

CURRENT RESEARCH TENDENCIES IN APPLIED LINGUISTICS

INDRA KARAPETJANA AND GUNTA ROZIŅA

University of Latvia, Latvia

Abstract. In this article, we discuss the changing role of applied linguistics from a diachronic perspective and outline its present role as an interdisciplinary branch of science. In the 1950s, applied linguistics was viewed as a branch of science dealing with the application of linguistics to language teaching and with tackling central issues of practical language in use. Nowadays applied linguistics encompasses a wide range of objectives, the scope of which is often hard to define. If applied linguistics had to undergo a long way of broadening the field all over the world, this period of development was left out in Latvia, applied linguistics not being officially recognized as a branch of science. The official beginning of applied linguistics in Latvia is considered to be the year 1999, when it was entered into the Science Classification of the Latvian Council of Science. At the outset, the first dissertations written in applied linguistics reflected its interdisciplinary nature as a practice-driven discipline that addresses solving language-related phenomena in a variety of general, academic, occupational and professional contexts. The present article argues that applied linguistics lies at the intersection of different disciplines; however, the narrow view of applied linguistics that still exists in the Latvian society calls for considering its role within our own academic niche as well as in an outward perspective, thus making the Latvian academic society aware of its importance as an interdisciplinary branch of science.

Key words: applied linguistics, diachronic and present perspectives, interdisciplinary branch of science

INTERNATIONAL PERSPECTIVE OF APPLIED LINGUISTICS

Although *applied linguistics* is a relatively recent term, this branch of linguistics is now flourishing, with international journals and associations, academic positions, departments and centres around the world, including Latvia.

The origins of applied linguistics are rooted in the late 1940s and 1950s in the UK and the USA, when the term was applied to the academic discipline dealing with the study of the teaching and learning of second and foreign languages. The journal *Language Learning* first issued in 1948 had the subtitle *A Quarterly Journal of Applied Linguistics*, which in fact is considered to be the beginning of applied linguistics (Grabe, 2002: 3). At the same time, the term *applied linguistics* started to be used to refer to university institutions; for example, the School of Applied Linguistics at Edinburgh University (Scotland) was founded in 1957 by Professor Ian Catford (Online 1), followed by university departments of applied linguistics and language centres established in higher education institutions,

largely to provide the professionalisation of the teaching of English as a foreign language, which the British Council considered to be vital in the national interest to promote foreign language learning in the UK (Trim, 1988). Similar tendencies were also observed in the USA, where, for instance, the Centre for Applied Linguistics was founded in 1959 (Kaplan, 2002: vii).

In the 1950s, the term was applied to first language acquisition, reflecting the ideas of structural and functional linguistics (Grabe, 2002: 3). In the 1960s, the term was used to refer to the application of linguistics-to-language teaching (Halliday, McIntosh and Strevens, 1964). During the late 1950s and the early 1960s, applied linguistics was gradually broadened to include automatic translation and, in the 1960s, to language assessment, language policies, second language acquisition, shifting the attention to learning rather than teaching (Grabe, 2002: 3). Despite the fact that the broadening of applied linguistics continued, by including language-minority rights, language planning and policy, and teacher training (ibid.: 4), it was largely taken for granted that applied linguistics was about language teaching in the 1960s and 1970s.

The *Association Internationale de Linguistique Appliquée* (founded in 1964) was financed by the Council of Europe, as it recognized the vital role of languages and language teachers in promoting social, economic and political cooperation in Western Europe (Trim, 1988: 7).

When the British Association of Applied Linguistics (BAAL) was established in 1967, there was some discussion about the scope of its goals, and in particular, whether BAAL should deal 'primarily/exclusively' with language teaching and machine translation. A broader perspective was agreed on, which was formalized in 1974. The aims of BAAL were defined as follows:

The Objects of the Association are the advancement of education by fostering and promoting, by any lawful charitable means, the study of language use, language acquisition and language teaching, and the fostering of interdisciplinary collaboration in this study. (Roberts, 1975)

The American Association for Applied Linguistics (AAAL) (founded in 1977) has defined the fields of applied linguistics in the following way:

language-related concerns, including language education, acquisition and loss, bilingualism, discourse analysis, literacy, rhetoric and stylistics, language for specific purposes, psycholinguistics, second and foreign language pedagogy, language assessment, and language policy and planning. (Online 2)

The assertion of AAAL that applied linguistics deals with language-related problems is shared by many researchers. For instance, this general tendency is revealed in Cook's understanding of applied linguistics (2003: 5), which is closely linked with another understanding of applied linguistics, i.e. its interdisciplinary nature because in order to be able to resolve real world problems one needs to be

interdisciplinary (Widdowson, 2005); in other words, applied linguistics should 'mediate between linguistics and language use' (Cook, 2003: 20). Thus, formal linguistics, although playing an important role in applied linguistics, seems to take a supportive role since applied linguistics being an interdisciplinary field of enquiry draws insights from various theoretical and methodological approaches in a wide range of scholarly disciplines, for example, the humanities, the social sciences, and the natural sciences as 'it develops its own knowledge-base about language, its users and uses, and their underlying social and material conditions' (Online 2).

It is asserted that applied linguistics is firstly motivated by real-world problems rather than theories. For example, Corder (1973) contended that applied linguistics is 'an activity. It is not a theoretical study. It makes use of the findings of theoretical studies. The applied linguist is a consumer, or user, not a producer, of theories' (in Cook, 2011: 47). Corder understood applied linguistics as 'the application of linguistic knowledge to some object', i.e. language teaching (*ibid.*), which was a predominant rather narrow view of applied linguistics at that time.

Kaplan maintains that applied linguistics is not concerned with producing new theories, although it makes use of theoretical findings, but it rather deals with new data (2002: 514). Grabe mentions several consequences resulting from this claim, to mention two of them: he recognizes the importance of studying local contexts in order to offer solutions to language related problems and sees language as 'functional and discourse based, thus resorting to systemic and descriptive linguistics for problem solving' (2002: 4). However, it would be wrong to claim that applied linguistics does not deal with theories, for example, it is said that applied linguistics 'now contributes its theoretical perspectives to a range of areas' (Baynham in Davies, 2007: 5). It can be argued that due to its interdisciplinary nature, applied linguistics is a somewhat eclectic field that makes use of various theoretical approaches; moreover, applied linguists develop and implement theories and models. In this regard, the development of original theoretical research in such areas of applied linguistics as discourse and critical discourse analysis, pragmatics, and genre theory can be mentioned.

One of the most important developments in applied linguistics has been the appearance of register and genre analysis due to their application to a variety of language use situations (Johns in Grabe, 2002: 4). This has had a direct impact on the scope of applied linguistics. Grabe emphasizes that discourse, register and genre analyses are now 'hallmarks of much applied linguistics research' (2002: 6).

DEFINITION, SCOPE AND PRESENT PERSPECTIVES OF APPLIED LINGUISTICS

In the 1980s, applied linguistics already comprised translation, lexicography, multilingualism, language and technology and corpus linguistics (Grabe, 2002: 4). The first volume of the journal *Applied Linguistics* was published in 1980, and it has been published regularly and successfully ever since, serving as a proof for the

scope of applied linguistics. By the end of the 1980s, applied linguistics drew on a wider range of scholarly enquiry in such supporting disciplines as psychology, education, anthropology, political science, English studies, and literary studies.

Despite the developments in applied linguistics, a lack of consensus of what is regarded as applied linguistics still exists. To quote a well-known definition by Brumfit, applied linguistics is 'the theoretical and empirical investigation of real-world problems in which language is a central issue' (Brumfit, 1997: 93). Schmitt and Celce-Murcia offer the following view of applied linguistics, it 'is using what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some purpose or solve some problem in the real world' (Schmitt and Celce-Murcia, 2002: 1). Similarly, Grabe pinpoints the key aspects of applied linguistics:

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. (2002: 9)

Cook (2003) points out that 'the scope of applied linguistics remains rather vague'; nevertheless, he makes an attempt to specify it. The main areas are: language and education (e.g. first-, second-, and foreign language education), language, work and law (e.g. workplace communication, language planning, forensic linguistics), and language information and effect (e.g. literary stylistics, critical discourse analysis, translation and interpretation, lexicography, political and media discourse analysis) (ibid.: 7-8). In practice, some areas such as translation studies are regarded as independent disciplines, for example, in Latvia. In the Science Classification of the Latvian Council of Science, comparative and contrastive linguistics, which, inter alia, deals with translation and interpreting, is a branch of linguistics, independent of applied linguistics.

The scope of applied linguistics could be deduced from the topics offered by master and doctoral degree programmes, as well as covered in conferences and journals devoted to this branch of science. For example, the leading journal, *Applied Linguistics*, published in collaboration with the American Association for Applied Linguistics, the British Association for Applied Linguistics, and the International Association for Applied Linguistics welcomes contributions from such areas as:

bilingualism and multilingualism; computer-mediated communication; conversation analysis; corpus linguistics; critical discourse analysis; deaf linguistics; discourse analysis and pragmatics; first and additional language learning, teaching, and use; forensic linguistics; language assessment; language planning and policies; language for specific purposes; lexicography; literacies; multimodal communication; rhetoric and stylistics; and translation. (Online 4)

DIACHRONIC AND PRESENT PERSPECTIVE OF APPLIED LINGUISTICS IN LATVIA

Since the authors of this article are affiliated with the University of Latvia, the Department of English Studies, much of the data drawn and described below are based on the research conducted there.

Describing the historical context of applied linguistics in Latvia, we can see that a significant amount of work directed to real-world issues involving language was attributed to linguists, although they were not referred to as specialists of applied linguistics. Over many years of linguistics being mainstream, applied linguistics also gradually became prominent in Latvia. It was understood that applied linguistics, as the term might wrongly suggest, is just the application of research conducted in linguistics; however, it is the synthesis of research from a variety of disciplines, doubtlessly including linguistics.

It should be mentioned that much of what can now be seen as research in the field of applied linguistics was done before the formal recognition of applied linguistics in the year 1999, when it was entered into the Science Classification of the Latvian Council of Science, as a branch of linguistics. For instance, the journal *Contrastive and Applied Linguistics* has been regularly published since the year 1992, the focus being mainly on translation issues. However, since the scope of applied linguistics in Latvia was not defined before 1999, there were certain problems of formally recognizing the conducted research. Kramiņa writes:

It would be wrong to infer that applied linguistics did not exist in Latvia before 1999. It did develop, but only under the guise of other scholarly activities or branches of other sciences such as social or educational sciences: didactics, language teaching methodology, theories on developing intercultural communicative competence, etc. (2006: 56)

Since the year 2000, the sub-programme Applied Linguistics has been offered within the Doctoral study programme in Linguistics at the University of Latvia. Since the year 2011, the Interuniversity Doctoral study programme *Linguistics: Latvian Diachronic Linguistics, Latvian Synchronic Linguistics, Applied Linguistics, Contrastive and Comparative Linguistics* has been implemented by two partner universities: Ventspils University College and Liepāja University.

The Centre for Applied Linguistics at the Faculty of Humanities, University of Latvia, (2013) was established with an aim to promote research activities in applied linguistics, by investigating the Latvian, English, German, French, Spanish and Russian language use in various professional domains, i.e. business and finance, law, technologies, politics and diplomacy, education and academia in order to contribute to our scientific understanding of language and its role in social, economic, and political life.

The Science Classification of the Latvian Council of Science states that:

Applied linguistics is a branch of linguistics, in which the theoretical foundation for practical activities in the field of language use, teaching and normativisation are laid. Applied linguistics comprises sociolinguistics, the theory of language culture (orthology), mathematical linguistics, computational linguistics, terminology. (Online 3; the authors' translation)

Similar to other countries in the world, applied linguistics in Latvia at first was largely associated with language teaching and learning, for instance, the monograph *Linguo-Didactic Theories Underlying Multi-Purpose Language Acquisition* (Kramiņa, 2000) can be mentioned. Even today, this narrow view of applied linguistics seems to be still existent in Latvia despite the fact that applied linguistics has undergone a significant broadening of its scope and now contributes to promoting the study of language use in a reflective and critical way aimed at fostering interdisciplinary collaboration in order to solve practical language-related problems, inter alia, in language teaching and learning. Therefore, it seems important to delimit applied linguistics by considering what a close science, like pedagogy, is. The Science Classification of the Latvian Council of Science states that:

pedagogy is a branch of science, which studies the regularities of education, as well as pedagogical activities as a purposeful, planned or intuitive action, which provides for a possibility of socialization and optimal development of a personality. Upbringing/education and didactics are important issues in pedagogy (teaching and learning theory). (Online 3; the authors' translation)

Thus, it can be seen that language teaching has evolved its own theoretical foundations, and these include language teaching and learning theories; therefore, there does not seem any sensible theoretical and empirical reason in viewing applied linguistics, or more precisely its sub-branch language acquisition, as a branch of pedagogy. The fact that ineffective language learning and teaching seem to be problems in real life, causing a necessity of solving language related problems for pedagogical application, demonstrates the interdisciplinary nature of applied linguistics.

In Latvia, the field of language acquisition is dominant in applied linguistics, i.e. there are more applied linguists specializing in this particular field than in any other because of career opportunities in the education sector. This situation is likely to continue because the majority of applied linguists will continue to be involved in language teaching either at universities, colleges or language centres. However, it should be emphasized that in contrast to pedagogy, applied linguistics is not specifically interested in how to improve language learning, but rather in what has been neglected so far, in other words, what aspects of language are supposed to be learned.

A most closely area related to language acquisition in Latvia is language for specific purposes, i.e. language and communication problems connected with law, banking and finance, medicine, science, a.o. Much research is being done to find out discourse and genre features for a target group of learners so that they are able to speak, read, write and comprehend spoken texts to achieve their academic and professional aims. The results of research are applied when teaching, as all universities and colleges in Latvia are involved in teaching languages for specific purposes. For example, the Institute of Applied Linguistics of Riga Technical University (RTU), has been teaching languages for specific purposes offered to all faculties of RTU since 1958, when the Department of Foreign Languages was formed (Online 5). It focuses on meeting the students' needs in the use of field-specific terminology and scientific and technical language use.

Latvian applied linguistics has evolved over time, in its orientation and scope. Apart from translation studies, which have been traditionally considered to be part of applied linguistics, other domains have appeared. Discourse analysis has emerged as a need to see language as functional and discourse based and to recognize and address locally rooted language problems. Genre analysis and register analysis as part of discourse analysis have grown out of this development. The first PhD thesis *Linguo-Pragmatic Principles of Written Communication in English for Banking and Finance Purposes and their Implementation in the Target Language Studies in Latvia* concerned the importance of language in use (Rozīna, 2006). In a way, it was a breakthrough in Latvia because it dealt with language use in professional settings, in particular the genre of annual reports, and used discourse analysis, although not stated explicitly, to describe and interpret the data. It was followed by *Language in Bachelor Papers as a Result of the Development of Linguo-Functional Research Competence* (Karapetjana, 2007), which widely employed the notions discourse analysis, register and genre. The most distinctive feature of the thesis is the description of the genre and respective part-genres in terms of their functionally-defined moves and steps and typical lexico-grammatical features in the tertiary level educational context in Latvia. The PhD thesis *Linguistic Variations in English Electronic Academic Discourse* (Cigankova, 2009) and *Student-Composed Electronic Discourse as a Result of Applied Linguistic Research* (Vinčela, 2010) moved a step forward by analysing language use by using corpus linguistics tools. In her PhD thesis, Cigankova has distinguished a novel type of English discourse, i.e. computer-mediated academic discourse, defining it as 'a computer-mediated process of functional use of language as a means of communication in academic context' (2009: 66). The novelty of Vinčela's research lies in the application of the multi-dimensional discourse analysis methodology proposed by Biber (1998) to the analysis of electronic texts composed by non-native students of English. Recently, Karpinska in her PhD thesis (2012) 'Critical Analysis of English-Latvian Lexicographic Tradition' conducted a diachronic review of the English-Latvian lexicographic tradition, focusing on the analysis of the dictionaries on all structural levels.

Currently, there is a strong emphasis on discourse analysis as the study of language use in academic, disciplinary and professional contexts at the Department of English Studies of the Faculty of Humanities, University of Latvia. The research interests of the academic staff of the Department lie within the realm of political, business, technology, legal, cross-cultural communication, and electronic discourse analysis. An analysis of often problematic and challenging issues comprising language use in the above mentioned contexts allows for drawing practical and theoretical insights useful for the transactional and interactional purposes of the people involved in those contexts. Discourse analysis is also applied in the areas related to language and education, which includes both language as a means of and language as a goal of education. These areas have been affected by discourse analysis research drawing on pragmatics, conversation analysis and focusing on speech acts, register and genre, the coherence and cohesiveness of texts.

Doctoral students majoring in applied linguistics and writing their dissertations on the use of English in various academic, professional and occupational settings use discourse analysis for their research in such domains as IT professional discourse, academic business discourse, maritime discourse, and engineering discourse.

Pragmatics is an emerging sub-field of applied linguistics, and currently the University of Latvia is the only academic institution in the country that conducts theoretical and empirical research in general and applied pragmatics. Professor emerita Kramiņa is considered to be the founder of general pragmatics in Latvia. Her follower Roziņa conducts sustainable research in applied pragmatics with a focus on studying the linguistic norms of communication at a metapragmatic level. The resource book *Pragmatics and Linguistic Politeness: A Practical Introduction* (Roziņa and Karapetjana, 2011) is the result of the research done in the area of applied pragmatics so far. It is a study material envisaged for students who are developing their research interest in applied pragmatics.

Nowadays people from different societies interact with great frequency; that is why felicitous cross-cultural communication is an essential skill and competence required in the 21st century. Accordingly research is conducted also in the area of cross-cultural pragmatics (e.g. IP ERASMUS project *Cross-Cultural Competence and Interaction*, 2010-2013). It deals with examining issues of cultural and linguistic norms observed among interlocutors from different cultural and linguistic backgrounds. It is expected that the future study of cross-cultural pragmatics will be conducted in three domains: the spheres of social interaction, educational encounters and language used in institutional discourse.

The current diversity of applied linguistics in Latvia can be seen in the range of topics in different languages discussed at the 2nd International RIGA LINCS 2013 Symposium *Language for International Communication*, 23-24 May, 2013. For example, *terminology and translation* (e.g. Liepiņa *Interface and Conflict of English and Latvian Legal Terminology*, Sprōge 'Scenes and frames' – *Theory as the*

Instrument of Translation and Foreign Language Learning, Placinska *Translating Latvian Proper Nouns into Spanish*), discourse analysis, pragmatics, corpus linguistics (e.g. Kuzmina *Interdiscursivity and Intertextuality in IT Professional Discourse*, Čerņevska *Linguistic Politeness in English for Engineering*, Vinčela *Tagging Errors in Non-native English Language Student-Composed Texts of Different Registers*), lexicography and lexicology (e.g. Karpinska *User's Guides in English-Latvian Dictionaries*), language acquisition, competences and testing (e.g. Kalnbērziņa *Common European Framework Impact on English Language Speaking Test in Latvia*, Kuzmenko *Developing a Variety of Language and Interdisciplinary Skills in the Course Cross-Cultural Communication*, Bišofa *Reflections on Study Materials: their History and Choice in the Acquisition of Foreign Languages*, Fernández *Reading Aloud as a Useful Language Acquisition Tool* (in Veisbergs, 2013).

The scope of projects in applied linguistics at the University of Latvia, the Department of English Studies, demonstrates the areas of interest of their participants. For instance, one of the first projects which dealt with English for Specific Purposes (ESP) '*Specific Teachers for Specific Purposes*' was supported by the British Council in Latvia in 2006, which resulted in a number of ESP teacher professional development courses held at the University of Latvia, Faculty of Humanities (former Faculty of Modern Languages). In 2008, a group of researchers were involved in the project *Applied Research into the Use of English in Economics*. In the years 2007-2008, the project of the European Union Structural Funds *Development of Foreign Language Skills to Students of Sciences and Technologies* resulted in a number of publications, e.g. *English for Specific Purposes Teaching Methodology* (Karapetjana, 2008), *English for Biomedicine* (Roziņa and Gange, 2008), *English-Latvian, Latvian-English Dictionary of Biology* (Štrauhmane, 2008), *English for Research Activities. A Handbook for Researchers* (Kramiņa, 2008). In the years 2008-2010, Leonardo da Vinci project *Communication Training in Cross-Border Emergency Services* was implemented.

The most recent Erasmus IP project *Cross-Cultural Competence and Interaction* (2010-2013) involved professors and students from Latvia, Lithuania, and Turkey and was a significant empirical investigation that aimed at exploring the cultural dimension of intercultural communication. The focus of the project was interconnectedness of language and culture being defined by cultural areas of language use, such as politeness norms and norms of verbal communication enriched by non-verbal communication. The project focused on the acquisition of the project participants' intercultural competence which was seen as a process that involved the students' experience from their own cultural backgrounds.

The IP project was conducted within the framework of linguistic anthropology. It followed the theoretical traditions of applied cross-cultural pragmatics. Cross-cultural pragmatics stresses the idea that individuals from divergent societies carry out interactions according to the norms of their culture and the rules of their language, which often results in a clash of expectations or in misperceptions about the other group of interlocutors. As the project took

place in a multicultural setting where the English language functioned as the medium of communication, the project participants studied cross-cultural styles of communication and experienced what it means to have felicitous face-to-face interaction.

The research results of the IP project showed that the acquisition of cross-cultural interactional competence is an increasingly significant aspect to communicate in societies where interlocutors come from different linguistic and cultural backgrounds. Ignoring cross-cultural pragmatics entails bearing the risk of stereotyping, prejudice or alienation. Conversely, the competence and consciousness of cultural differences result in avoiding the danger of possible miscommunication or misperception in the cross-cultural dimension.

CONCLUSIONS

Considering the above discussion on the international and local historical and present context of applied linguistics, the following conclusions can be drawn.

1. Applied linguistics is a theoretical and practice-driven discipline that addresses solving language-related phenomena in a variety of general, academic, occupational and professional contexts in which the language in use is a core issue of investigation.
2. The real-world language related problems that applied linguistics tries to solve have to be related to and reconciled not only by relating to linguistics, but also to other fields. Therefore, it should be emphasized that applied linguistics lies at the intersection of different disciplines; its interdisciplinary nature can be appropriately evaluated if it is considered within the scope of other fields such as economics, law, medicine, forestry, diplomacy, geography and alike, in which language serves as an instrument of communication.

The narrow view of applied linguistics, which still exists in the Latvian society, calls for considering its role within our own academic niche as well as in an outward perspective, thus, making the Latvian academic society aware of its importance as an interdisciplinary branch of science.

The scope of applied linguistics is now much larger, and it is no longer concerned only with language teaching. Applied linguistics is an autonomous area of enquiry distinct from pedagogy, but at the same time it employs relevant notions of pedagogical methodology to investigate issues concerning language acquisition, which in its turn proves the interdisciplinary nature of applied linguistics.

3. Applied linguistics is a branch of linguistics, in which the theoretical foundation for practical activities in the field of language use, teaching and normativisation is laid. Applied linguistics embraces sociolinguistics, the theory of language culture (orthology), mathematical linguistics, computational linguistics, terminology, discourse and critical discourse analysis, general and applied pragmatics,

lexicography, applied stylistics, corpus linguistics, first, second, and foreign language acquisition, testing, psycholinguistics.

The concept of applied linguistics in the Science Classification of the Latvian Council of Science has to be reconsidered, by broadening and verifying its scope.

REFERENCES

- Brumfit, C. (1997) How applied linguistics is the same as any other science. *International Journal of Applied Linguistics*, 7(1): 86-94.
- Cigankova, N. (2009) *Linguistic Variation in English Computer-Mediated Academic Discourse*. Summary of Ph.D. Thesis. Riga: University of Latvia.
- Cook G. (2011) British Applied Linguistics: impacts of and impacts on. In *The Impact of Applied Linguistics. Proceedings of the 44th Annual Meeting of the British Association for Applied Linguistics*. University of the West of England.
- Cook, G. (2003) *Applied Linguistics*. Oxford: Oxford University Press.
- Davies, A. (2007) *An Introduction to Applied Linguistics*. Edinburgh: Edinburgh University Press.
- Grabe, W. (2002) Applied Linguistics: An Emerging Discipline for the Twenty-first Century. In B. Kaplan (ed.) *Oxford Handbook of Applied Linguistics* (pp. 3-12). Oxford: Oxford University Press.
- Halliday, M. A. K., McIntosh, A. and Strevens, P. (1964) *The Linguistic Sciences and Language Teaching*. London: Longman.
- Kaplan, R. B. (ed.) (2002) *The Oxford Handbook of Applied Linguistics*. Oxford: Oxford University Press.
- Karapetjana, I. (2008) *English for Specific Purposes Teaching Methodology*. Riga: University of Latvia.
- Karapetjana, I. (2007) *Language in Bachelor Papers as a Result of the Development of Linguo-Functional Research Competence*. Summary of Doctoral Thesis. Riga: University of Latvia.
- Karpinska, L. (2012) *Critical Analysis of English-Latvian Lexicographic Tradition*. Summary of Doctoral Thesis. Riga: University of Latvia.
- Kramaņa, I. (2008) *English for Research Activities. A Handbook for Researchers*. Riga: University of Latvia.
- Kramaņa, I. (2006) Applied linguistics in Latvia: problems and perspectives. *Humanities and Social Sciences*. 1 (47): 56-66.
- Kramaņa, I. (2000) *Linguo-Didactic Theories Underlying Multi-Purpose Language Acquisition*. Riga: University of Latvia.
- Roberts, J. (n. d.) *Notes on the History of the British Association for Applied Linguistics (1967-1997)*. Available from http://www.baal.org.uk/dox/history_of_baal.pdf [Accessed April 21, 2013].
- Rozīņa, G. (2006) *Linguo-Pragmatic Principles of Written Communication in English for Banking and Finance Purposes and their Implementation in the Target Language Studies in Latvia*. Summary of Doctoral Thesis. Riga: University of Latvia.
- Rozīņa, G. and Gange, G. (2008) *English for Biomedicine*. Riga: University of Latvia.
- Rozīņa, G. and Karapetjana, I. (2011) *Pragmatics and Linguistic Politeness: A Practical Introduction*. Riga: University of Latvia.
- Trim, J. (1988) Applied linguistics in society. In P. Grunwell (ed.) *Applied Linguistics in Society: British Studies in Applied Linguistics* 3. BAAL with CILT.

- Schmitt, N. and Celce-Murcia, M. (2002) An overview of applied linguistics. In N. Schmitt (ed.) *An Introduction to Applied Linguistics* (pp. 1-16). London: Arnold.
- Štrauhmane, G. (2008) *English-Latvian, Latvian-English Dictionary of Biology*. Riga: University of Latvia.
- Veisbergs, A. (ed.) (2013) *2nd International Symposium. Language for International Communication: Linking Interdisciplinary Perspectives*. Book of Abstracts. Riga: University of Latvia.
- Vinčela, Z. (2010) *Students' Electronic Discourse As a Result of Applied Linguistics*. Research Summary of the Promotion Paper. Riga: University of Latvia.
- Widdowson, H. G. (2005) Applied linguistics, interdisciplinarity, and disparate realities (pp. 12-25) In P. Bruthiaux, D. Atkinson, W. G. Eggington, W. Grabe and V. Ramanathan (eds.) *Directions in Applied Linguistics*. Clevedon: Multilingual Matters.

INTERNET SOURCES

- Available from http://www.lel.ed.ac.uk/lel_students/postgraduate/applied_linguistics/introduction.php [Accessed on April 21, 2013].
- Available from <http://www.aal.org/displaycommon.cfm?an=2> [Accessed on April 21, 2013].
- Available from http://www.lzp.gov.lv/index.php?option=com_content&task=view&id=144&Itemid=5 [Accessed on April 21, 2013].
- Available from http://www.oxfordjournals.org/our_journals/applij/about.html [Accessed on July 20, 2013].
- Available from <http://www.rtu.lv/en/content/view/892/1920/lang/en/> [Accessed on July 21, 2013].

Indra Karapetjana (Dr philol, Assoc. prof. in Applied Linguistics at the Faculty of Humanities, the University of Latvia). She conducts research into the use of language in political and scientific discourse by exploring selected linguistic norms and communicative patterns followed by native and non-native English language users that characterize the interaction of interlocutors who belong to different speech communities. Email: Indra.Karapetjana@lu.lv.

Gunta Roziņa (Assoc. prof., Dr philol) works at the University of Latvia. Her research interests include anthropological linguistics, applied pragmatics, and stylistics. Email: rozina.gunta@inbox.lv.