Postgraduate Student **ANASTASIIA PRYDOLOBA,**
Khmelnytskyi National University, Ukraine
E-mail: nastya.prydoloba@gmail.com
ORCID ID: 0000-0002-6118-1226

**INTERDISCIPLINARY INTERACTIONS IN APPLIED LINGUISTICS:
A CANADIAN PERSPECTIVE**

ABSTRACT

The article analyzes applied linguistics as a field of knowledge in the Canadian experience and its interdisciplinary interactions. It is pointed out that interdisciplinary interaction with other sciences such as psychology, sociology, informatics, semiotics, cybernetics, etc. determined the evolution of linguistic research in recent decades. In the result of the integration of scientific efforts, such complex sciences as psycholinguistics, sociolinguistics, cognitive linguistics, computer linguistics, neurolinguistics, etc. have emerged. It is noted that the interdisciplinary interaction of applied linguistics contributes to its formation as a field of knowledge, enriching research and solving complex linguistic problems. It is established that the connection of applied linguistics with other scientific fields contributed to a comprehensive understanding of language and its use in various fields. The nature, advantages and influence of interdisciplinary connections of applied linguistics in Canada with other fields of knowledge are analyzed. In particular, the connection of applied linguistics with psychology offers an understanding of the cognitive processes involved in language acquisition. At their intersection, the subfield of psycholinguistics emerges. Leading researchers have identified psycholinguistics as the study of how people perceive, create, and understand language. It is noted that the interdisciplinary connection of applied linguistics and sociology solves the problems of language identity, diversity and the influence of social variables on language learning and use. It is determined that the connection of applied linguistics with information technologies, in particular with computational linguistics, contributes to the progress of computer-aided language learning (CALL) and innovative approaches to language learning.

It is highlighted that interdisciplinary collaborations in applied linguistics have many advantages, such as a deeper and more thorough comprehension of language-related problems, creative approaches to research, and the creation of workable solutions to real-world language problems.

*Keywords***:** *applied linguistics, field of knowledge, interdisciplinary interactions, psycholinguistics, computer linguistics, indigenous languages, bilingualism, Canada.*

**МІЖДИСЦИПЛІНАРНІ ЗВ'ЯЗКИ ПРИКЛАДНОЇ ЛІНГВІСТИКИ:
ДОСВІД КАНАДИ**

АНОТАЦІЯ

У статті проаналізовано прикладну лінгвістику як галузь знань у канадському досвіді та її міждисциплінарні взаємодії. Здійснено короткий екскурс в історію становлення та розвитку прикладної лінгвістики у Канаді. З'ясовано, що міждисциплінарна взаємодія з іншими науками такими як психологія, соціологія,

інформатика, семіотика, кібернетика тощо визначила еволюцію лінгвістичних досліджень в останні десятиліття. В результаті інтеграції наукових зусиль виникли такі комплексні науки, як психолінгвістика, соціолінгвістика, когнітивна лінгвістика, комп'ютерна лінгвістика, нейролінгвістика тощо.

З'ясовано, що міждисциплінарні зв'язки прикладної лінгвістики сприяють формуванню її як самостійної галузі знань, збагаченню досліджень і вирішенню складних лінгвістичних проблем. Констатовано, що зв'язок прикладної лінгвістики з іншими науковими галузями сприяв всебічному розумінню мови та її використанню в різних сферах. Проаналізовано характер, переваги та вплив міждисциплінарних зв'язків прикладної лінгвістики з іншими галузями знань в канадському науковому дискурсі. Зокрема, зв'язок прикладної лінгвістики з психологією пропонує розуміння когнітивних процесів, пов'язаних із засвоєнням мови. На їх перетині виникає підгалузь психолінгвістики. Провідними дослідниками визначено, що психолінгвістика вивчає те, як люди сприймають, створюють і розуміють мову. Зазначено, що міждисциплінарний зв'язок прикладної лінгвістики та соціології вирішує проблеми мовної ідентичності, різноманітності та впливу соціальних змінних на вивчення та використання мови. Виявлено, що зв'язок прикладної лінгвістики з інформаційними технологіями, зокрема з комп'ютерною лінгвістикою, сприяє прогресу комп'ютерного навчання мови (CALL) та інноваційних підходів до викладання мови.

Наголошено, що міждисциплінарна співпраця в прикладній лінгвістиці має багато переваг, таких як глибше і ґрунтовніше осмислення проблем, пов'язаних з мовою, творчі підходи до досліджень і знаходження дієвих рішень для вирішення мовних проблем.

Ключові слова: прикладна лінгвістика, галузь знань, міждисциплінарні зв'язки, психолінгвістика, комп'ютерна лінгвістика, мови корінних народів, двомовність, Канада.

INTRODUCTION

The term "applied linguistics" first appeared in the 1940s, when linguists used analytical techniques to solve real-world issues such as creating grammars and phrasebooks to develop military language programs, particularly in Pacific languages that were not well known in the West. As a result, the term "applied linguistics" first became associated with language teaching (Chappelle, 2013).

The "Language Learning: A Journal of Applied Linguistics", whose title and subtitle make it evident that applied linguistics addresses teaching and learning of second and foreign languages, is a significant record of the field's evolution over the past 60 years.

The dynamic development of applied linguistics in Canada over the years is a reflection of the nation's dedication to language education and research as well as to its varied linguistic environment. Over the course of years, a variety of factors, including societal shifts, educational trends, and language policies, have shaped the subject of applied linguistics in Canada (Davies, 2007).

THE AIM OF THE STUDY

The purpose of the research paper is to analyze applied linguistics as a field of knowledge in the Canadian experience, its interdisciplinary interaction with other sciences, its development over the years and the contribution of the researchers to the development of applied linguistics.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Many scientists have devoted years of study to the historical formation and development of applied linguistics: M. Bygate, C. Chappelle, S. Corder, N. Coupland, A. Davies, J. House and others.

Researchers in applied linguistics have observed that the field frequently addresses language-related societal issues and attempts to resolve or at least lessen them. Applied linguistics does not lend itself to an easy nor a specific definition, there are so many controversies among its nature and definitions. No other area in the social sciences or humanities has seen as much discussion and disagreement as applied linguistics. Given its success, the subject is still plagued by disagreements regarding the exact definition of applied linguistics as an academic topic and its relationships with other linguistic disciplines (Donovan et al., 2014).

A variety of general scientific approaches, including analysis, evaluation and synthesis of references and scientific educational materials, systematization, and generalization, has been used in the research.

RESULTS

Early attempts to comprehend and record indigenous languages in Canada laid the foundation for applied linguistics. Indigenous languages were preserved mainly to the linguistic research conducted by missionaries and early settlers. However, the formalization of applied linguistics as a discipline began much later (House, 2009).

In Canada, the years following World War II were a turning point for applied linguistics. Interest in language instruction and research has increased dramatically in the result of the nation's expanding multiculturalism and the growing significance of international communication. Canadian universities started offering linguistics programs, with a focus on practical applications (Davies & Elder, 2004).

Canadian universities started creating language education programs that included applied linguistics concepts in the 1960s and 1970s. These programs specialized in language teaching techniques, bilingual education, and language evaluation with the goal of meeting the needs of a multicultural society (Starfield, 2015).

The 1969 Official Languages Act in Canada is a significant piece of legislation that plays a crucial role in shaping the country's linguistic landscape and ensuring the equality of English and French as official languages. The Official Languages Act, which came into effect on September 7, 1969, recognized English and French as equal languages in the federal government and its institutions in response to Canada's linguistic duality (Bygate, 2005).

Recognizing English and French as equal official languages at the federal level was the key objective of the Official Languages Act. The goals of this acknowledgment were to eliminate historical inequalities between English and French speakers and to represent the linguistic variety of the Canadian population.

The law required federal organizations, such as government departments and agencies, to offer services in both French and English. Federal employees were also expected to be multilingual, as part of this commitment to bilingualism. The goal was to ensure that Canadians could access federal services and communicate with the government in their language of choice.

In addition to ensuring bilingualism in federal institutions, the Official Languages Act sought to advance bilingualism throughout Canadian society. An attempt was made to promote linguistic diversity and understanding by encouraging Canadians to acquire and utilize both official languages (Corder, 1973; Coupland, 1997).

The Act has had a profound impact on Canadian society. It enabled the growth of a multilingual public sector, expanded access to federal services in both languages, and promoted a language-diverse national identity.

In order to ensure equal opportunities for linguistic minorities and to promote linguistic variety, applied linguists were essential in the development of language policy.

Significant societal changes occurred in Canada throughout the second part of the 20th century and the early years of the 21st century. Language use and learning have been influenced by increased immigration, globalization, and technological improvements. In contrast to these changes, applied linguistics began examining topics including language interaction, second language acquisition, and the effect of technology on language instruction.

Researches and publications in applied linguistics have benefited greatly from the efforts of Canadian academics. Academic journals such as the "Canadian Modern Language Review" and the "Canadian Journal of Applied Linguistics" have given researchers venues to share their research. Researchers have explored topics ranging from language policy to bilingual education and language assessment.

There has been a growing focus on Canada's indigenous language revitalization in recent years. In applied linguistics, supporting the preservation and revival of Indigenous languages is one of the core objectives of Indigenous Studies. To create resources, instructional strategies, and programs for language revitalization, researchers work in partnership with indigenous communities. This could include producing multimedia assets, language courses, and dictionaries as tools for language acquisition. Applied Linguistics is essential to this endeavor since it helps with language documentation, preservation, and the creation of successful revitalization plans.

In Canada, interdisciplinary collaborations in applied linguistics have been essential in developing the discipline, enhancing studies, and tackling challenging language issues. Applied linguistics cooperation with other academic fields has promoted a comprehensive understanding of the language and its uses in a variety of circumstances (McKinley & Rose, 2017).

Interdisciplinary collaborations between psychology and applied linguistics have provided new perspectives on a number of language learning, cognition, and acquisition issues. Researchers explore the psychological factors influencing language development, bilingualism, and the cognitive mechanisms behind language processing. This collaboration holds significance for the fields of cognitive linguistics, individual differences in language learning, and language teaching approaches.

Applied linguistics in Canada has also frequently collaborated with the field of education. Effective curriculum designs, language assessment instruments, and language teaching approaches have been developed in the result of this interdisciplinary approach. Language education programs have been enhanced by the integration of linguistic theories with educational practices, which guarantees that they are based on both pedagogical principles and linguistic research.

Applied linguistics has benefited from collaboration with sociology and sociolinguistics by gaining insightful views on the social aspects of language usage. Researchers explore language variation, dialectology, language attitudes, and language policy within diverse social contexts in Canada. This multidisciplinary method addresses problems of language identity, diversity, and the influence of social variables on language learning and usage.

The relationship between technology and applied linguistics, particularly computational linguistics, has grown in importance. Researchers study natural language

processing, the creation of language learning applications, and the integration of technology into language learning. To improve language learning and teaching approaches, researchers study the use of digital tools, computer-assisted language learning (CALL), and online resources. It enhances our understanding of how technology can be leveraged to improve language education and communication in a digital age.

Interdisciplinary collaborations between applied linguistics and indigenous studies have gained more attention in recent years. The documentation, maintenance, and revitalization of Canada's indigenous languages depend heavily on this collaboration. In order to help language revitalization efforts, researchers collaborate closely with indigenous populations, employing linguistic concepts in culturally appropriate ways.

Linguistic anthropology and applied linguistics collaborate to study social and cultural aspectss of language use. In order to understand a language as a cultural phenomenon better, researchers look into language ideologies, language shift, and the ways a language shapes identity in particular societies. Thus, it enriches our understanding of language in its broader cultural context.

Canada's applied linguistics community actively participates in international cooperation, exchanging best practices and promoting a global viewpoint. In order to contribute to the global conversation on language education, multilingualism, and the effects of globalization on language use, researchers interact with academics from other nations.

Interdisciplinary collaborations in applied linguistics have many advantages, such as a deeper and more thorough comprehension of language-related problems, creative approaches to research, and the creation of workable solutions to real-world language problems. The impact extends beyond academia, influencing language policies, educational practices, and community-based language initiatives.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, the historic development of applied linguistics in Canada over the years is a reflection of the nation's dedication to linguistic variety, language instruction, and meeting the demands of a multicultural society. Over time, the discipline has changed in response to linguistic regulations, educational trends, and changes in society. Thus, in Canada today, applied linguistics is still developing as it responds to new possibilities and challenges. The field is very important in dealing with new concerns, such as digital literacy and the ways artificial intelligence affects the language use.

The purpose of further research is to study alternative teaching techniques, sociolinguistics, and technology-enhanced language learning in Canada.

REFERENCES

1. Bygate, M. (2005). Applied linguistics: A pragmatic discipline, a generic discipline. *Applied Linguistics*, 26(4), 568–581.

2. Chappelle, C. (2013). *The encyclopedia of applied linguistics* (Vol.1; pp. lxvii–lxxv). Chichester: Wiley-Blackwell.

3. Corder, S. (1973). *Introducing applied linguistics*. Harmondsworth: Penguin.

4. Coupland, N. (1997). Language, ageing and ageism: A project for applied linguistics. *International Journal of Applied Linguistics*, 7(1), 26–48.

5. Davies, A. (2007). *An introduction to applied linguistics (2nd ed.)*. Edinburgh: Edinburgh University Press.

6. Davies, A. & Elder, C. (Eds.). (2004). *The handbook of applied linguistics*. Oxford: Blackwell.

7. Donovan, A., Malone, M., Riestenberg, K., McGroarty, M., Tarone, E., & Wiley, T. (2014). *The state of applied linguistics: Past, present and future.* Colloquium at American Association for Applied Linguistics Conference, Portland, OR, 25th March (pp. 159).

8. House, J. (2009*). Response in: What is applied linguistics?* Cambridge University Press.

9. McKinley, J. & Rose, H. (Eds.). (2017). *Doing research in applied linguistics: Realities, dilemmas and solutions*. London and New York: Routledge.

10. Starfield, S. (2015). Ethnographic research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource* (pp. 137–152). London: Bloomsbury.

11. Rampton, B. (1997). Retuning in applied linguistics. *International Journal of Applied Linguistics*, 7 (1), 3–25.