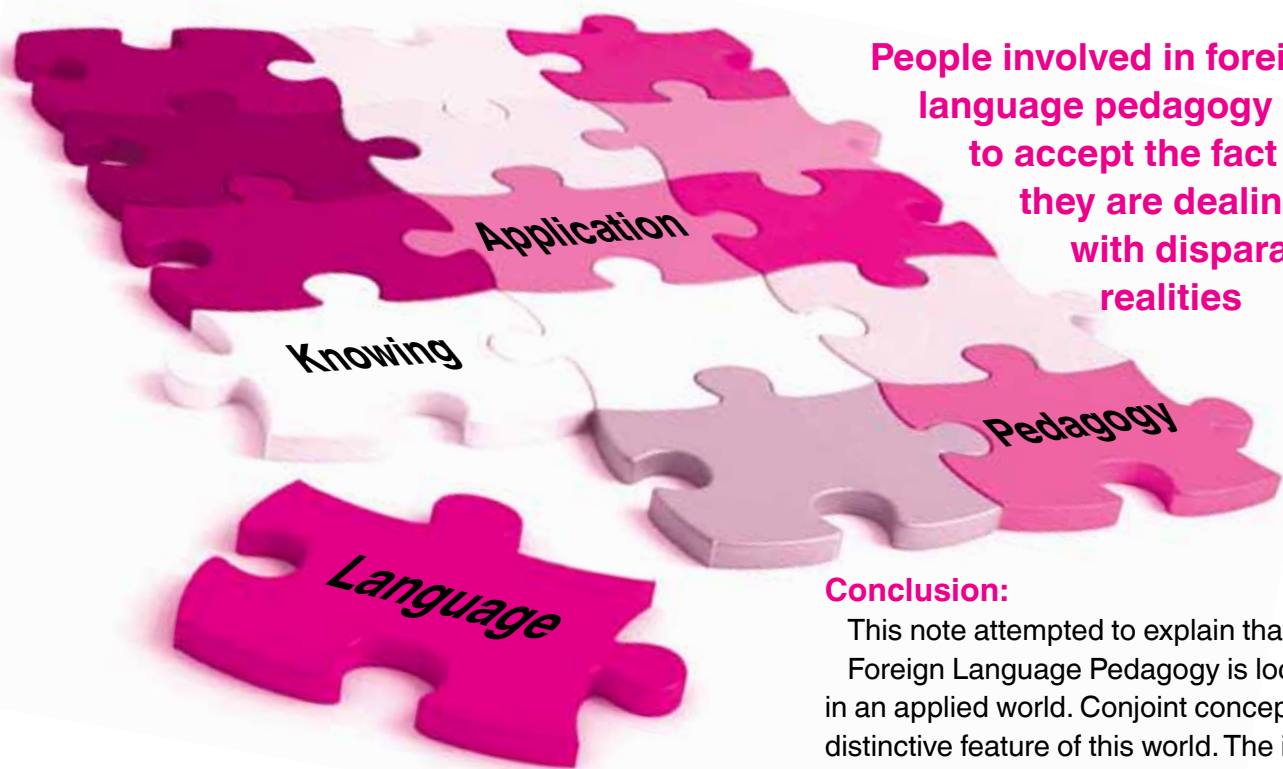


places are like real people and real places. In order to enjoy a novel, its reader needs to treat it as real while he/she knows that it is unreal. People involved in foreign language pedagogy need to accept the fact that they are dealing with disparate realities. Though the language they want to teach may and may not be their own language the learner must be able to take it as their own, otherwise it turns out to be a false language.

The whole is greater than the sum of its parts.

The idea of 'conjoint' concepts is on par

sensations and consciously avoid the more general perceptions. However, not only is such behavior unnatural, in certain cases it is impossible. As in conjoint concepts, it is impossible to account for the perception of a whole object simply by adding together the perception of its individual parts. The perception of the whole dominates the perception of its parts. In a game of jig saw puzzle it becomes easier to locate the small pieces correctly if one guesses the large picture itself. It is in this sense, that some psychologists argue that 'the whole is greater than the sum of its parts.'



People involved in foreign language pedagogy need to accept the fact that they are dealing with disparate realities

Conclusion:

This note attempted to explain that: Foreign Language Pedagogy is located in an applied world. Conjoint concept is the distinctive feature of this world. The idea of 'conjoint' concept makes simultaneous holding of disparate realities possible. Units in an applied world are not solely abstract terms they do not lose their link with the real world. The perception of the whole dominates the perception of its parts. By adding the perception of the small parts, one cannot achieve the perception of the whole.

with peculiarities of human perception. One outstanding characteristic of human perception is that, the psychologists say, we tend to organize our conscious perception of the world in terms of the highest available level of organization. Of course, you can try, they say, to perceive the world as a series of elementary

knowing is the successful integration of the two. The check of successful integration is design for change and achievement of change.

Application is the essence of any applied world. It is a composite and conjoint concept in the sense that it is an orientation of relationship, a pursuit of relevance between theory and practice. The question is not which comes first. The question is how the two are integrated as one concept. An applied world is application, not independent theory or isolated practice. Justification for theory is practice and that for practice is theory. Application is not solely seeing a real world problem like literacy in terms of a learning or linguistic theory. Application is also what we get from the battle-ground of experience, like classroom or genuine language use.

Pedagogy is another example of a conjoint concept in an applied world. It is the integration of teaching and learning. None exists in isolation. Pedagogy of foreign language is equally concerned with learning and teaching.

Language is our final example of conjoint concepts. It is simultaneously knowledge, behavior, social event, psychological factor. It may be studied as a science, art, and craft.

Conjoint concept is the distinctive feature of this world. The idea of 'conjoint' concept makes simultaneous holding of disparate realities possible

The above explanation of the 'conjoint concept', and the related concepts should enable us to have our own ideas of the following assertion. These assertions are strongly correlated.

The simultaneous holding of disparate realities is possible.

The artist at the seaside puts the sunset on a canvas. It is a picture of the colorful play of the sunlight on the sea waves. It is not, of course, a carbon copy snapshot of a camera. The artist has successfully captured a scene that is similar to and at the same time different from any actual real-world sunset. What it has is a scene that is true to the principles of a sunset at the seaside. Similarly a novelist authors a novel that is simultaneously true and untrue. It is true because people and

This is only a snapshot of one kind of genuine reflection that reflective teachers may benefit from. In the course of the day realities take a different twist. Ideas more often do not come to us in the comfort of the bed. They require long hours of hard work at the study-desk and the battle-ground of classroom pedagogy experience.

Applied World:

Applied world is the world of **conjoint concepts**, which result in additional or third meaning. Applied world is a composite of a number of disparate realities. Many have argued against usefulness, and or existence of a distinction between theoretical and applied disciplines. Units in theoretical studies can be seen and defined in a fully abstract world of science and laboratory. Units in applied studies cannot lose their link to real world. A 'Note' is not a proper place to argue for this distinction. The examples I cite I hope will make the point clear enough and I can continue to deal with other aspects of the note.

I said an important distinctive feature of applied world is its concern with conjoint concepts. It seems the clarification of the meaning of a conjoint concept to be in order!

Let me cite a number of basic entities from everyday world and then from the applied world. Examples from our everyday world are: a wave, a sheet of paper, a dialogue, a tunnel, a coin, etc. Examples from applied world could be: application, knowing, language, pedagogy, communication.

A wave is the outcome of the interdependency of air pressure and the

substance of water. We human beings are unable to see the air and can only define it in terms of water substance. A wave is a conjoint concept: the product of interplay and interdependency between water and air. None in isolation create a wave.

A sheet of paper is a conjoint concept: it is composed of two pages: the recto and verso. Only these two together create the concept of a sheet. None can exist in isolation.

A dialogue is another example of a conjoint concept. It is composed of questions and answers. None exists in isolation. Questions raise answers and answers bring about further questions. Together they cause communication and understanding, therefore a dialogue is an instance of understanding.

Applied world is a composite of a number of disparate realities. Many have argued against usefulness, and or existence of a distinction between theoretical and applied disciplines

Now some terms and their concepts from the applied world:

Knowing is a key composite concept in an applied world like language pedagogy. Though two types of knowing, that is, 'know-how' and 'know-what' are recognized, knowing in an applied world is achieved by the integration of the two. The key means of 'know-how' is 'doing' and that of 'know-what' is 'studying'. None in isolation produce 'knowing'. In an applied world like foreign language pedagogy



Roshd
& Teachers



Applied World: Conjoint Concepts

Oh, God of dust and rainbows help us see
That without dust rainbows would not be.
Langstone Hughes

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Brief:

The purpose of this note is to highlight the belief that our profession is a conjoint concept where disparate realities meet. The whole is bigger than the sum of its parts and it is possible to simultaneously hold differing views.

Foreword:

This is no secret to me that most motivated teachers, especially those for whom their teaching has not yet turned to be a routine, mechanical, and habitual practice, reflect on their practice at any occasion. One instance of genuine and real reflection occurs to many teachers when they go to bed to sleep. Minutes before they fall asleep, their most recent teaching experiences, the teaching lessons they have presented, the disciplinary problems they might have

encountered in some classes, etc. all creep into their head for reviewing and more effective future practices. More often they fall asleep with little chance to go through them all. The following day when they wake up, before they get out of bed those ideas, problems, etc. from the previous night return to them for further appraising. In the comfort of the bed, they find some solutions and ways of handling them. With sheer joy, they jump out of bed to deal with them and face them squarely.

As in conjoint concepts, it is impossible to account for the perception of a whole object simply by adding together the perception of its individual parts