

Language Perspectives, Applied Linguistics and Their Role in English Language Teaching

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Abstract:

There are many researches has been carried out to understand and resolve the problems of language in general and in English language with applied linguistics. The phenomenon of language is very complex in general. According to the Finegan and Besiner, language is the limited system of elements and principles that ease the speakers to do their communicative jobs and to construct their sentences. According to the Brumfit, applied linguistics is the theoretical and experimental investigation of of real world problems where language is the main problem. Applied linguistic is the emerging discipline in terms of Grabe. The aim of this article is to discuss applied linguistics with the context of English language teaching and gives a special emphasis to the influence of applied linguistics on English language and also discussed about the linkage between linguistics and language teaching.

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Introduction

The main aim of the linguistics is to deliver valid analysis of language structure. For the explanation of phenomenon in language, establishment of the coherent set of independent principles is needed to which the linguistic theory is concerned with. Every language is adapted by the community itself whether the language is industrialized or not but there is no language which is primitive. Language should not be the value of judgement, it is neutral. Lay people attitude to those people who uses language and tends to confuse the language. The use of language is determined by the rules of language consisted by language itself.

Characterising language

The definitions of language of linguist is diferent. However, language used for the purpose of communication of humans and is a system of vocal signs with and internal structures. It is a secondry function of delivering the social message. The forms of languages varies greatly due to this it can eb imagine about the thinking of the person by his native language. Metalanguage is the language which are used to talk about the languages and the language which are investigated is termed as the object language. There are many ways of collecting the object language such as institutions, the use of a text copy or elicitation from other native speakers.

Structural notions in linguistics

At a time, language can be observed at one point is called synchronically or over a period of time that is diachronically.

The difference between the act of uttering language and the system of a language is very significant. The ‘significant’, the sign which descrtibes to a ‘signifies’ and which is signified outside of the language is distinguished by the linguistics. For example:

‘Significant’	‘Signifie’
Word in language	Object in world

Book <-----> 

Arbitrary relationship (set by social convention)

In linguistic, syntagm is the linear ordering of elements and the paradigm is the vertical array of possible elements for a slot.

Syntagm ----->

Bill	built himself	a	new	
house				
Mary	bought	the	large	car
Tom	taught himself	some	simple	
language				

Linguistic levels are open like the lexicon according to their classification and can take on new elements or closed like morphology and phonetics to which, the speakers can not develop.

Areas of Linguistics

Linguistics can be studied from different points of view apart from the diving language into various tiers. Here no one is restricted to a single level and speaks of a loinguistic area. The number of most important areas of linguistics are listed below.

1. Sociolinguistics
2. Variety studies
3. Language acquisition
4. Contrastive linguistics
5. Language and the brain
6. Language change
7. Linguistic theory

The history of English language teaching is specially connected with the linguistics, applied linguistics, the psychology of learning and education although it is also linked with many other fields. In twentieth century, language teaching has come into existence as a profession and is characterized by the frequent changes, innovations and development of language teaching ideologies, it is suggested by the Richards and Rodgers, (2003). A collection of application of linguistics at various levels to the language teaching operation is called applied linguistics this is argued by the Corder, (1973). According to Cook and Wei, (2009) applied linguistics is an interdisciplinary field of research which deals with the practical problems of language and communiation which can be analyzed, identified or solved by developing new theoretical and methodological frameworks in linguistics or by implementing the theories, methods or results of linguistics for working on these problems.

English language is the world language used around all over the world in international business, science and medicines. In a country where English is not the first language to speak, number of English words are used there also. English language spread all over the world which cannot be denied by anyone but Kainth and Arora, (2012) argued that whether English or a Lingua franca is widely used for the communication purpose between people and countries as an international/global language. The ability to enhance the international communication of the learner is developed by the teaching of English language.

The language Teaching and Linguistics

In the end of Second World War, history of linguistics came into the existence as a subject which is related to the teaching of language. According to the Varshney (1998), Language teaching is an art and linguistics is a science. The objects of linguistics and the language teaching varies greatly. Mackey (1965) said not worthwhile to the relevance of linguistics to the teaching of English language as a global or international language. Halliday, McIntosh and Steevens (1965) said the relevance of linguistics to the second language teaching very significant and useful. The concepts of linguistics such as langue, parole, performance, competence etc. are useful for the language teacher and always concerned with the major components of language teaching. Without the knowledge of linguistics, and using basic linguist concepts, the teacher cannot teach a language by any of current techniques, pointed by Corder (1973). The teacher of language must be specialist in his field as the linguist in his or her field. Linguistics contributes to the theory of language teaching as it is used as one of the disciplines and for teaching the language, a teacher has to receive the knowledge of linguistic theory because the language teacher can be helped by the knowledge of linguistics as a device. In current scenario, it is needed to provide materials and methods for the English teacher for teaching his/her students as the teaching of language is a tough task. There is a vital need to deliver the materials and methods by the researchers in many fields including linguistics, psychology computational linguistics and stylistics etc. According to the Boey (1975) language teaching profession has three main strands and has become much more complex which are:

- Theoretical contributions from linguistics, psychology and social theory
- Methodology and teaching techniques

- Aids and equipments

School of Language Teaching

The basic schools of language teaching such as Behaviourism, Cognitivism and Constructivism which are related to psychology of learning is explained in this section of article. The psychology and linguistics are closely interrelated with each other and hence need to discuss both of them along each other. Since, Language teaching is affected by the linguistics and psychology therefore, language learning involves the individual learner, motivations for learning, memory etc. Actual learning process is focused by the language learning that take place in the minds of individuals. Behaviourism is one of the school language teaching. The basic theories of the behaviourist school is obtained from experiments with living organisms and laboratory animals and are on empirical evidence. In United States, Behaviourism is an important influence on psychology, education and language teaching mentioned by the Richards *et al.*, (1992) and was used by psychologists like Skinner, Osgood and Staats to explain first language learning. Behaviour is understood by the stimulus and response for example the dog salivates (response), when it sees a piece of meat (stimulus). The process of language teaching can be explained by the conditions according to the psychologists of behaviourist school. Shaping and moulding of behaviour is the process called Conditioning in which desired behaviour is persuaded and the undesired behaviour is dowsed. The implications of the behaviourist model of language learning is as follows according to the Eapen.

1. Learning of language comes by practice.
2. The use of language become necessary as the production of language depends on the situation therefore teacher should introduce each new way and patterns of language to describe a particular situation.
3. It requires effort to produce correct linguistics response to a stimulus.
4. It also require to pay attention while producing the correct response which is bound to loosen after the time therefore spaced practice is more useful than the lengthy practice.
5. The language which is written comes lately than the spoken form. It is necessary to experience

the receptive of language before starting any productive use.

6. When the the correct response is immediately confirmed to a stimulus, the learning takes place faster and the learner must know about their efforts that weather it is right or wrong.
7. Before starting learning the new thing, the learnt items must be secured or protected by the further practice.

Applied Linguistics

Charles Fries and Robert Lado was the first scholar who were associated with the applied linguistic when this field was established. Applied linguistic science is the contrastive analysis. In the field of language, the applied linguistics has been concerned to play an important role with solving or improving the social problems involving languages. According to Howatt, it is the applied linguistics when there is any single source responsible for the stimulating innovation and activity in language teaching. Applied linguistics tried to find out and overcome the real world problems of language teaching and learning over the years. There are many major language based problems which is important to note down is listed below:

1. Language contact problems (language and culture).
2. Literacy problems (linguistic and learning issues)
3. Language policy and planning issues (status planning and corpus planning; ecology of language)
4. Language and technology problems (learning assessment, access and use)

5. Language inequality problems (ethnicity, class, region, gender and age)
6. Translation and interpretation issues (on-line, off-line, technology assisted)
7. Language pathology problems (aphasias, dyslexia, physical disabilities)
8. Language assessment problems (validity, reliability, usability, responsibility)

Applied Linguistics and English Language Teaching

English language teaching and applied linguistics is not only interesting but also important. It is taught as a secondary or foreign language all over the world to the children or adult learners. Learning and teaching of language requires a skilled English teacher as English language has a special place in the foreign country's educational system therefore in general, the knowledge of applied linguistics is very necessary for English language teaching and particularly for English teacher. Applied linguistics also influences the formats of English language curriculums, English language materials, and English courses.

Conclusion

Applied linguistics are always concerned with the solving and improving the language problems of society. This article concludes that the linguistics supports the theory of language teaching and the language teacher should take beneficial knowledge of them. Language teacher should be well skilled and well trained in linguist also, so that he/she can teach his/her students or learner.



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