

## Using applied linguistics in teaching: The role of linguistics in the English language

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**Abstract**-The study aims to focus on linguistics as it relates to the instruction of the English language will be the focus of this particular piece of writing. It will discuss the role of linguistics in educating those still working on their English language skills. The literature review, often called library research, is the foundation for data analysis. The comparison technique and the descriptive approach are used throughout the data collection process. Due to the discovery, one can realize that linguistics pays attention to the part it plays in the lecture hall. The definitions of applied linguistics, as well as a development in that definition and the return of the essential subject matter to education and teaching, are presented in this article to assess language instruction through the lens of applied linguistic theory. The most recent results from research in applied linguistics conducted on language instruction are presented here. Teaching the English language is used as an example to integrate it with practical language teaching theory, allowing for the creation of relevant teaching experiments. According to the results, applied linguistic teaching theory may raise the students' desire for learning, which may boost the efficiency with which they acquire a second language. The findings show that the theory of applied linguistics should be built on language teaching, that the method of language teaching should be modified, and that improvements should be made to the information transferred to students.

**Keywords:** linguistic functions; English language; lexicology; morphology, EFL

## I. INTRODUCTION

The study of language from a scientific perspective is known as linguistics, and the breadth of topics that fall within the purview of linguistics is referred to as the scope of linguistics. The study of language from a scientific perspective is what linguists call linguistics. In its most general definition, linguistics is the study of the knowledge that people naturally general dictionaries language" or "the scientific study of language" (Fasold & Connor-Linton (eds.), 2014).

First, the area of research known as linguistics has advanced through three phases of growth, starting with the stage of hypothesis, then to the stage of observation and classification, and finally arriving at the stage of theory formulation (Fasold & Connor-Linton (eds.), 2014). When seen from the outside, linguistics has a long history of schools and understandings that give the impression of being immensely convoluted, perplexing, and puzzling. This is particularly true for individuals just starting in the field (Fasold & Connor-Linton (eds.), 2014). The study of language comprises a vast variety of specialist subfields, referred to as linguistics. The study of language in either its most general meaning or a specific language gives rise to two separate subfields, referred to as general and unique, depending on the topic of the inquiry being investigated. The study of language at a given time or language throughout history may be broken down into one of four subfields: linguistics in harmony, linguistics in the specification, linguistics in juxtaposition with history, and linguistics in contrast. Each of these subfields focuses on a different aspect of language study. Each of the subfields of linguistics concentrates on a distinct facet of language.

Vocroix (2021) stated the difference between micro-linguistics and macro linguistics is based on the study's emphasis. The research might focus on the internal structure of a language or how a language interacts with variables that are external to the language. In either case, the research could be classified as micro-linguistics or macro-linguistics.

Depending on whether the purpose of the research is to construct a theory or to find ways to apply what is learned, there are two distinct subfields within the field of linguistics known as theoretical linguistics and applied linguistics. By how it interacts with non-linguistic characteristics, it is subdivided into the fields of philology; sociolinguistics, stylistics, and dialectology are all linguistic anthropology subfields. Traditional linguistics, structural linguistics, transformational linguistics, semantic linguistics, rational linguistics, and systemic linguistics are some of the subfields that can be found within the subject of linguistics. These subfields are differentiated from one another by the method or theory used in language study.

It is impossible to separate it from the other aspects of language learning discussed. When a language teacher educates himself, an effective teaching and learning method has to be developed, and this can only be done with the assistance of science. Most American higher education institutions have long-term goals of offering online education, but relatively few of their teaching staff have adequate training or understanding of online education (Scheg, 2014). A language not often spoken (the daily language) or a foreign language must be understood and communicated by the individual. The study of linguistics, on the other hand, is one of the fields linked to instructing foreign languages the most closely. At this time, the pandemic caused by Covid-19 is beginning to have an effect on the school system. According to the most recent available statistics, by the Ministry of Education and Culture has completed all necessary preparations and is now ready to face any challenge, including the promotion of online learning for students (Abidah et al, 2020; Susanto et al, 2022; Fuzianti et al, 2022; Bustam et al, 2022).

The name "linguistics" derives from the Latin word "lingua," which means language. Linguistics is the study of languages. According to Nordquist (2019) the word "linguistics" is meant to refer to the study of language via the use of scientific methods. Denham and Lobeck (2019) offered a similar description, who described linguistics as "a body of knowledge obtained by applying the scientific method to the phenomena of language." Linguistics, because language is its subject matter, scientific investigation of language is required to differentiate between various languages. Linguistics and language education are very comparable in many respects.

The closeness between the two of them is undeniable and must be recognized. There are two distinct schools of thought held by linguists about this topic.

As a pure science, linguistics aims to investigate and evaluate its topic in line with the linguistic theory it defends without considering the use or function of the thing being researched and examined. Experts in linguistics believe that linguistics must investigate how it may be utilized realistically to help people in addition to being an academic discipline. One of the most critical applications of linguistics is the teaching of languages. The kinds of activities implemented in language teaching facilitate students' efficient and effective acquisition of foreign languages. We know that just because a person is fluent in a language does not mean they are qualified to instruct others, so the study of linguistic theory has been separated from language knowledge. This separation makes it possible for language instructors to understand how to apply the many linguistic theories to language knowledge. Speaking training in the classroom should always have the overarching objective of fostering interpersonal interactions not just between the students themselves but also between the instructor and the students (Gusmuliana et al, 2021; Amrullah et al, 2023; Wajdi, 2018). In a manner comparable to this, the study of language instruction is a valuable and pragmatic science. As stated by Miftah et al (2015), the primary objective of language training is for students to understand the efficient use of the language of communication focus as an avenue of exchange.

Speaking and comprehending a language is a prerequisite for becoming a language teacher. Understanding and explaining the workings of the language system, including its phonemes, morphemes, words, sentences, and discourse structures, requires specialized knowledge that takes work. The issue of what kinds of words to count in your count would eventually come up. If the terms were commonly used by educated people across the English-speaking globe, there wouldn't be a problem. Of course, they need to be numbered (Crystal, 1987).

Because each views language from a unique vantage point, a language teacher must be aware of the many perspectives that students bring to the table to provide a comprehensive picture of the topic. In the field of language education, two critical questions that need to be answered are "what to teach" and "how to teach it." These considerations are related to the design of the process, the design of the outputs, the content, and the technique. Educators and the people who developed the methodology state that the method and the fundamental teaching of a language are, in the end, contingent on the nature of the language itself. Consequently, linguistics is an essential component of language education, which strives to provide students with the abilities required for successful communication in various settings and contexts. Students learned practical linguistics metaphoric and analytic abilities, which provided them fresh perspectives on the texts, read and produced in their classes and allowed them to understand how language produces the world. To critically evaluate the manner in which the material they use to teach the curriculum is presented, and involve learners in more in-depth discussion about the material (Achugar et al, 2007).

## II. METHOD

This study was conducted using qualitative research methods, and library research was the primary source of information. In this case, the researcher used a methodical approach to gather data from various articles and journals pertinent to the investigated variables, namely linguistics, language instructors, and language teaching. This was accomplished via the use of a step-by-step strategy. Seven articles are published in journals focusing on language training, but only six are published in journals focusing on linguistics. After that, the researcher put in the effort to understand and assess the data so that it might be used to back up the study in some way.

The data for the research came from many sources that were related to the problem. There are two broad kinds of approaches to data analysis, and they are as follows.

The descriptive approach is a technique that may be used to explain and comprehend what is already present, shifting viewpoints, continuing processes, results or repercussions, or emerging trends. In order for discipline information, such as linguistics, to be useful to

teachers, it must be "interconnected with the hands-on experience that educators bring with them," this may impact of a study on language teacher education (Banegas, 2020).

A strategy utilized to compare the numerous notions or professional points of view revealed in this research is known as a comparative approach. A comparative strategy may be used to make this comparison.

### III. RESULTS AND DISCUSSION

Analyzing each piece of scientific work done in linguistics, we have come to the following findings after considering the seven studies mentioned in the methodology section. Lafond and Dogancay-Aktuna (2009) mentioned in several research-based publications, asserts that linguistics is crucial for teaching English because it helps instructors explain the language's structures and parts to their pupils. Every language has its unique set of linguistic norms, which can be broken down into phonological, morphological, syntactic, and semantic studies, and each of these categories may be learned.

On the other hand, it is essential to integrate the instruction of English as a second language instruction with other topics (macro linguistics), such as psychology, education, cognitive science, music, anthropology, ethnology, language acquisition, sociology, and bilingualism. Those are only a few of the topics that might be included. As it is unique, applied linguistics studies phonetics, phonology, morphology, syntax, and semantics in the context of language use in education. Psycholinguistics and sociolinguistics, which concentrate on situation theory and language acquisition, are two additional terms sometimes used to refer to applied linguistics.

Linguistic domains such as theoretical linguistics, sociolinguistics, and psycholinguistics cannot be separated in language education since each subfield substantially contributes to completing a language teaching and learning program. On the other hand, the study of theoretical linguistics, sociolinguistics, and psycholinguistics are all intrinsically tied to teaching foreign languages. The major emphasis of the field of applied linguistics has evolved from ELT to using linguistics to address societal issues, and subsequently to a more multidisciplinary strategy for addressing issues relating to interaction, particularly linguistic (Oda, 2021).

According to Alam (2011), comparative studies are being used in the classrooms of English instructors presently at a higher frequency than in previous years. This is done to educate students in the language that will be their education's focus. On the other hand, Zhang (2017). Presented a critical analysis of prior research that has examined the relationship between the content of English language teaching textbooks and students' development of academic literacy from the viewpoint of language acquisition as a creating significance process.

Techniques from the field of linguistics, such as mistake analysis, must be used by English instructors to carry out research involving comparison and contrast. Error analysis is a branch of linguistics that focuses on investigating the errors that students of a language make while they are still learning the language. Khansir (2013) asserts that teaching languages also relates to the subjects discussed before. Sifakis et al (2018) pointed out that English language learning exercises, resources and current English language pedagogy theories and practices, which continue to support resources and exercises that emphasize language in a norm-oriented fashion, need to be critically examined.

Language instructors have always used linguistics; however, the kind of linguistics used now is known as contemporary linguistics, which focuses on both the structural and descriptive aspects of language. This is in contrast to the conventional approach to linguistics, which is full of normative and prescriptive claims. Linguistic knowledge, more especially classical linguistics, is used by educators who instruct students in pronunciation, syntax, or semantics by referring to grammar texts that have become obsolete. When teaching a language, it is helpful to include a variety of linguistic topics, such as phonetics, phonology, morphology, syntax, and semantics.

The capacity of a language to have its structure and function specified by a linguistic description is the theoretical foundation for the study of languages. The study of languages is known as linguistics. Hoffman (2010) examines a number of issues within the distance learning experience, drawing on the knowledge of humanities professors who have extensive experience in the online setting. It analyses the most effective methods in creating and teaching any language, as well as compares and contrasts between virtual and physical settings.

Although the study of linguistics does not directly contribute to the education of language pupils, it does so in a roundabout way. As a direct result, linguistics and the teaching of languages have grown into independent areas of study and have become subfields within the more prominent topic of linguistics. However, they are independent of one another in any way, especially regarding the linguistic components that are consistently necessary. To be more specific, there exist connections between a significant number of distinct linguistic theories, and each of these theories has the potential to be used in learning a language and teaching it. Linguistics only provides a contribution to society in the form of materials, an example of an indirect contribution.

Instructing students in English as a second language uses various pedagogical approaches and bodies of knowledge. In today's world, an English instructor is expected to have a wide variety of knowledge, including the subject matter, specific teaching methods, the students, and the teaching objectives. Giovannelli (2015) claimed that instructors believed the experience had been helpful in terms of their own emerging image as an English teacher and influenced other areas of their teaching, despite experiencing worry and poor self-confidence.

In order to set a positive example for the students in his or her class, an English instructor has to have a strong drive to succeed in his or her chosen field. Linguistics may be used in many different ways in language instruction. Six different applications of linguistics may be used in language teaching (Roulet & Candlin, 1975; cf. Daulay et al, 2021).

(1) Instructors of foreign languages may find that the information supplied by linguistic theory, which discusses overarching subjects such as the linguistic system's structure and operation, is advantageous to their professional growth. It is crucial in deciding on the goals, resources, and method of language teaching since it is a crucial factor in making such choices.

(2) The linguistic model of language learning affects language instruction, most significantly on the technique employed to train language, regardless of whether or not this effect is direct or indirect.

(3) Thanks to the linguistic theory, the teacher will also be provided with an intermediate language. This is referred to as the universality of forms, and it includes things like the several formulae that can be found in generative transformation grammar (deletion calculations, conversion formulas, etc.). When teaching foreign languages, teachers can use all of these different resources.

(4) The design of a formula system might begin with elaborating a description of a language as its foundation. Some educational material may be molded utilizing this information. There are several circumstances in which it is optional to adhere to the order in an exacting manner.

(5) By explaining the language, the educator may expand their awareness of the vital building components of language, such as phonemes, morphemes, tag memes, and so on. In addition, it gives a rundown of linguistic structures or a formula system that may be implemented while teaching pupils in that language.

(6) Educators can increase the quality of the linguistic instruction they offer their pupils if they have a better knowledge of the structure of the language. A linguistic description could come in handy in this particular situation. Pedagogical grammar was explicitly developed to facilitate instructing and being instructed in a language. Pedagogical grammar consists of exercises that may be used to instruct or learn a language. "pedagogy" refers to the many methods used while instructing a language.



Informally speaking, information on the effectiveness of a particular strategy or plan for teaching languages is always accessible. This data may be found in many different formats. The research laboratory is located in the classroom, which makes it the most accessible spot for anyone to go and check it out. Because the focus of the lesson is always on the education of the students, there are certain limitations to the research that may be done in the field of language acquisition. Participation in what is often known as action research and linguistics by teachers may assist teachers in undertaking research of this kind and support attempts to develop a more solid empirical basis for evaluating students' learning and the effectiveness of language teaching and learning. This viewpoint is strengthened because "action research" and "linguistics" are commonly interchanged. Activities that are a part of language education are responsible for building postulates that govern the appropriate and appropriate use of language. The translation of the findings of academic debate and study with theoretical linguistic weight is the method used to establish these postulates. Suppose linguistics and education are regarded to be two separate pillars. In that case, there has to be a relationship between the two that may serve them both in the most beneficial manner possible. Applied linguistics is the name of this instrument and also the name of an emerging academic subject.

According to Mambrol (2018) transformational linguists never claim to be structural linguists since they must recognize the use of linguistics in instructing students in a language. The latter claim that linguistics is an independent area of research investigating language as a means of human communication without considering the potential for language ideas to be utilized in language education. Linguistics is seen as an autonomous discipline of study. Linguistics is the study of language as it pertains to humans and how we communicate with one another. This may contrast with the view taken by Chomsky, who once said at a meeting attended by language instructors that a linguist never wishes to get engaged with topics relating to language training. It is widely acknowledged that Chomsky played a seminal role in developing the science of linguistics.

Research conducted at this institution found that many people on transformation lists have the belief that language instruction has the potential to make use of a person's creative linguistic skills. Transformation lists think that language teaching may employ a student's creative linguistic talents by instructing pupils to develop and write sentences in the language they are learning. Bloomfield's thesis is intimately linked to it, although structural linguists believe that linguistics plays a role in the teaching of languages. In addition to being a linguist, he is also considered an authority in language instruction. This is seen by the tremendous interest he has in the study of current languages in the classroom. The grammar-translation method was subjected to his careful examination, and he did not have a very favorable opinion of it. He believes the central focus of instruction in foreign languages should be on the student's capacity to communicate verbally in the target language.

An adequate understanding of the technique is not the foundation for the execution of instructional methods; instead, they are predicated on something else. In such a situation, it will not be able to operate effectively and efficiently as the principal medium for imparting knowledge of the subject matter. Consequently, if the technique needs to be implemented correctly, it can impede the flow of the instructional process rather than a factor that stimulates the achievement of objectives. As a direct consequence of this, it is an unquestionable need to possess a complete and accurate comprehension of the qualities of a method. Students studying English language teaching want to know how language proficiency affects intercultural communication skills and if there has been any change over the course of the four-year teacher preparation curriculum (Sevimel-Sahin, 2020).

#### **IV. CONCLUSION**

The study of language from an analytical and methodical perspective is the focus of the academic field of linguistics. Linguistics is an academic area that emphasizes the study and analysis of its subject matter and how this information may be used in the classroom. The study of linguistics and the teaching of languages are disciplines that are deeply intertwined with

one another. This is the case since passing on one's linguistic skills and acquiring new ones go hand in hand with one another. How is it even feasible for someone to instruct others in language skills if they do not first have a solid understanding of linguistics? Also, if they needed a solid understanding of lexicology, morphology, syntax, semantics, and spelling, how could he train others in writing?

In order to fulfil his duties as a language instructor, he must, in addition to making use of his linguistic abilities, offer accurate explanations of the principles that govern the language. Robert Lado also emphasized the significance of linguistics in the classroom by noting that for teachers to identify students who are having difficulty learning the students' target language, the teachers need to be familiar with the linguistic components and characteristics of the student's mother tongues. Lado made this point to emphasize the significance of linguistics in the classroom. Lado strongly emphasized this so that instructors would be better able to recognize students' struggles when it came to acquiring proficiency in the language that will be their focus.

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