INTRODUCTION

The annual Neuchâtel Colloquia were instituted in 1972 in order to provide a forum for a small group of invited participants to discuss intensively the relationship between linguistic theory and its application in language teaching. The papers presented at these meetings have been published by AIMAV of Brussels, Didier of Paris and Droz of Geneva. Henceforward they will appear under the auspices of Studies in Second Language Acquisition. This new arrangement and the fact that the meetings will in future take place in Berne under new direction seemed a good reason to select as the topic for the sixth colloquium APPLIED LINGUISTICS AS AN INTEGRATIVE DISCIPLINE.

It would not be too great an exaggeration to say that even as recently as six years ago a sizeable proportion of people who called themselves applied linguists would have considered that the 'linguistics' that they were involved in applying was 'theoretical linguistics' or 'descriptive' linguistics, and that, while they did not deny that there were psychological and sociological dimensions to language learning and teaching, it was not part of 'applied linguistics' proper to concern itself with the application of these theoretical sciences in the planning and execution of language teaching programmes. The participants in the Neuchâtel Colloquia over the years have never shared this viewpoint as a reading of their papers would show. Participants have always enjoyed great freedom to address themselves to aspects of applied linguistics across the whole spectrum of its preoccupations from the most theoretical to the most practical. Consequently each meeting offered a variety of different topics for discussion and yet it was always possible each year to discern some common aspect of applied linguistics which had recently been exercising the minds of the participants and gave their discussions a degree of unity of purpose.

This year the topic chosen was laid down beforehand, the participants fewer and the time for discussion even greater. What is printed in this collection are the
papers given at the meeting together with a ninth by HOLEC which summarises the open discussion session on 'What does the learner bring to second language learning?'. In the event, three of the papers read confronted in a more or less direct fashion the nature of applied linguistic activities, whilst the remainder dealt with themes illustrating the integrative nature of these activities.

WIDDOWSON criticises the dependence that applied linguists have shown on different theoretical models, using, as he says, occasional insights from linguistics as ammunition for taking pot-shots at pedagogic problems. He makes an eloquent plea for the applied linguist to develop his own coherent model of language which will accord with the learner's intuitions about the subject as a basis for the solution of language teaching problems - a learner's linguistics rather than a linguist's linguistics.

This is a point of view with which GUTKNECHT is in sympathy and illustrates from the field of the teaching of intonation. The applied linguist cannot rely upon the linguist's, phonologist's or phonetician's description of the function of intonation in communication and calls for empirical research into intonation which seeks to integrate the syntactic, semantic and situational factors into a pedagogically coherent account of the phenomenon.

INGRAM is concerned with two main problems: how to convince educational authorities and practising teachers that linguistic theorising is indeed relevant to solving practical pedagogical problems in language teaching and how to ensure that applied linguists do not prejudice their case by the lack of a proper understanding of empirical research methods, i.e., the sort of competence taken for granted in other types of educational psychological research, which ensures the acceptability of their activities.

CORDER looks at that end of the spectrum of applied linguistic activities which most closely approaches theoretical linguistic studies, concerning himself with two questions: Is there any difference in
kind between 'pure' and 'applied' enquiry in linguistics? and: does the applied linguist by his activities validate theoretical models and provide feedback to the theorist, stimulating him to broaden the scope of his enquiries?

VALDMAN'S contribution is a further development of his previous work on the relationship between learner's interlanguage development and creole/pidgin continua. He confronts the central problem of what the relationship may be between the formal complexity of a language system and its potential for communicative use - i.e., the vexed question of the relationship between form and function in the development of a learner's interlanguage.

SHARWOOD SMITH turns his attention of the relevance of psychological considerations in the presentation of grammatical information to a learner so that he can most efficiently convert a reference grammar into a mental grammar, i.e., the pedagogically most effective description.

COSTE examines the fate of the pedagogical concept of 'situation' in language teaching in the light of changing linguistic theorising and teaching practice and suggests that the ability to turn this notion into a really effective tool is indeed a true test of the ability of applied linguistics to prove itself a genuinely integrative discipline.

Finally ELLEGARD gives an overview of the present state of neurolinguistic theorising about linguistic performance and proposes a model of neurological functions which will be relevant for the explanation of language learning and teaching.

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NOTE

1 Corder, S.P. and E. Roulet (eds.) 1973. *Theoretical Linguistic Models in Applied Linguistics*, Brussels: AIMAV and Paris: Didier.

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