

Educational Linguistics

Albert Weideman



A Theory of Applied Linguistics

Imagining and Disclosing the Meaning
of Design

 Springer

Weideman

A Theory of Applied Linguistics

Educational Linguistics

Volume 65

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All proposals and manuscripts submitted to the Series will undergo at least two rounds of external peer review.


This series is indexed in Scopus and the Norwegian Register for Scientific Journals, Series and Publishers (NSD).

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ISSN 1572-0292 ISSN 2215-1656 (electronic)
Educational Linguistics
ISBN 978-3-031-67558-4 ISBN 978-3-031-67559-1 (eBook)
<https://doi.org/10.1007/978-3-031-67559-1>

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who have made insightful, authoritative
sources available to me over more than five
decades, and specifically to three: Lee
Goliath and Ronet Vrey of the University of
the Free State, and my wife, Anna, all special
librarians in more than one sense.*

Foreword

This book demonstrates an admirable commitment to *a different kind of applied linguistics* (AL), a new transdisciplinary branch of social science no longer encumbered by the spectres of positivism and empiricism, a discipline principally invested in the production of effective and sociologically robust solutions to social problems and challenges in which language plays a central role.

One of Weideman's most convincing claims is that a discipline cannot define itself. To me, this means that the existing body of AL research can neither be a closed epistemological bubble with its own sets of theories, concepts, models, methodologies, and ideologies nor develop sound practice by making abstraction of valuable knowledge and insight from other social scientific fields. AL is an *applied* field of inquiry, which means it is necessarily interdisciplinary. The social world in which AL phenomena can be studied is a radically open, dynamic, non-linear, complex system, itself the emergent outcome of complex causal interplays between open and emergent objects and phenomena of ontologically different kinds (e.g., people, language(s), technology, educational systems, ideologies). Additionally, our understandings of AL phenomena and problems must also be cognizant of antecedent, enduring, and powerful underlying generative mechanisms, including the unequal distribution of material and symbolic resources, the increasing (and unfortunate) neoliberalization of social and educational practices, social inequality, and environmental deterioration. Laboratory-based application of old-fashioned positivist and empiricist research strategies cannot even approximate the complexity involved here. The greatest value of this book resides in how the author makes conceptual and practical sense of the complexity of AL research foci.

Interdisciplinarity (or multi- or even trans-disciplinarity) is not, as Pennycook (2018) claims, a mere epistemological matter of balancing different systems of thought and/or discourses. It is rather a necessary response to the ontological stratification of objects and phenomena under investigation. Furthermore, because interdisciplinarity has the integration of knowledge as its central objective (Bhaskar et al., 2018), at least two core requirements come to mind: (1) careful and methodical alignment between theory, methodology, and analysis, and (2) reflexive and critical guard against casual metaphorical borrowings across disciplines. Meeting

these requirements is considerably complicated without active and sustained theoretical engagement, and, indeed, some degree of epistemic humility. As many have noted, there is an enduring tendency in our field to postulate the ‘death of antiquated principles’ coupled with the advent of ‘new paradigms’, and the related production of slogans (Schmenk et al., 2019). Weideman’s (2017) pertinent question in this regard has, in my opinion, not been successfully answered by AL scholars: *Are we merely chasing new fashions, or are there serious social and theoretical rationales for what we are designing?*

This book develops a theory of AL from three distinct yet related epistemological angles. Firstly, it emphasizes the need for, and provides insight into, the development of a clear understanding of the historical trajectory of AL research. Along with De Bot’s (2015) own history of AL, Weideman’s historical analysis is crucial to the development of a new type of AL, largely because it explores the complex interaction between material, social, intellectual, and ideological phenomena which together have shaped the field over more than a century. Aside from lending valuable support to the task of actually defining AL, Weideman’s historical viewpoint also has the benefit of documenting past developments, their potentials and limitations.

Secondly, Weideman reminds us of the need to attend to fundamentals. Sound AL design must be grounded in theory, within a robust foundational framework. This is because good practice depends on both philosophically and empirically grounded understandings of cause-effect relationships in the social world. In contrast, dichotomizing theory and practice—an enduring heritage of empiricism—is plainly mistaken and counter-productive because it fails to consider the complexity of the social world. Our senses and measuring instruments can only reveal traces of underlying generative processes, which we must then apprehend through conceptual means. Theory, in this sense, allows us to move from the *what* question to the *why* question, frees us to some extent from the confines of the local, and invites us to conceptualize alternatives and future possibilities. The radical view that theory invites a colonialist homogenization of complexity and diversity fails to recognize that, as with any forms of human understanding, theory is fallible but rectifiable through collective participation in the production of knowledge, and in light of new empirical evidence. As this book makes clear, philosophy performs the vital task of conceptual *under-labouring* (i.e., the clarification of concepts and elements core to a research project), rather than (as too many erroneously assume) reducing complex processes to singular rules or causal laws.

Thirdly, and as a crucial amendment to the claim made earlier about AL being interdisciplinary, Weideman argues that AL research has characteristics (e.g., theories, practices, etc.) that help distinguish the field from other social scientific fields, and, in a broader philosophical sense, that AL research is ‘about something’. I am in full agreement. Denying AL disciplinary status by defining it as mere ‘temporary assemblages of thought and action that come together at particular moments when language-related concerns need to be addressed’ (Pennycook, 2018: 113) succumbs to an unproductive relationism which, in part, erroneously assumes that the existence of blurred and fluid distinctions between things is ‘proof’ that ontological

differences between them do not exist. With reference to legitimate critiques of Western, colonialist, and masculinist heritages in academia, it is mistaken to conclude that if something is ideology-laden, it is by default ideologically determined. On this point, Weideman's analysis of postmodernist perspectives in AL in this volume and many other publications yields a particularly lucid and necessary critique of how excessive relativism in our field too often leads to an odd, contradictory form of reductionism.

This conceptually rich volume explores territory well beyond these three core arguments. Rich with historical knowledge, conceptual insight, pertinent empirical examples, and eruditely phrased claims, Weideman's convincing attempt at a theory of AL creates the necessary grounds for an anti-dualistic, anti-empiricist approach to AL work. It has the added merit of combining design with assessment of design, a necessary feedback loop which, as the author argues, helps ensure much needed accountability in our field. As a critical realist AL researcher, I strongly sympathize with Weideman's approach because, being inherently humanistic, it is marked by principled engagement with the complexity of human beings as language users and producers, their concerns and aspirations, their sociality, and as human agents, their relationship with material, structural, and cultural forces, as they attempt to fulfil their goals in a radically open, complex, ontologically layered, and ever-changing social world.

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June 2024

Jeremie Bouchard

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Prologue

The reasons for attempting to articulate a theory of applied linguistics require some explanation. Let me deal right at the start with the foreseeable objections, before setting out the reasons why one cannot afford *not* to develop such a theory. To the sceptical colleague, who sees the task of the applied linguist more as one of getting on with the job than reflecting on what it is that applied linguistics does, an attempt to develop a theory of applied linguistics may seem a waste of time. I wish to demonstrate it is not. This book presents an argument that it is indeed worthwhile. It suggests from the outset that it will be valuable to suspend judgement on three issues, even if momentarily, so that the argument can emerge more fully. And the argument is, I believe, compelling.

The first issue on which I seek the reader's indulgence concerns the definition of applied linguistics. I can hear the disbelieving objection to attempting once again to reach any significant conclusion about this. What is evident in the regular discussions of the many definitions which have been proposed over the last 40 years (Marckwardt, 1985—first published in 1965; Malmberg, 1967; Corder, 1972; Kaplan, 1980a, b; Pennycook, 2004; Rajagopalan, 2004; Weideman, 2007a, 2017a, 2017b; McNamara, 2008, 2015; Paltridge, 2014 are a few examples) is that there is no unanimity on this issue. The best response I can give to objections to revisiting it once again is that the inconclusiveness of what constitutes the field will not disappear if ignored. With regularity, in the now more than five decades in which I have been involved in applied linguistics, it has simply given rise to a re-emergence of the question. It is exactly the inconclusiveness that impels us to reconsider, and argue the issue again. It is better not to suppress it, but to respond to it. In what better way can we react than to handle it in a responsible, theoretical manner?

The second matter is closely related to the first, and concerns a disagreement of long standing with those applied linguists who claim that they do not need theory to work in the discipline. I have not seen much argument to substantiate that claim. The excuse that I have myself produced on behalf of those who take this position is that their concern is to resolve difficult language issues with alacrity. Their work is urgent; it involves devising solutions that will beneficially affect those who are most vulnerable as regards language use. A counter argument emerges when we consider

the equally long tradition of reflection on pedagogical and other practice, and the productive and valuable contribution this makes to subsequent refinement of practice. To reflect effectively requires a framework, and theory potentially offers precisely that.

Third, this book presents an argument which takes a sharply focused view of what constitutes the discipline of applied linguistics. What that focus is will become clearer as the analysis offered here progresses. This starting point is in contrast to the popular (but in my opinion more questionable) view that applied linguistics deals in the broadest sense with ‘language’, ‘language studies’, or perhaps with all manner of issues of language use.

It will be informative to review briefly this broad and appealing definition. The website of AILA (Association Internationale de Linguistique Appliquée), the international organization of applied linguistics, shows a bias towards the assumption that applied linguistics is but the handmaiden of linguistics (with a capital ‘L’; cf. too Shuy, 2015; Kramsch, 2015; Mauranen, 2015), defining it as ‘an interdisciplinary and transdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analysed or solved by applying available theories, methods and results of Linguistics or by developing new theoretical and methodological frameworks in Linguistics to work on these problems’ (AILA, 2024). There is an interesting shift in the way that the work of this international scholarly organization exemplifies the definition. A decade or so ago its list of 20 or so research networks (AILA, 2015) included clearly linguistic subfields (corpus linguistics, media linguistics, user-based linguistics, socio-cultural theory in linguistics) alongside other more conventional research groupings such as second language acquisition (SLA) research, language policy studies and academic writing. In the current list of 22 research networks (AILA, 2024) we find that, as at the inception of the discipline, the groupings for language learning and teaching, including SLA, and for language policy and planning make up 15, in other words more than two-thirds of those mentioned. Not a single identifiably linguistic subdiscipline is listed: the balance is made up mostly of networks for research methodology and scholarship. This shift is illustrative of the fluidity of the definition of applied linguistics and the way that the discipline presents itself as a scholarly field. The largest and most prominent regional affiliate of AILA, the American Association for Applied Linguistics (AAAL), however, still lists among the 25 or so strands it identifies as relevant for its 2025 conference a good nine which are distinctly linguistic subdisciplines (e.g., phonology, pragmatics, sociolinguistics, discourse and text analysis, corpus linguistics). Once again, these are complemented by clearly applied linguistic interests, such as assessment, bilingual education, language policy and planning, and teacher education.

Such a broad-church view as is evident in the conventional definition and its professional exemplifications cannot intellectually generate a useful definition of the field. Everything from sociology of language to distributive cognition and complex dynamic systems explanations of phonological variation can then be included, but each usually on its own, and often purely linguistic terms. This book presents an

alternative: a conceptual focus different from one that attempts explanation from the point of view of the lingual mode of experience.

As Cook (2015: 425) has remarked, ‘making everything and anything “applied linguistics”’ is devoid of any utility. But it may be expedient to ask why this has been so attractive. As I have argued elsewhere (Weideman, 2017b), one must perhaps look no further than developments within linguistics itself in the last 50 years. In that field, behaviourist and structuralist paradigms had to yield to the dominance of transformational generative grammar (TGG). TGG used a narrow definition of linguistics and what, from that point of view, could be legitimately investigated (Weideman, 2013a). Such a limitation excluded from scientific analysis a more broadly conceived, disclosed view of language. It should therefore not be surprising that sociolinguistic ideas, themes, and subdisciplines found their way into the more welcoming field of applied linguistics, as is evident in the earlier list of research networks within AILA (2015).

The alternative being proposed here shares a number of concerns with other proposals. We note in this instance a dissatisfaction with the notion of ‘application’ and the associated objections to the privileging of ‘scientific’ knowledge (Weideman 2017a), a concern that is shared fully by the Douglas Fir Group (2016: 21–22) who acknowledge that their ‘explicit educational goals for the field’ may omit hearing the voices, environment, and effort of language teachers. It was this uneasiness that gave rise to the call, from Spolsky (2008) and others (Hult 2008, 2010a, b; Hult & King, 2011a, b) to a transdisciplinary approach, ‘educational linguistics’, a notion first proposed, as far as I could determine, by Spolsky (1970, 1978). In the case of the model articulated by the Douglas Fir Group (2016: 24ff.) for understanding language learning, we are encouraged to conceptualize that process as a multilayered individual and, amongst others, a socially, culturally, economically, and religiously embedded one, related to a multiplicity of socially variable roles and relationships. In that, too, there is an affinity in what is being proposed here, though one retains the impression that it is the understanding of the process of language development that is most prominent. In referring to these studies, one is also struck by the attention given to the role of policy in shaping solutions to multilingual matters (e.g., Hult & King, 2011a; Du Plessis, 2021). These are issues that require us to address the political dimension of language interventions, and to which due attention will be given in Chaps. 14 and 15. Despite the similarities in perspective that we may note in these and the proposal to be made here, the main difference lies in the engagement of this book with the business of language intervention design, taking that as its primary angle of approach. A comment from a colleague who was kind enough to read the original manuscript is that the latter kind of conceptualization has the potential to break new ground in developing a new epistemological perspective for the field.

There is a further, and related reason why a sharply focused discussion of applied linguistics may be frowned upon. This is the fear that in doing that, we may be excluding some of the richness and variety that has come to be regarded as desirable in the field. Once again, experience and analysis in the mode that it is tackled in this book will confirm that, far from a reduction in diversity, a more sharply focused

perspective will generate a whole range of useful concepts. It is likely to be conceptually as beneficial, or more productive than an “anything goes” approach. This needs to be demonstrated to those who subscribe to definitions of applied linguistics that emphasize the multi-disciplinarity of the field. They may feel that a keen emphasis on conceptualizing the discipline in the way proposed here may detract from the multiple methodologies, borrowed from many other fields, that applied linguists should be utilizing. We should remember, however, that regarding diversity as desirable does not make singularity in focus objectionable. Diversity in fact presupposes uniqueness. If applied linguistics uses many perspectives from multiple fields, those fields are definable, and thus unique. Why would the characteristic way in which applied linguistics utilizes this multiplicity then itself not be of interest? For surely, if applied linguistics uses what it gathers from elsewhere in the same mode as its origin, that will make it essentially the same as that original field. It would not need to borrow; it would contribute within the discipline of origin. Yet we can, and I believe we should argue that applied linguistics has its own definable focus, and that whatever knowledge, method or analytical technique it appropriates from elsewhere, is used in the manner or mode which is characteristic of its own field. The theory of applied linguistics offered here is an exploration of this characteristic mode, the angle from which the discipline views its work, and which at the same time circumscribes it.

In one sense those who consider the work we do within applied linguistics too urgent to pause for reflection are correct. One cannot expect a discipline to define itself. Within a discipline there are simply no methodological tools to define itself. For these, one needs to venture outside the boundaries of the discipline, and into the kind of comprehensive, in some cases encyclopaedic view of philosophy. So this book is about making sense of applied linguistics by engaging with its fundamental philosophical underpinnings.

The argument in this book will make use of a philosophical framework to conceptualize not only the field of applied linguistics but also respond to the question: What makes applied linguistic concept formation possible? It will argue that there are a number of elementary concepts and ideas that are so basic to the discipline that they can neither be ignored nor avoided. Together, these ‘primitives’, fundamental concepts and ideas, will make up the theory that emerges from their analysis.

The analytical methodology of this book uses a number of concepts and terms that will enable us to grasp the fundamentals, in the shape of both constitutive concepts and regulative ideas. The conceptual apparatus I employ derives from the elaboration, by scholars like Schuurman (1972, 1977, 2009, 2022) and his mentor Van Riessen (1949) of the frameworks proposed by Strauss (2009), Dooyeweerd (1984, 2012), and others. Except for the analyses produced by me and a number of my students that will be referred to in what follows, its use here is a first in the field of applied linguistics. It may therefore need some explanation. In the first sentence of this paragraph, for example, I have used the terms constitutive and regulative (Van Eikema Hommes, 1972, 1980), which will need to be explained. Together with these terms (‘constitutive’ and ‘regulative’), there are a number of others that I have therefore placed in a Glossary, to assist understanding through greater conceptual

clarity. The analysis assumes, for example, that in addition to our theoretical perception of human subjects (agents) and the objects, entities, phenomena, events, processes, and states in which they interact, our experience has a modal horizon or structure. That is, we may abstract a modality from a concrete phenomenon or an object, referring with that to a certain mode of being, for example a physical, an emotional, a lingual, a social, an economic, and so on. The analysis will use terms like ‘modality’ to refer to these modes of experience, or to synonymous ideas like ‘aspect’, ‘function’, ‘facet’, or ‘dimension’ to describe them. At the same time, the relations among the modalities will be described as expressing their coherence with one another, and termed ‘analogies’. Alternative terms for analogies will be ‘echoes’, ‘references’, or ‘traces’. Furthermore, two kinds of analogies will be distinguished: backward looking analogies (‘retrocipations’) and forward-looking analogies (‘anticipations’). Why they refer backward or forward depends on their relative position to others, which will be explained in detail in Chap. 3. These concepts and ideas are part of the methodological tools we shall employ to answer the question of what makes applied linguistic concept formation possible.

The importance of this last point is not to be underestimated. When we accept that our experience also contains a modal horizon, the many modes of experience that we can distinguish—the numerical, the spatial, the technical, the aesthetic, the juridical, the ethical, and so forth—are not only to be taken up as ways or modes of being, but at the same time also as modes of explanation. This book will especially focus on how the mode of experience that we call the technical modality can be employed to explain applied linguistic concept formation.

This brings me to the final response to the sceptical. The question is that of usefulness. What use is a theory of applied linguistics? At a seminar at the University of Ghent in late 2022, generously arranged by Bart Deygers, I addressed this topic with the help of Constant Leung and Jordi Heeren. The lecture referred to a subfield of applied linguistics, language assessment, but its first part was titled ‘The practicality of theory’. This book presents a longer answer to the question about the usefulness of theory, as well as a response to the valuable inputs of these and other colleagues participating on that day.

The matter of inputs into the debate introduces a last argument in favour of developing a theory of applied linguistics that is singularly focused on the facet of the design of language interventions. A challenge for the robustness of any theory must be the extent to which it can do justice to different paradigms operating in the discipline. In applied linguistics, the great divide lies between modernism and postmodernism. The theory being developed in this book at every turn seeks to appreciate the relative contribution of the many variations of these two major paradigms. By evaluating the merits of each, communication across the divide becomes possible. It is difficult to assess the merits of a competing paradigm when one is closely wedded to another. For me, one of the greatest strengths of the systematic analysis offered here lies in its ability to assess the impact but also the blind spots of each variety of approach in the field. It is an invitation both to honour the strengths of different approaches and directions, and to recognize their weaknesses.

The analysis will not limit itself to the discussion of different directions and paradigms. The book will refer at every possible juncture to examples of designs and plans we develop to solve vexing language problems. This brings me to another potential difficulty for the reader: many of the examples of language interventions that will be discussed in the chapters that follow are taken from the context that I am most familiar with, the complicated language situation in South Africa. In each mention of designed solutions to the many problems besetting this country, I have tried to sketch briefly the context and background, but it may be that this is not sufficient. For a wider discussion, the reader may do well to refer to the global perspective on the South African context which Read and Du Plessis (2021) have set out, as well as (for language teaching at secondary school) Du Plessis, Steyn, and Weideman (2016); Weideman, Du Plessis, and Steyn (2017); and Heugh et al. (2017: 202–207). For the context of language issues in higher education, Du Plessis's (2021) exposition will be equally informative, as will the numerous studies of language tests and assessment which are brought together in the bibliography of the Network of Expertise in Language Assessment (NExLA, 2023).

Whatever the context or the paradigm from which the plans for language interventions stem, the analysis will refer throughout to how we employ fundamental applied linguistic concepts in many different ways. We examine these fundamentals to enlighten us about what our design work entails, but then also to inform us about how to refine these designs. In a word: from each of the elementary applied linguistic concepts and ideas presented here there will emerge an appeal to the designers of language solutions. From the concepts and ideas thus identified we shall be able to formulate principles to which the designers of language interventions respond. Such design principles, I hope to show, are not created by the analysis, but are already present in what we do as applied linguists. We simply need to identify them more concisely. For that, we need a theory of applied linguistics. The conceptual richness and utility we may find in such a theory is what this book intends to celebrate.

My hope is that we shall give shape to the principles of design revealed in our theoretical analysis ever more responsibly. We do that not for the sake of theory, but for the benefit of those affected. Those at the receiving end of our solutions for pervasive and stubborn language problems indeed need them to be responsibly designed. About this, there is little argument.

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Albert Weideman

Acknowledgements

My journey in systematically examining the foundations of the disciplines that I have been involved with during my career as an academic goes back some way. It started in the late 1960s, when I was fortunate to be exposed to a philosophy that made such analyses possible. In the 1970s, discussions with many colleagues, spread across a number of other disciplines, further enriched my understanding. These interactions confirmed my initial hunch that this philosophy was applicable widely. The follow-up conversations with Danie Strauss in particular have not yet ended. His own work has revealed to me just how comprehensive and wholesome in outlook the philosophical framework is which has for both of us shaped our professional lives as academics.

It is a pity that the untimely death of Henk van Eikema Hommes and the distance between South Africa and the Netherlands have prevented me from further discussion of the work that he did in jurisprudence, or that Egbert Schuurman has offered in technology. I have mentioned before that I owe a special word of gratitude to the late Phil Brouwer, who very early on in my engagement with this ‘applied’ science, alerted me to the fact that many so-called applications were in fact technically stamped, design activities. We have both joked, subsequently, that we may one day be found to have been horribly wrong, but have consoled ourselves that being proved wrong is an inevitable part of the scholarly experience.

I must give a sincere word of thanks to the students, now colleagues, who have completed doctoral theses under my supervision, and who have all enriched my understanding with their work on some dimension or component of the theories I was proposing. Gustav Butler has in his own way taken some of the implications for course design further. Tobie van Dyk, also of North-West University, and Avasha Rambiritch (University of Pretoria) have both made singularly valuable applications of the foundational framework I have used in my scholarship for many years, and which is the basis also of this book. Gini Keyser’s postgraduate work has been a revelation in its sensible application of this theory, as has Rebecca Patterson’s discussion and analysis with me of the typicality of academic discourse. Laura Drennan (University of the Witwatersrand) has employed components of the methodology to the validation of a language test. The design of communication courses for nurses

by Marilize Pretorius of the University of Antwerp involves an application of the framework in the subfield of language course design. At the University of Southern Queensland, the productive and now institutionalized application by Jonathan Green and his colleagues of the idea of a five-phase process for language test design, discussed in Chap. 2, has been particularly heartening. I hope that these views will have the same value and more to those who follow in their footsteps.

A very special thanks to my wife for her support over many years. I am deeply grateful for the sober and sensible approach she has always offered, as well as for the perspective she brings from her profession as librarian. This is the inspiration for her indefatigable efforts to make all manner of information accessible and presented consistently.

I am indebted to all.

Hermanus
October 2023

Albert Weideman

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Glossary

The entries in the glossary below are alphabetical, but to understand the various philosophical terms listed one should rather begin with the notion of a *modal horizon*. From this idea stem almost all of the other concepts.

The modal horizon of experience is conceived of as composed not of concrete, factual entities, but of modalities, or modes of being. Key among these modalities or aspects for the theoretical distinctions made in this book is the technical. This is the mode that is abstracted and scrutinized analytically. In abstracting it, the assumption is that there remain within it echoes or analogies of other dimensions of experience. These reflections of other dimensions within the abstracted technical modality express the coherence among the technical and the others. The analogies of other modes of experience within the technical are the basis of applied linguistic concept formation. In addition to being modes of existence, they then also function in a systematic, theoretical analysis as modes of explanation.

The modal horizon is recognized in the analysis presented here along with a dimension of entities or things. Concrete, factual relations between human agents then come into view, together with objects, artefacts, phenomena, events, processes, and states. From a technical perspective, we are able to discern a multiplicity of factual relations between human subjects in relation to other human subjects (either as designers or as users of applied linguistic designs), based on the mediation of their interaction by technical objects, the factual, designed language interventions devised in applied linguistics.

It is from this dimension of entities that we are able to abstract the key mode of interest for applied linguistics, the technical. In that sense the technical aspect is transformed from a mode of experience into a mode of (theoretical) explanation. The usefulness of modal abstraction for conceptualization and theory formation is at the heart of the argument of this book.

In this Glossary, terms in *italics* have their own, separate explanations.

Term	Explanation
abstract (v)/ abstraction	To theoretically lift (usually a modality) out of the modal horizon for analytical scrutiny, initiating <i>concept formation</i>
analogy	A <i>reference</i> within the <i>modal structure</i> of an <i>aspect</i> of experience to another <i>modality</i> , expressing the <i>coherence</i> between the two modes; see <i>retroicipation</i> and <i>anticipation</i> ; <i>modal coherence</i>
anticipation	A forward-looking <i>reference</i> within the modal structure of an <i>aspect</i> of experience to another <i>modality</i> occurring subsequently in the <i>time order</i> , expressing the <i>coherence</i> between the two modes; see <i>analogy</i> , <i>time order</i> , <i>retroicipation</i>
artefact	A factual (applied linguistic) design
aspect	<i>Modality</i> ; a <i>mode</i> of experience
coherence	See <i>modal coherence</i>
concept	Usually a <i>fundamental</i> notion, distinguishable from an <i>idea</i>
concept formation / conceptualization	Forming (technical) <i>concepts</i> and <i>ideas</i> (in applied linguistics) by <i>abstraction</i> and examining <i>analogies</i> expressing the <i>coherence</i> between the technical and other <i>modalities</i> ; see <i>abstract/abstraction</i> ; <i>modal coherence</i> ; <i>concept</i> ; <i>constitutive concept</i> ; <i>regulative idea</i>
constitutive concept	A <i>concept</i> expressing an <i>analogy</i> within the technical referring to an <i>aspect</i> that occurs before the technical in the <i>time order</i> , deriving from <i>retroicipations</i> within the technical; see <i>regulative idea</i>
dimension	Sometimes used as synonym for <i>modality</i>
echo (n)	Used in a technical sense = <i>analogy</i> ; see <i>reference</i> , <i>reflection</i> , <i>trace</i>
factual side	The dimension of a <i>modality</i> in which we discern factual entities, e.g. <i>technical subjects</i> (agents) and <i>technical objects</i> operating in response to norms, conditions, requirements and principles; see <i>norm side</i>
function	<i>Modality</i> ; a <i>mode</i> of experience
fundamental concept or idea	See <i>primitive</i> ; also <i>constitutive concept</i> ; <i>regulative idea</i>
idea	A limiting or concept-transcending notion
meaning-kernel	See <i>nuclear meaning</i> , <i>meaning nucleus</i>
meaning nucleus	See <i>nuclear meaning</i>
modality	A <i>mode</i> of experience, to be interpreted as a way of being, or a mode of explanation; synonyms are <i>aspect</i> , <i>function</i> , <i>side</i> , <i>dimension</i>
modal coherence	Is expressed by the links that analogically bind the various modalities; see <i>analogy</i> ; <i>retroicipation</i> ; <i>anticipation</i>
modal horizon	A dimension of our experience where <i>modes</i> or <i>modalities</i> are discerned, in contrast to the realm of human subjects and objects, artefacts, entities, processes, events, phases and states
modal structure	See <i>modal horizon</i>
mode (of being / of explanation)	<i>Modality</i> , <i>aspect</i> or <i>function</i>
norm side	The dimension of the <i>modality</i> in which the norms, conditions, requirements and principles governing the factual subjects and objects can be examined; see <i>factual side</i> ; <i>technical subjects</i> ; <i>technical objects</i>

(continued)

Term	Explanation
nuclear meaning	The idea of the <i>meaning kernel</i> of a <i>modality</i> , which cannot be further defined
order of time	The sequential arrangement of <i>modalities</i> within the <i>modal horizon</i> of experience; see <i>time order</i>
primitive	An <i>idea</i> that defies further definition; a <i>fundamental concept / idea</i>
reference	Used in a technical sense = <i>analogy</i> ; see <i>trace, reflection</i>
reflection	Used in a technical sense = <i>analogy</i> ; see <i>trace, reference</i>
regulative idea	An <i>idea</i> expressing an <i>analogy</i> within the technical referring to an <i>aspect</i> that occurs after the technical in the <i>time order</i> , deriving from <i>anticipations</i> or forward-looking <i>references</i> ; see <i>constitutive concept</i>
retrocipation	A backward-looking <i>reference</i> within the modal structure of an <i>aspect</i> of experience to another <i>modality</i> occurring previously in the <i>time order</i> , expressing the <i>coherence</i> between the two <i>modes</i> ; see <i>analogy, anticipation</i>
technical modality	The qualifying or leading <i>function</i> of an applied linguistic intervention or <i>artefact</i>
technical subject	A human agent, considered from the point of view of the technical <i>modality</i>
technical object	A technically stamped or qualified entity; an applied linguistic <i>artefact</i> , process, procedure, event, phenomenon, or state
time order	The sequential arrangement of distinguishable <i>modalities</i> as a series of earlier and later aspects of experience; see <i>order of time</i>
trace	Used in a technical sense = <i>analogy</i> ; see <i>reference, reflection, trace</i>

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