



## Applied Linguistics And Language Teaching

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**Abstract :** *The present investigation aims to examine some significant aspects of applied linguistics and english language teaching. Much discussion and research has been carried out on the relevance of linguistics to second language teaching . Some linguists find only indirect applications of linguistics to the teaching of second languages useful and acceptable ; whereas others still see its direct applications . In recent years the researches concerned with applied linguistics have led to a phenomenon to find a satisfactory solution to the problems in general and English language in particular. In general , language phenomenon is complex . Finegan and Besiner defined language as a finite system of elements and principles that make it possible for language users to make sentences to perform particular tasks. Brumfit , defined applied linguistics as the theoretical and empirical investigation of real – world problems in which language is a central issue. Grabe used the term of applied linguistics as an emerging discipline. This study gives special emphasis to the influence of applied linguistics on English language and discusses the relation between linguistics and language teaching.*

**Introduction-** The story of English Language Teaching is related to the continuous developments in several fields . It has made developments especially with Linguistics , Applied Linguistics , the psychology of learning and education . Titone gave special importance of the two positions held in English Language Teaching : (a) Form – focussed teaching , and (b) Meaning – focused teaching. desired objectives with the least friction.

**Form-** focused teaching gives special importance to the teaching of the rules of grammar, structures ,the development of vocabulary and the sounds of language . Meaning – focused teaching gives special importance to language use ,

communication or fluency and appropriacy of expression in different situations .Language teaching took its position as a profession in the twentieth century . Its root was developed during the beginning of the twentieth century , as the expert of applied linguistics focus on the fields of linguistics and psychology to support what was thought to be a more effective teaching methodology .Language teaching in the twentieth century was characterized by frequent changes , innovations and development of language teaching ideologies. Corder argued that applied linguistics was a collection of applications of linguistics at various levels to the language teaching operation ,although of

linguistics in a broad sense . Cook and War mentioned that applied linguistics is an interdisciplinary field of research and practice and deals with practical problems of language and communication . These can be identified , analysed or solved by applying available theories , methods or results of Linguistics or by developing new theoretical and methodological frame works in linguistics to work on these problems . Varshney defined applied linguistics as the collective term for the various applications of linguistic and phonetic scholarship to related practical fields – foreign language teaching , lexicography , translation , speech pathology and therapy ..Applied Linguistics ,therefore ,borders on other disciplines , for examples , sociology .anthropology , psychology ,biology computational linguistics ,ar stylistics ,etc.The speech therapist , the literary critic ,the translator , the communication engineer ,the language teacher , the syllabus framer, the educational planner, the textbook writer, the dictionary maker have found linguistics useful for their work. “Applied linguistics is a consumer, or user, not a producer of theory”[5] . As a field of study it is about more than 60 years old.

The object of Linguistic research has twp fold : the first of them is to determine precisely the constrains ,or laws if it governs the form of the constructs employed in the linguistic descriptions and which best characterize the varied instances of human linguistic ability .The second it determine the particular instances of the descriptive constructs within an arbitrary language . Finally ,It has the purpose to deal with the problems of

language teaching and to describe the best instances of human linguistic ability . (Rsenbaum)

Nowadays English Language is used as a world language . It is used as language in International business , science and medicine .Even in some countries where English is not the first language , a number of English words are used . According to this idea , Kainth and Arora pointed , “ of all the different languages , English as a global or internal language or a Lingua franca , is widely used in communication between people and countries . The English language has spread and developed globally . It has become a potent tool of socio – cultural and knowledge exchange and an effective skill of enviable market value .In addition to . explaining of English as a world language among the different languages , introduce it as a foreign or second , even official language mainly in the different countries . These countries have decided to introduce teaching of English right from the Primary level to University level . It has played a crucial role in higher education of these countries . The learners believed that teaching of English language develops learner's ability to enhance their international communication and improve their cultural quality so as to meet the needs of their country 's social development and international exchanges

Language Teaching and Linguistics : The scholar here tries to investigate the relation between linguistics and language teaching because these are two major subjects related to the study of Applied linguistics . Linguistics is related to

language teaching, It came to the end of the second world war. Its relation has been generated as a subject to second language teaching. They have been taken as two different disciplines. According to Varshney, Linguistics is science whereas language teaching is an art. The object of the linguist and the language teacher differs. What is elixir to the linguist may be poison to the language teacher. Many linguists had many different ideas about the relevance of linguistics to the teaching language. Mackey argued that the relevance of linguistics to the teaching of English language as a foreign language is not worthwhile. In the mean time, he believed that linguistic descriptions are not identical and similar. The methods of the linguistic scientist as a teacher are not necessarily the most effective. The errors predicted by Constructive Analysis are not always mother tongue interference. It is enough to predict mistakes. What is needed is their correction; applications of different descriptions are so superficial and incomplete that there is a multiplicity of terms and approaches in linguistics, and the most of linguistically approved grammars are difficult to follow. McIntosh and Steevens pointed that the relevance of linguistics to second language teaching is very useful. The concepts of linguistics are always concerned with as major components of language teaching and useful for the language teacher.

The concepts are such as langue, parole, competence, performance, etc. In other words, Corder pointed that the teacher cannot teach a language by any of current techniques without the knowledge of linguistics and that he does make constant use of what are basically linguistic

concepts in this teaching.” Halliday, McIntosh and Steevens argued that the role of linguistics and phonetics in language teaching is not to tell the teacher how to teach. The teacher of the language is as much a specialist in the field as the linguist is in his and will remain so. He is not teaching linguistics but he is teaching something which is the object of the study of linguistics and is described by linguistic method. Teacher of language has received the knowledge of linguistic theory to teach language. Linguistics has been used as one of the disciplines which contributes to the theory of language teaching. The knowledge of linguistic theory has been used as a device to help the language teacher. Wilkins pointed out that linguistics can be more directly applied in language teaching, such as in the teaching programme and in the preparation of teaching materials of all kinds that can be used in the classroom. McIntyre considered the Chomsky's view of the scope of linguistic theory. Chomsky regards the grammar of a language not only as something which will enable us to specify those rules a grasp of which constitutes competence in a native speaker. He also believes that a linguistic theory which can specify an adequate grammar will furnish us with an explanation of how the child acquires its large ability to use language from the materials with which it is presented. An adequate linguistic theory will tell us what those principles are native to the human being and presumably embodied in the structure of the brain which make language acquisition possible and give to the language the character it has. Today, teaching of language is not easy and it is needed to provide materials and make methods that the English teacher uses them to teach his / her students. The

materials and methods are needed to have done by the researcher in many fields , especially linguistics ,psychology ,computational linguistics and stylistics , etc. According to Boey , the language teaching profession today has become more and more complex and it has three main strands : (a) Theoretical contributions from linguistics , psychology and social theory (b) Methodology and teaching techniques (c) Aids and equipments . In addition, Boomfield undertook to use the knowledge of linguistics to analyze the language to be taught and the result proved to be satisfactory . He added that the only effective teacher should be the trained linguist working alongside the students .because language teachers often have an insufficient command of the language .Only the trained linguists know how to guide the students learning from native speakers and how to teach the forms of the language .Meng argued that “ language is an inherently complex system. It presents some contradictions and oppositions . Both the linguistics and language teaching must consider these contradictions ; otherwise they cannot provide a satisfactory solution to the problems of language .”This paper can conclude that linguistics gives contribution to the theory of language teaching and the language teacher should get knowledge of them . The language teacher should be master of linguistics knowledge is that he / she uses of the knowledge to teach his / her learners well .

The School of Language Teaching :The study explains the basic schools of language teaching such as Behaviourism , Cognitivism and Constructivism ,These schools are related to psychology of learning . In addition , linguistics and psychology are closely intertwined , so both of them are necessary to discuss with

each other . Linguistics and psychology have affected on Language teaching that is why , language learning involves the individual learner , motivations for learning , memory etc. Meanwhile , language learning focuses on actual learning process that take place in the minds of individuals . One of the school language learning is Behaviourism . The basic theories of the behaviourist school are on empirical evidence obtained from experiments with living organisms and laboratory animals . Richards , et al mentioned that “ Behaviourism was an important influence on psychology , education and language teaching , especially in the United States and was used by psychologists like Skinner , Osgood and Staats to explain first language learning . The term behaviour is to be interpreted in terms of stimulus and response . In addition , when a dog sees a piece of meat ( stimulus) , it salivates (response). According to psychologists of the behaviourist school ,the process of language teaching can be explained in terms of conditions . In addition , Conditioning is a process of shaping and moulding of behaviour : desired behaviour is induced and undesirable behaviour is extinguished . Eapen mentioned that the implication of the behaviourist model of language learning as follows :

He added that most of the methods for teaching language are based on these assumptions from behaviourism and emphasize repeated , but spaced , practice of language material in meaningful situations , in imitation of a given model , first orally and then writing . Wilkins argued that “ most developments in foreign language teaching since the second world war have been based on the assumption that language is a form of behaviour. “

The second school of language teaching “cognitivism”. Jack Richards argued that this is an approach to second and foreign language teaching and is based on the belief that language learning is a process which involves active mental processes and not simply the forming habits. It gives importance to the learner's active part in the process of learning and using language, particularly in the learning of grammatical rules. Although it has not led to any particular method of language teaching, the Communicative Approach makes some use of cognitive code principles. Brown argued that in the decade of the 1960s, generative transformational linguistics emerged through the influence Chomsky. It tried to show that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists. The generative linguist was interested not only in describing language (achieving the level of descriptive adequacy) but also in arriving at an explanatory level of adequacy in the study of language, that is “principled basis, independent of any particular language, for selection of the descriptively adequate grammar of each language.” According to this idea, he added that cognitive psychologists asserted that meaning, understanding and knowing were significant data for psychological study. They tried to discover psychological principles of organization and functioning instead of focusing rather mechanistically on stimulus – connections. In addition, “cognitive psychologists, like generative linguistics, tried to discover underlying motivation and deeper structures of human behaviour by using a :

rational approach.” Eapen examined the stages in learning process based on the cognitivists as follows

**Applied linguistics :** The history of applied linguistics has rooted in the United States in 1940 after the establishment of the English Language Institute at the University of Michigan. Among others, the term was used to label a course applying a so-called “scientific approach” to teaching foreign languages. The first scholars who were associated with the applied linguistics. (Ali Akbar : Applied Linguistics and Language Teaching).

The role of applied linguistics in language has been concerned with solving or at least ameliorating social problem involving language. The problems applied linguistics concerned itself with are likely to be : How can we teach language better ? How can we diagnose speech pathologies better ? How can we improve the training of translators and interpreters ? How can we write a valid language examination? How can we evaluate a school bilingual problem ? How can we determine the literacy level of whole population ? How can we helpfully discuss the language of a text ? What advice can we offer a Ministry of Education on a proposal to introduce a new medium of instruction ? How can we compare the acquisition of a European and an Asia Language ? What advice should we give a defence lawyer on the authenticity of a police transcript of an interview with a suspect ? (Taken from Ali Akbar's article, on Applied Linguistics and Language Teaching) Howatt mentioned that the role of applied linguistics in language teaching is an honourable role. He added that if



there is one single source which has been responsible for stimulating innovation and activity in language teaching, it is applied linguistics. It has not performed miracles, but as a focus of enquiry, critical self-explanation, and new ideas, it has enriched the profession at least as much as it has irritated it. Over the years, applied linguistics has tried to investigate the real world problems of language teaching and learning. From this point of view, Van Lier argued "I think that it is the applied linguist who works with language in the real world, who is most likely to have a realistic picture of what language is and not the theoretical linguist who sifts through several layers of idealization. Furthermore, it may well be the applied linguist who will most advance human kind's understanding of language, provided that he or she is aware that no one has a monopoly on the definitions and conduct of science, theory, language research and truth."

Finally, it is important to note that a list of major language --based problems that applied linguistics addresses along with the details mentioned by Kaplan as follows :

- Language learning problems ( emergence, awareness, rules, use, context, automaticity, attitudes, expertise )
- Language teaching problems ( resources, training, practice, interaction, understanding, use, contexts, inequalities, motivations, outcomes ).
- Literacy problems (Linguistic and learning issues )
- Language contact problems ( language and culture )
- Language inequality problems ( ethnicity, class, region, gender and age )
- Language policy and planning problems ( status planning and corpus

planning; ecology of language ).

----- Language assessment problems ( validity, reliability, usability, responsibility ).

----- Language use problems ( dialects, registers, discourse communities, gate keeping situations, limited access to services )

----- Language and Technology problems ( learning, assessment, access and use ).

----- Translation and interpretation problems ( On—line, off—line, technology assisted ).

----- Language pathology problems ( aphasia : loss of ability to use and understand language caused by damaged to the brain ), dyslexia : word blindness, physical disabilities ).

**Applied Linguistics** and English Language Teaching : Applied linguistics is important for the English language teaching and the relationship between English language teaching and applied linguistics is not only interesting but decisive. English language is taught as a second or foreign language around the world to school children and learner's adults. English language has a special place in the educational system of foreign countries and no doubt, learning and teaching English requires that English teacher should be the master in the English language skills. From this point of view, a knowledge of applied linguistics is essential for English language teaching in general and English teacher, in particular. Because, the most important role of applied linguistics in language is that which has been concerned with solving or at least ameliorating social problems involving language. In other words, " in the modern educational setting, the

English teacher is supposed to know linguistics in order to prove himself as an effective English teacher." Throughout the history of English language teaching there has been an honourable picture of applied linguistics, as it is used to the study of English as second and foreign language teaching and learning. The formats of the English language curriculums, English language materials, English language courses are influenced by applied linguistics. The cooperation between English language teachings with applied linguistics gives students a good opportunity to easy access. The following areas of subjects are used in the field of applied linguistics: phonology, phonetics, syntax, semantics, morphology, discourse and text, contrastive and error analysis, etc. In addition, the most linguistic researches used in English language are influenced by applied linguistics.

Summing up:

Language is a means of communication, thoughts and feelings. Cries, signs, gestures, pictorial representations, etc., also serve as a means. Language for communication is used only by human being]. The term applied linguistics seems to have originated in United States in 1940's. The creation of applied linguistics as a discipline represents an effort to find practical application for modern scientific linguistics. Applied linguistics is often said to be concerned with solving or at least ameliorating social problems involving language. Schmitt and Ceice-Murcia argued that "Applied Linguistics 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 problems in the real world". Ins

recent years, the role of applied linguistics in English language teaching (ELT) has been considerable in designating English Academic Courses at universities, teacher training institutions, English materials and providing the programmes for English for specific purposes for English learners around world. In addition, The relation between Linguistics and language teaching is necessary, from this point of view. Taylor pointed out that "some specific linguistics knowledge is required by the language teacher for assessment, for choosing learning activities, for course planning and design." According to Halliday the principle contribution of linguistics to language teaching provides a revealing description of the language being taught.

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