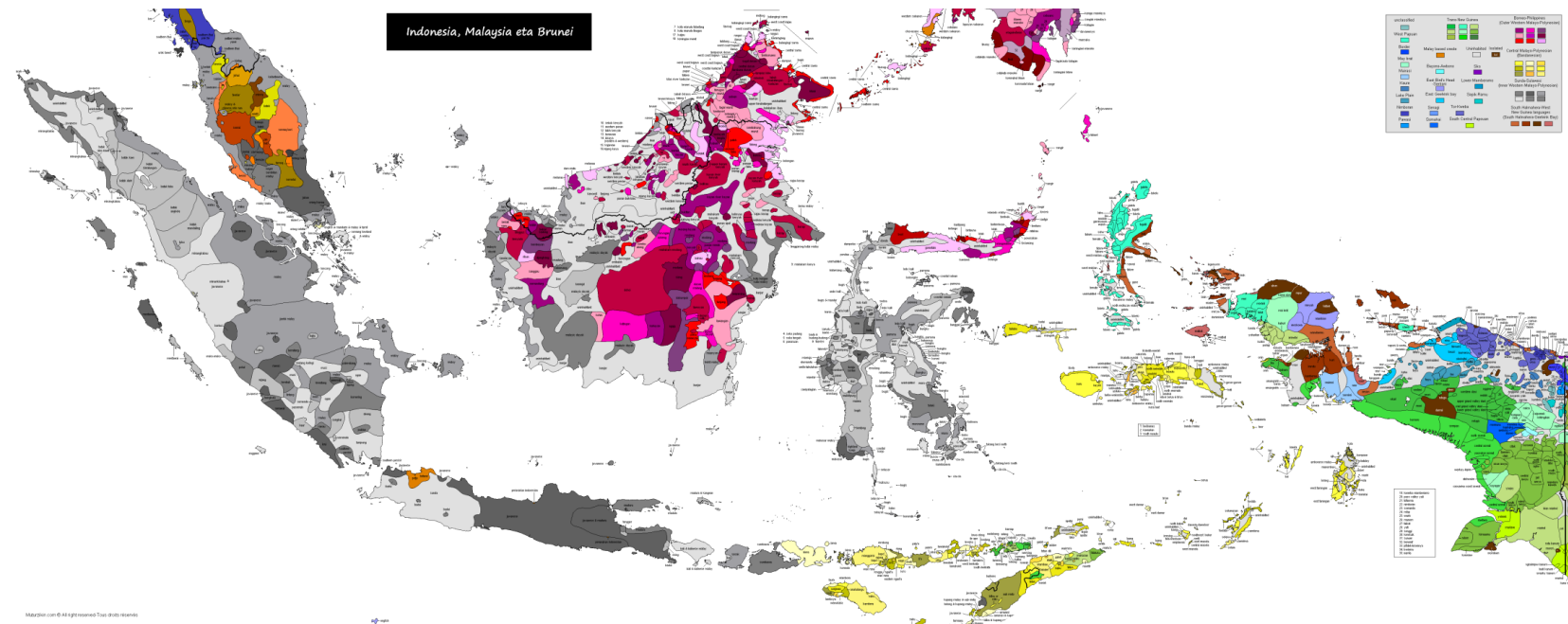
**Topics** emerging in the last 20 years, that will probably continue to define applied linguistics in the coming decade

(Grabe, 2018)



# Research Topics - #1

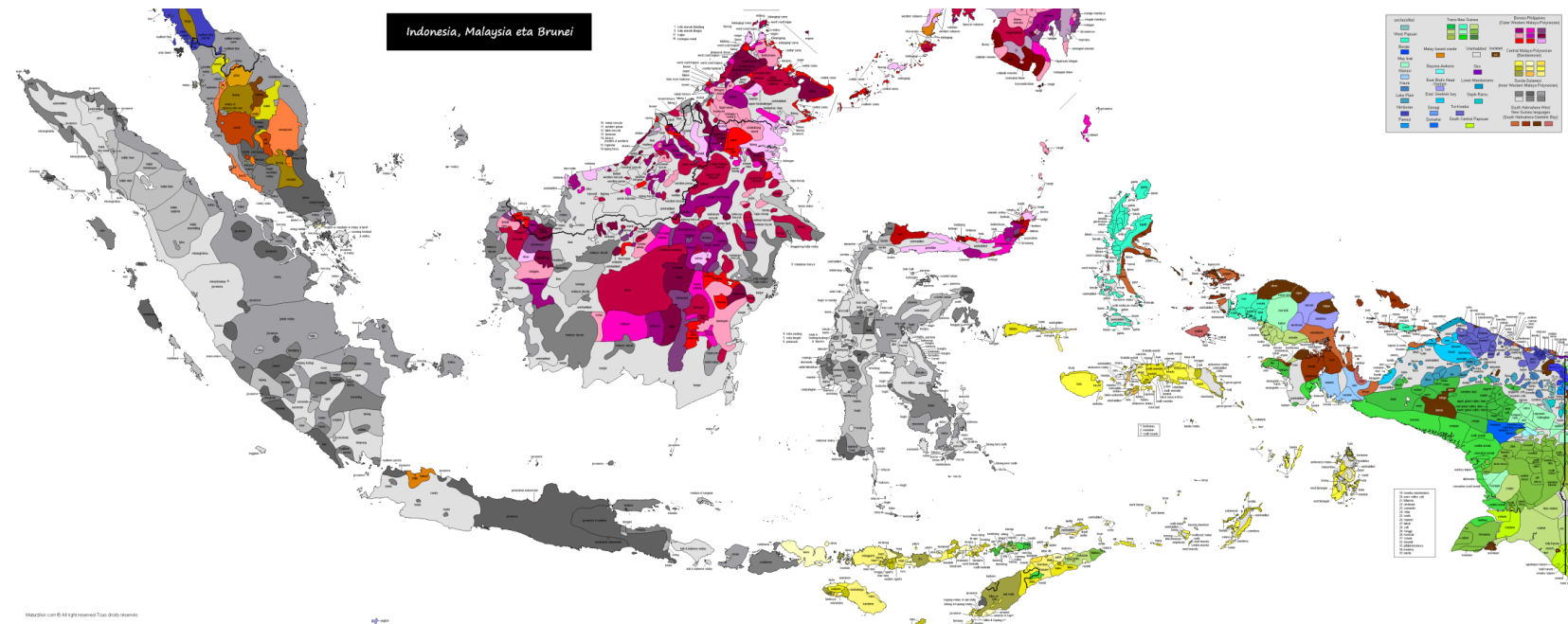
- Language teaching, language learning, and teacher education (taking into account language awareness, attention and learning)
- Patterns of teacher-student interaction, task-based learning, content-based learning, and teacher as researcher through action research.





# Research Topics - #2

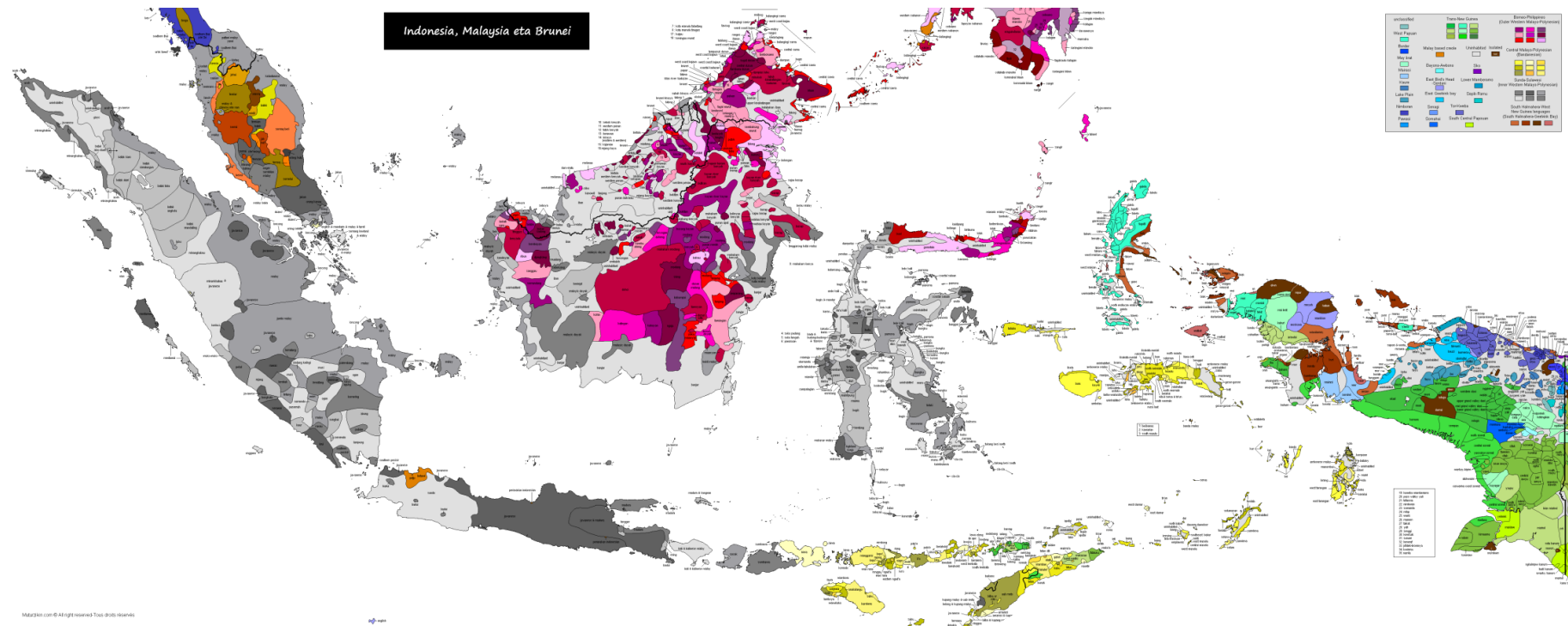
- Critical studies, covering critical awareness, critical discourse analysis, critical pedagogy, student rights, critical assessment practices, and ethics in language assessment





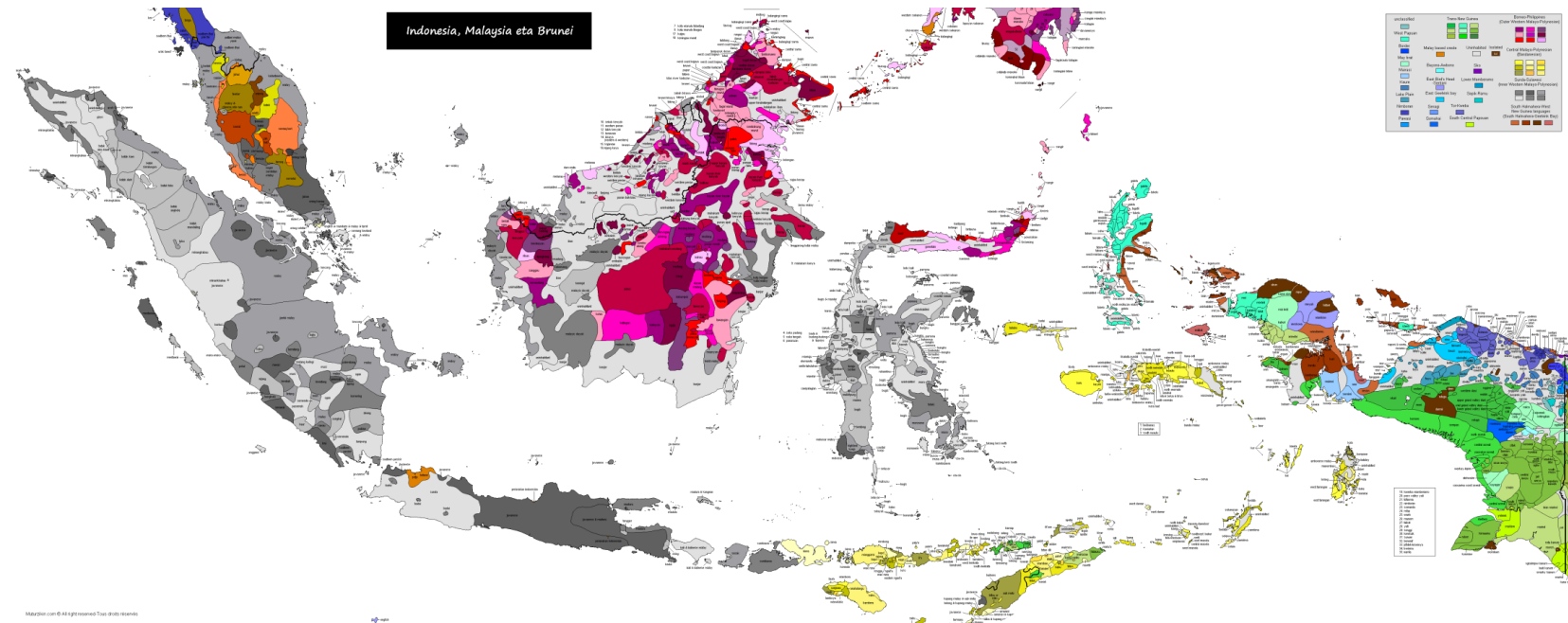
# Research Topics - #3

- Language uses in academic, disciplinary, and professional settings



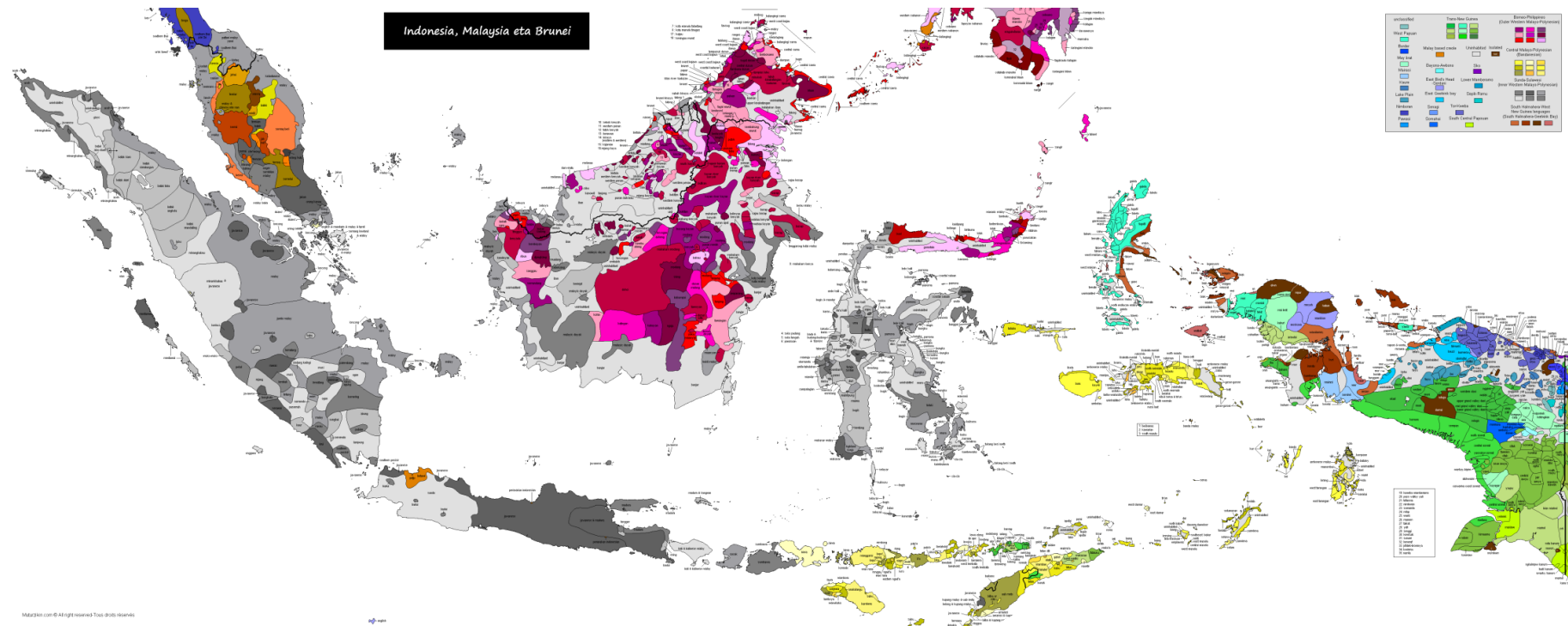
# Research Topics - #4

- Descriptive (usually discourse) analyses of language in real settings and the possible application of analyses in corpus linguistics, register variation, and genre variation.



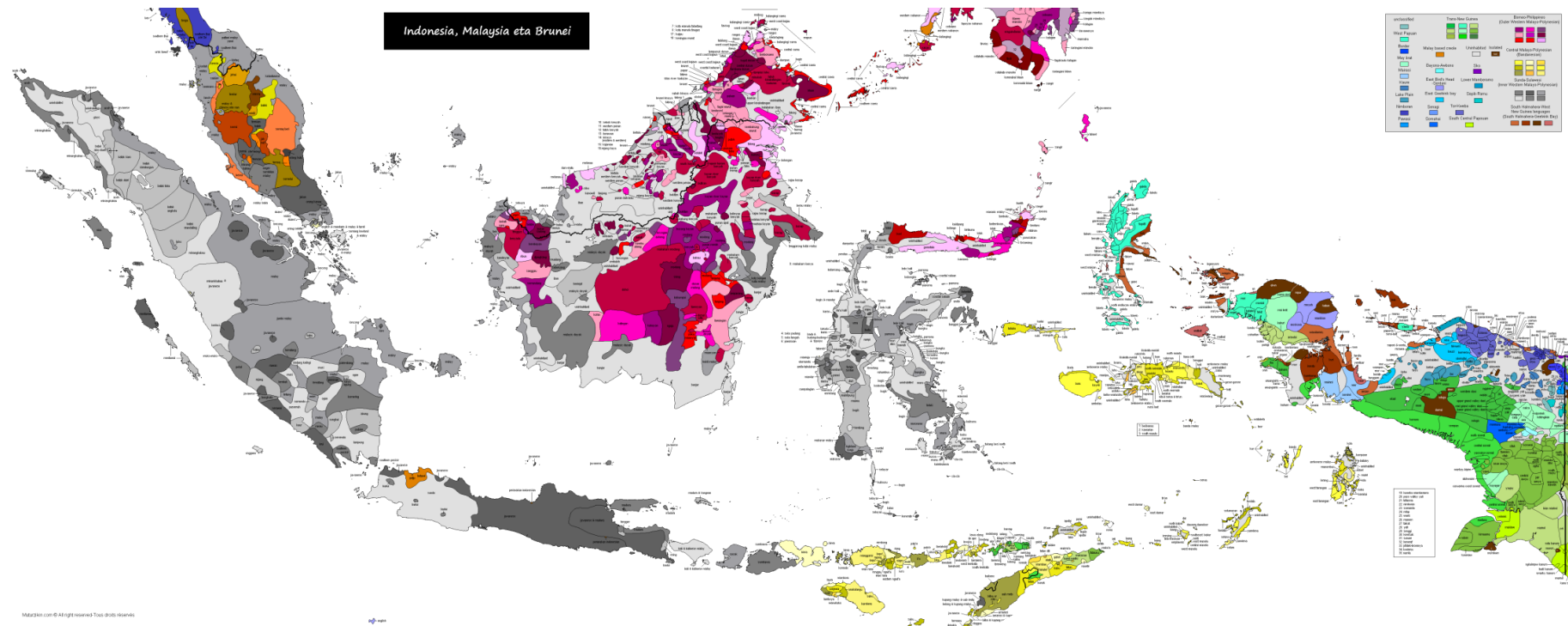
# Research Topics - #5

- Multilingualism and bilingual interaction in school, community, and work and in professional settings or policy issues.



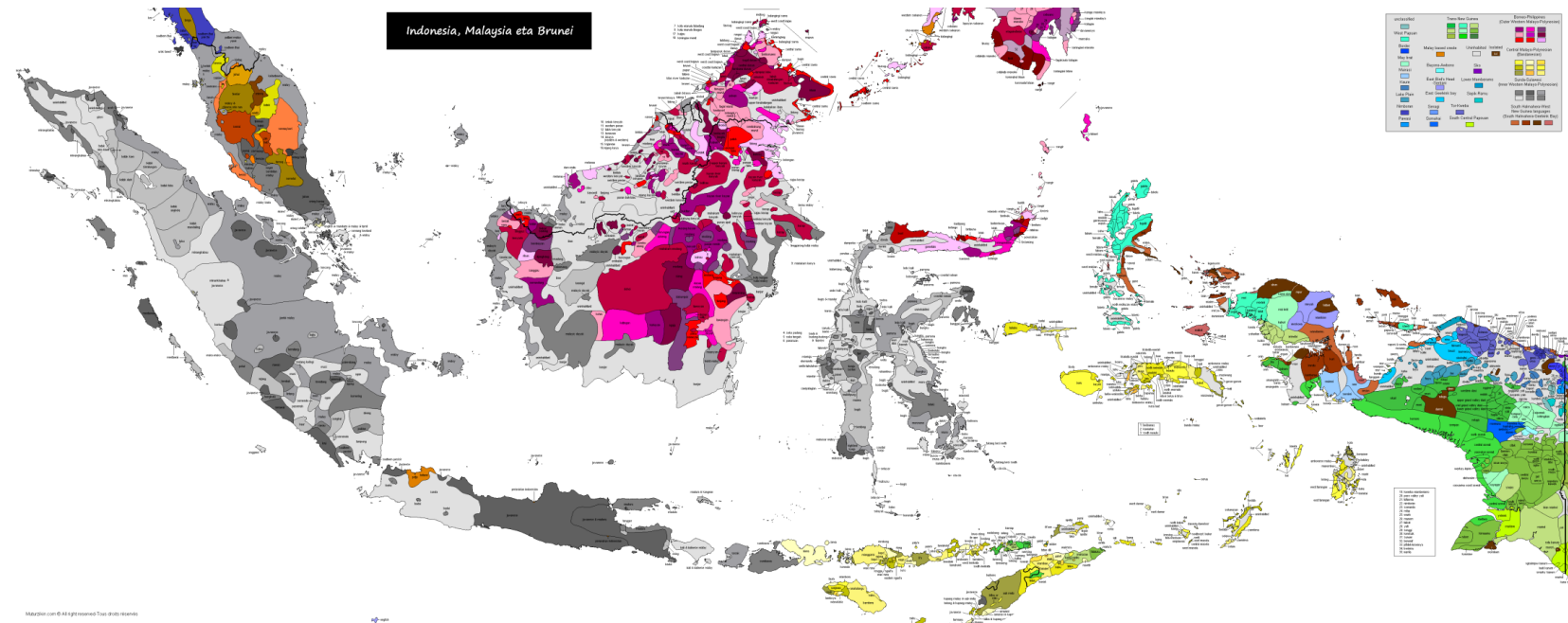
# Research Topics - #6

- Language testing and assessment.



# Research Topics - #7

- Resources and perspectives provided by neurolinguistics and brain studies associated with language learning and language use



## **Grabe's (2018) perspective**

a springboard, not a boundary

# Take Home Messages

- It's difficult to arrive at a single definition of applied linguistics.
- Applied linguistics is always shifting, driven by language problems in various settings.
- The shift reflects its interdisciplinarity; Applied Linguistics is an interdisciplinary field of inquiry.
- We (researchers) face two challenges: (1) understanding interdisciplinary, especially in applied linguistics, and (2) applying and justifying interdisciplinarity in research



# Take Home Messages

- Indonesia is a complex setting; research and teaching are shaped by various aspects.
- Interdisciplinarity (interdisciplinary research) should be performed/practiced to address language-based problems in Indonesia.
- Research opportunities (topics) in applied linguistics, esp. in Indonesia, can be identified through Grabe's (2018) perspective
- The perspective is a springboard, not a boundary. Use it to explore and find various research topics in applied linguistics.