



**The Dual Role of Linguistics
in Language Teaching:
Theory, Application, and
Syllabus Design**

**الدور المزدوج لعلم اللغة في تدريس اللغة:
النظرية والتطبيق وتصميم المنهج**

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Abstract

This paper discusses the complex relationship between linguistic theory and language teaching by pointing out that both are interdependent and therefore complementary. Starting from a historical discussion on the role of linguistic theory within language teaching, moving to the most practical implementation of linguistic subfields like phonology, morphology, and syntax and semantics regarding the elaboration of correct methodology for language teaching. The paper further examines the structure and elements comprised in the language teaching syllabus, including grammatical, situational, notional/functional, task-based, content-based, learner-led, and proportional syllabuses. The paper then addresses how applied linguistics can enrich language teaching by bridging the theoretical knowledge-classroom practice gap. In sum, it comes out categorically to state that proper understanding of linguistic issues on the part of language teachers will make certain that informed judgments are made regarding teaching approaches and syllabi development that will dramatically improve the learning process.

Keywords: Linguistic Theory, Language Teaching, Applied Linguistics, Syllabus Design.

المستخلص

تتناول هذه الدراسة العلاقة المتبادلة المعقدة بين النظرية اللغوية وتعليم اللغة، مع إبراز طبيعتها المزدوجة والمتراصة. ستم المناقشة من خلال وجهات النظر التاريخية حول أهمية النظرية اللغوية في تعليم اللغة والتطبيقات العملية لمجالات فرعية من علم اللغة مثل علم الأصوات، والصرف، وبناء الجملة، وعلم الدلالة اللازمة لبناء منهجيات تدريس اللغة القابلة للتطبيق. تتناول هذه الدراسة أيضًا هيكل وأحكام منهج تدريس اللغة التي تشكل منهج نحوية، ومنهج ظرفية، ومنهج نظرية/وظيفية، ومنهج قائمة على المهام، ومنهج قائمة على المحتوى، ومنهج يقودها المتعلم، ومنهج متناسبة. من المسائل التي تتناولها الدراسة، كيف يمكن لعلم اللغة التطبيقي أن يساعد في توفير تدريس اللغة



وممارستها من خلال هذا الجسر بين الرؤى النظرية والممارسات الصفية. وهكذا تخلص الدراسة إلى أن فهم المبادئ اللغوية يجب أن يكون عميقًا حتى يتمكن معلمو اللغة من إصدار أحكام مستنيرة حول استراتيجيات التدريس وتصميم المناهج، مما يؤدي إلى تجربة تعليمية أكثر فعالية واستنارة. الكلمات المفتاحية: النظرية اللغوية، تدريس اللغة، اللغويات التطبيقية، تصميم المنهج.

Introduction

Investigations into the connection between linguistic theory and language teaching began in the late 19th century, while into the 20th century, research was often characterized by debate. Up until the 1960s, when the relationship was revalued, there were primarily two perspectives on this matter. The first of these held that linguistics had been valued too highly as a basis upon which to build a language learning methodology. Linguists like Johnson (1967) and Lamendella (1969) assaulted the notion that linguistics can provide a valid basis for a second language pedagogy. According to Lamendella, it was unwise to count on transformational grammar or on other linguistic theories as providing the theoretical basis. He instead believed applied psychology more vital in language teaching rather than applied linguistics.

The second view position acknowledged the general contributions of linguistics but kept the stance that language teaching should not follow strictly into a particular linguistic theory; rather, different linguistic theories should be treated as complementary resources. According to Levenson (1979), as he maintained, no one school of linguistic analysis possesses the absolute truth in describing phenomena; each approach from traditional grammar, transformational grammar, has its own relevance in teaching (Meng, 2009, p.1).

This has made many language teachers and learners wonder why linguistics should be taught or learned for language education. Since linguistics is the scientific study of language, it would seem self-evident that its results could significantly enrich language teaching. Every decision in language teaching, such as



defining the learning goals, determining methods, evaluating techniques, and organizing the content, requires substantial prior knowledge of the nature of language. Linguistics has much to offer the teacher in terms of making informed decisions. However, though there are many differences between the emphasis, attitudes, and methods of linguistics and language teaching, there cannot be ignored an interaction and development between the two that is troubled.

Hence, the interrelationship between linguistic theory and language teaching is a two-way process: not only does linguistics inform the creation of theories concerning language teaching, but it also gains insight from the latter since these are based on some basic questions about the nature of language.

This research will operate on the relation between linguistics and language teaching, with a particular interest in the syllabuses related to language teaching. It shall be divided into three sections: the first part dealing with linguistics, the second section with the role of linguistics in language teaching, and finally, the third part will focus on the language teaching syllabuses, its definition, types, and relation to linguistics.

1- Section One: Linguistics knowledge

Pure linguistics is a branch of linguistics, which develops models of linguistic knowledge. In fact, according to Lyons (1981), linguistics is usually divided into theoretical and applied linguistics. That is, the two parts are theoretical linguistics, which studies the structure and mechanism of language without relation to practical uses, and applied linguistics, which concerns the very application of linguistics' concepts and findings to the practical tasks, like language teaching (p.35).

1. Phonology

Phonology refers to the system and pattern of speech sounds in language. On the other hand, phonetics is the discipline that deals with the nature of speech



sounds. The focus of phonetics is to transform the sound we hear into minute details of language; thus, phonetics has three divisions: acoustic, auditory, and articulatory phonetics. Acoustic phonetics would consider the physical properties of the utterances of the speaker, while auditory phonetics means the study of perception of the speech sounds by listeners. Articulatory phonetics is relating to the physical manner of producing a certain sound; this is also referred to as descriptive phonetics, which will give an adequate representation of real sounds in detail (Yule, 2006).

2. Morphology

Morphology is the study of word formation. In “the dog runs” for example, and “the dogs run”, the word forms runs and dogs bear the suffix -s, making them distinct from the base forms dog and run. When appended to a noun, this suffix produces the plural, but when appended to a verb, it produces the third-person singular subject. Some morphological theories would consider such a suffixes as allomorphs of plural and third-person singular morphemes. The languages are highly diversified in respect of the structure of morphological form: the analytic languages have few or no affixes, whereas the synthetic languages make use of many affixes. In agglutinative languages, each affix represents one grammatical function and is attached successively, but fusional languages have intricate morphological processes; affixes are not bounded (Katamba,2006).

3. Syntax

Syntax is the study of sentence structure and phrasal hierarchy, as commonly diagrammed in parse trees. It looks at the relationships between words and tries to describe those sentences constituting a particular language by the intuition of a native speaker. Syntax looks at how the structural relationships between elements in a sentence contribute to its meaning. Syntax formalizes and



represents such hierarchical relationships by applying the principles of formal logic and set theory. Abstract Syntax trees represent these relationships, and in English declarative sentences, for example, the subject-verb-object word order is crucial for correct meaning. Researchers into syntax propose that typical speakers possess an innate formal computational component within their language faculty which structures these relationships (Katamba,2006).

4. Semantics

Semantics is defined as the study of meaning conveyed by elements of a language, viewed as a symbolic system. The field of semantics intersects with philosophy of language mainly in the study of the relation of meanings and words, but also pertains to the formal semantics. Although phonetics often influences phonology, it is often kept out of theoretical linguistics, along with the other related subjects dealing with psycholinguistics and sociolinguistics. Another goal of theoretical linguistics is the explanation of linguistic universals, that is, those aspects common to all languages (Palmer,1976).

2- Language Teaching

2-1. Definition of Language Teaching

The term teaching derives its meaning from the word teach that means giving information about a subject to somebody in order for him to learn something about it (Oxford Advanced Learner's Dictionary, 1995, p. 1225). Brown (2000, p 7) defines teaching as helping someone to "learn how ".by giving instructions and advice about the study of a language".

From this definition, the author is made to understand that language teaching is organized through different sets of activities meant for delivering material in a manner that shall help the students receive, master, and develop their knowledge of the subject matter effectively.



2-2. General Concept of Language Teaching

Cherrymp (1991), a contemporary Cognitive Psychologist summarizes on the notion of language teaching in three different perspectives:

a) Quantitative Terms: Teaching is seen as “the transmission of knowledge, whereby one’s responsibility as a teacher is to master one’s subject matter and manage the delivery of that subject matter to students effectively.

b) Institutional Terms: Teaching herein is “the efficient orchestration of teaching skills,” wherein teachers skillfully adapt techniques to diverse talents, abilities, and needs of students.

c) Facilitative Terms: Teaching is described here as “the facilitation of learning”; here, more importance is given to the teacher’s role of providing an appropriate environment for learning. All combined, these concepts together depict teaching as an activity for the development of students’ full potential in the psychological domain.

2-3. Applied Linguistics

Applied linguistics is highly relevant to the teaching of the English language, with its relationships developing in compelling and strategically crucial ways in five respects in the teaching of English as either a second or foreign language. Globally, schoolchildren and adult learners learn the English language, while this language develops as one of the most important subjects in educational systems throughout the world. Therefore, mastery of the English language becomes paramount on the part of the educators, which, in turn forwards applied linguistics as an essential element in teaching the general English language as well as to the teachers of English themselves. Whereas the main concerns of applied linguistics would deal with addressing or mitigating social problems associated with language. As Davies (2007) submits, “in the modern educational context, an English teacher is supposed to know linguistics or applied English



linguistics in an attempt to establish them as effective language educators” (p. 125).

To appreciate some of the current uses of applied linguistics, it is useful to trace briefly its background. While its origins go back many years, modern applied linguistics began to take shape in the United States in 1941 with the creation of the English Language Institute at the University of Michigan (Fauziati, 2009, p.3). Early applied linguistics was heavily oriented toward language teaching and learning and searched for a way to connect theoretical linguistics with classroom activities.

Applied linguistics plays a mediating function. It interprets the most recon- dite linguistic theories and provides clarity for insight by language teachers and learners into the theories. Some of the ways that applied linguistics aids in teaching languages include:

Guiding teaching goals and contents: Applied linguistics molds theoretical linguistics for service in language learning and teaching, such that the teacher is informed with relevant decisions on teaching goals and content.

Thus, a teacher preparing a syllabus has to decide on which language mate- rials to include, how to select textbooks, and what exercises should be taken based on implicit or explicit understanding. Applied linguistics provides a teach- er with a systematic understanding of language and its system, the necessi- ties of language acquisition, and helps in making a greater number of decisions about teaching methods and content.

Informing Teaching Methodology: Applied linguistics outlines the contribu- tions that the various linguistic theories make to teaching methodology. Once it has been decided what is to be taught, what is to be aimed for in teaching, then instructional methods need to be considered: Should the approach be teacher-centered, textbook-centered, or learner-centered? How should stu-



dent errors be treated? What classroom techniques prove best? Because applied linguistics defines language learning in relation to each of these different linguistic theories, it assists teachers in choosing the most relevant techniques and methodology. Applied Linguistics nurtures effective English Language teaching through its linkage of theoretical insight into practical teaching needs.

2-4. Linguistics and language teaching

In the 20th century, there were quite a lot of changes and innovations regarding language teaching ideologies. The approaches in teaching language have developed from the historical methods that focused on writing and reading to the current ones that focus most on speaking and listening skills. Even contemporary issues in language teaching are an echo of those which have been debated throughout its history (Richards & Rodgers, 2007, pp. 1–3). Approaches to language teaching have developed considerably in this century (Richards & Rodgers, 2007, pp. 1–3).

There is an interaction between linguistics and teaching of English as a foreign Language. In fact, linguistics has had an on-going relationship with the teaching of esl, passing through successive stages. Walt (1992, p. 170) refers to such connection as one that has increasingly changed from being about direct to more or about indirect. One good example of a direct relationship between the two is the application of Structuralism to language teaching. The structural view of language, linked to the behaviorist learning principles, gave rise to the Audio-Lingual Method-at least-confident of its application of linguistic theory to second language teaching.

This approach set expectations that linguistics would contribute directly to language teaching. When Chomsky challenged and ultimately discredited Behaviorism, language teachers were expecting alternative guidance, hoping Chomsky's TGG would inform their teaching.



Consequently, an attempt was made to integrate generative linguistics as well as the results of first language acquisition studies into the teaching of second languages. Hence, two approaches emerged: the cognitive code approach and the cognitive anti-approach; each founded some of its concepts on certain aspects of Chomsky's cognitive theories.

In the cognitive code method, Chomsky's view of language as a system of rules was interpreted to mean that the ability to understand language rules consciously should precede their application in teaching, emphasizing grammatical awareness before practical use. Further, the emphasis that Chomsky placed on the creative nature of language led to a rejection of repetitive practice in favor of encouraging innovative and creative language use on the part of the students (Walt, 1992, p. 171).

2-5. The role of Linguistics in Language Teaching

It is instructive to start this presentation with the reflection of Corder's statement (1968) "a teacher cannot teach a language effectively using any current techniques without linguistic knowledge, as linguistic concerns are constantly in use throughout their teaching" (p. 101). This quote illuminates the importance of linguistics' function in language teaching. It also challenges this assumption since linguistics could be taught for years with a person not knowing what is meant by the term. Such a person is likely to misappropriate it. The second question, therefore, is what is the place of linguistics and applied linguistics in the language teaching? In the answering of this question, it becomes useful to consider different perspectives, which have emerged in literature on the topic (Husni,2010:1).

As Halliday et al.(1964) explain, linguistics have nothing to say about how the teacher should teach. In that respect, language teachers are professionals in their own right, as linguists in theirs, and the divide goes on. Teachers are not



teaching linguistics as such but rather language—the object of linguistic inquiry given its description by linguistic theory. However, according to Halliday, linguistics can only help the teaching of languages through valid language description. Any description of a language embodies a certain view of what language is and how it should be described. Linguistics is the thing that, as soon as a teacher begins to use different terms like sentence or verb, they will sooner or later begin to deal with (Husni,2010:1).

While Wilkins (1972: 216) points out that it is hard to imagine that languages could ever be taught without referring to available linguistic descriptions; in other words, it means linguistics will always have relevance to language teaching. Then, he suggests that the main role of linguistics concerning language teaching is to provide clear descriptions of languages that form the basis on which teaching materials are prepared. As Corder (1973, p. 10) indicated, there is an accumulating reservoir of scientific knowledge about language that provides a firm basis upon which the teacher can rely. It provides a theoretical framework within which one can define what will be understood by skill in or knowledge of the language. A framework of this type gives educators a means to assess various teaching methods and materials in terms of their appropriateness and effectiveness with regard to specific goals for specific groups of learners.

As Corder puts it, “without the insight that linguistics provides, systematic improvement in language teaching would not be possible”. Thus, linguistics forms the theoretical input of language teaching. These views reveal that linguistics does have a significant role to play in the theory of language teaching, which teachers have to be tuned into. Corder (1968) expands that among the concerns of linguistics are what to teach rather than how to teach, even though learning theories, especially those dealing with language acquisition, are more directly related to teaching methods. Nevertheless, this does not imply that



linguistics have nothing to say on the matter in question (Husni, 2010, p. 2). In other words, linguistics and applied linguistics are contributing a great deal to language teaching in a broad sense. According to Taylor (1987), linguistics and applied linguistics are likely to be most effective in supporting language teaching when the support is viewed within a broader educational perspective (ibid).

3-Syllabus

3-1. Definition

First and foremost, the term syllabus needs to be defined in order that a better idea of what it means should be availed, as well as in what way it is related to different aspects of ELT. To define and elaborate on the concept of syllabus faces several challenges. For instance, over the last few years the focus in syllabuses has shifted from structure to the more dynamic aspects of situations, functions, notions, topics, and tasks. Nunan (1988) remarks that with this shift, "the traditional distinction between syllabus design and methodology has become blurred." Nunan differentiates between syllabus design, which he defines as "the selection and grading of linguistic content," and methodology, which is "concerned with the selection and grading of pedagogical procedure." Having in some ways defined syllabus, perhaps in negative terms, it follows that a definition which is transparent and within the grasping powers of people is feasible.

3-2. Design

With the coming of the 1980s came different teaching methods, which James disagreed with and opposed the more structure-and forward-planning-based methods that came from earlier in the 20th century. The Audiolingual Method, Situational Language Teaching, and early versions of Communicative Language Teaching were based on syllabuses, whether grammar-based or communicative as in CLT.

By contrast, however, instructional designs beginning to emerge in the lat-



ter half of the 20th century specified neither predetermined syllabuses and/or learning outcomes but rather specifications of classroom activities. These newer approaches began with process, rather than input or output, and their innovative classroom practices became defining features. This shift is a central design strategy, in that methodology, rather than content, is the starting point for course planning, and where content is selected to align with the methodology adopted. Such, for example, is Krashen and Terrell's Natural Approach (1983) which proposes that communicative procedures employed in the classroom in involving learners in comprehensible interaction at a challenge level which is manageable stimulates language acquisition instead of structuring instruction around a pre-specified grammatical syllabus (Richards, 2013, p. 16).

From the above, conditions and contexts are affecting the syllabus design. A syllabus is designed encompassing not only linguistic with non-linguistic materials but also social and economic factors in consideration, but the main concern is how and what to teach.

While a theory of language drives much syllabus prescriptions, there is also a powerful influence from a learning theory. For instance, a teacher may hold a structural view of language and yet fail to hold a belief that the learners acquire the language materials through a strict grammatical sequence. In such a case, even though the underlying view of language is structural, the syllabus would probably turn out to be much more situational or even content-based in approach (ibid.).

Syllabus design also determines the roles of teachers and learners. The Syllabus Designer takes into consideration the basic assumptions of language and learning theories and their implications in selecting instructional units and classroom organization. Selection of a syllabus is considered a crucial decision in language teaching, which should be made with due care and as much information



as possible. The study of language teaching by Larsen-Freeman and Anderson (2011) supports the analytic syllabi based on the understanding that learners do not acquire linguistic items individually but rather extract linguistic information from the language samples they engage with. According to Ur, the analytic syllabus avoids listing particular language features but rather avails learners possibilities of meeting the target language in a natural way through communicative interaction. Although the language is simplified, it is not specially structured to present specific grammatical features. Long and Crookes also point out that analytic syllabi present samples of language that are not usually controlled for vocabulary or structure; rather the target language is given in whole chunks without special linguistic control or focus (<http://www.intralnet.com>).

3-3. Syllabus types

3-3-1. Grammatical syllabuses

Generally considered conventional and widely accepted, the syllabus here is typically structural in its organization, focusing meaning on form, or language form. It's based on the assumption that the language comprises a finite number of rules amalgamated in virtually limitless ways to convey meaning. That focus is on the outcome of the final product. By nature, it is a grammatical syllabus. The content to be developed and presented will be organized and sequenced according to their complexity and simplicity. In other words, it establishes the structural patterns as the central units of learning, organizing them according to criteria such as structural difficulty, complexity, regularity, utility, and frequency. This assumes that learners will master each structural step progressively, adding each to their grammatical repertoire. The approach will employ highly controlled and closely structured-and sequenced pattern practice drills (Nunan, 2001.p:56).

During the 1960s, in the US, a well-known methodology of that era greatly



turned out to be the Audiolingual Method. As cited by Stern (1974, p.63), the “Golden Age of Audiolingualism” was between the years 1958 and 1964. American structural linguistics based this approach, supporting a grammatical syllabus, along with a fully behavioristic-based teaching methodology. Language learning was believed to depend upon habits that could be acquired through repetition. Bloomfield (1942, p.12) cited in Richards (2001, p.25), stated a principle which became axial to Audiolingualism: “Language learning is overlearning; anything less is of no use.” This teaching methodology was based upon the repetition of dialogues and pattern practice for automatization, followed by exercises that involved the use of learned patterns in new situations.

A syllabus, therefore, is a minimal guide for both the teacher and learner. It reflects and reinforces adherence to some sociolinguistic beliefs related to power, education, and cognition. Further, it represents a political statement as a reflection of the views of syllabus designers on authority and status. In one way or another, cooperation is encouraged through good grades, encouragement or opportunities for cross-cultural understanding.

3-3-2. Situational syllabuses

In this type of syllabus, the situational factor is the major organizing factor. The key concept is that the language is embedded in the situational context in which it occurs. A situational syllabus designer would predict situations the learners are likely to find themselves in-visiting the dentist, going to the cinema, meeting a new student-and use these situations as framework for the selection and presentation of the language items. Content in language teaching thus consists of a sequence of real or imaginary situations in which language would naturally occur or be used. A situation generally features a number of participants who are doing something in a particular location. Language in a given situation contains a number of functions combined in an appropriate



fragment of discourse.

A situational language teaching syllabus primarily focuses on teaching the learners about the language that is used in these situations. The syllabus is also very useful for the students who are learning the language for specific needs or purposes. Here are some possible situations for a Situational Syllabus: at a bank, in a supermarket, with a travel agent, or in a restaurant are the examples given by Harmer (1999, p.298).

To make these situations communicative, some vocabulary and grammatical items have to be prepared in advance. Situational Syllabuses use dialogues and conversations as major teaching devices. In this type of syllabus, situational needs are given more emphasis than grammatical units. The main structural format is a list of situations, reflecting how language and behavior are normally employed outside the classroom. The structural language elements connected to such contexts allow learners to infer meaning from appropriate situations. Among prominent advantages brought by the situational approach, the increase in motivation since it is "learner- rather than subject-centered" should be mentioned (Wilkins, 1976, as cited in Mohseni, 2008, p.3).

3-3-3. A notional/functional syllabus

The development of such a syllabus was considered for the first time in the 1970s and in 1979, Wilkins was an important advocate arguing for syllabuses based on notions and functions (Nunan, 2001, p. 61). This type of syllabus focuses most on the communicative function and the conceptual content within the language, which is the notion and function themselves. In its turn, the language teaching material will include a number of notions: age, color, size, comparison, time; to which the different functions of language are added: inviting, requesting, agreeing, apologizing. Grammatical items and situational elements exist, but they are considered to have a subsidiary role in this type of approach.



Unlike structural and situational syllabuses, which Brumfit and Johnson (1979, p.8) say are generally concerned with questions of ‘how’, ‘when’ and ‘where’ language is used, the functional/notional syllabus is oriented towards ‘what’ the learner communicates through language.

3-3-4. task-based syllabus

A task-based curriculum should be encouraging activities and tasks that challenge learners to communicate in the language to achieve specific purposes. It is cognitively supported on the premise that the best way to acquire language competence is through interaction and practice.

Central to this is the fact that tasks should conform to real-life language needs on the part of the learner, be meaningful to the task in hand, and promote learning. The teaching content is made up of a sequence of complex and targeted tasks that students wish or have some need to carry out, and for which the language they are learning will be helpful. Such tasks incorporate language and other abilities within specific contexts of language use. Here, language learning is incidental to the performance of tasks, and teaching is provided incidentally in the course of performing the tasks. Tasks are defined therefore as pieces of activity which have as their purpose something other than language learning itself, but which are likely to build second language proficiency. In syllabus design, a clear distinction is therefore usually made between target tasks and pedagogical tasks. A target task is a task which the learner would carry out in natural settings beyond the classroom: participating in a job interview, filling out a credit card application. On the other hand, a pedagogical task is usually classroom-bound and designed to “push” learners to communicate in the target language on the assumption that the latter communication promotes the language acquisition process (Mohseni, 2008, p.1).



3-3-5. content-based syllabus

This syllabus is designed to provide an instructional approach that focuses on teaching specific content and information in the language which learners are studying. Even as the content is the central priority, language learning takes place along with the content acquisition. In such a setup, learners are both language students and learners of the particular subject matter being taught. Accordingly, in contrast to the task-based approach to language teaching, which focuses on communicative and cognitive processes, there is a high emphasis on information Learning in content-based teaching. A typical example could be a class in chemistry taught in the target language, with possible linguistic adjustments to make the content more comprehensible.

3-3-6. A learner-led syllabuses

Breen and Candlin themselves pioneered the idea of a syllabus based upon how learners learn. This approach places maximum emphasis on the active role of the learner and, where feasible, drawing him into the process of syllabus design. When learners know what is included in the course, they become more interested and motivated; besides, their skills for productive learning are better.

While a pre-set syllabus provides a rich source of support and framework for teachers, critics assert that a learner-led syllabus can be no less than radical, ambitious, and very demanding on the grounds that too much onus of syllabus determination is transferred into the students care. Also, it might exhibit a total lack of clear-cut objectives and an unstructured course book devoid of a syllabus framework (Mohseni, 2008, p. 4)

3-3-7. A proportional syllabus

The pragmatic syllabus gives a lot of importance to the flexibility aspect in sequencing language, including spiral approach to language, that allows recycling of the language. A proportional syllabus gives most weight to development of



overall language competence and is particularly appropriate for those learners who get very little contact with the target language outside class. It also presents a mix of element types-integrated through themes chosen by the learners themselves.

It focuses on form initially; later in the course of learning, the interactional aspects become the focus. In fact, this may occur at any stage and is not necessarily tied to any one level of proficiency. One guiding principle for a proportional syllabus would be that it should be unmistakably focused on what will be taught rather than on what will be learned. This syllabus, ultimately, should be dynamic, allowing extensive possibilities for feedback and adaptability (Mohse-
ni 2008, p.5).

3-4. Linguistics and Language Teaching Syllabus

Language teaching activities are designed to enable learners to learn a language effectively and efficiently. Linguistic theory, as part of applied linguistics, offers many useful insights for the language teacher in terms of how to apply linguistic knowledge to teaching. Of course, proficiency in a language does not by default mean that one knows how to teach it to someone else effectively.

Besides, language teaching is pragmatic and practical. The primary aim is that students become proficient in the target language as a medium of communication. For example, while speaking and listening are skills, there is the technical need to describe sets of linguistic systems including phonemes, morphemes, words, sentences, and structures of discourse. Teachers who recognizes these various orientations toward language acquire a wider less fractured understanding of their subject matter.

According to Mackey (1950, p.4), the two central questions involved in language teaching would be what to teach and how to teach. Such problems mainly revolve around content, methods, design problems, and the process of de-



sign itself. In the very end, there are methods of language teaching that depend upon the teachers and method makers. This is the case because linguistics is going to play a major role in language teaching and learning, where students as well as teachers need to be adequately equipped with the notions of communication skills within diverse contexts under a syllabus.

4- Conclusion

Linguistics is basically the science that deals with language, observing its development, operation, and modification. Linguistics has two broad classifications: pure linguistics, which includes phonology, morphology, semantics, and others; and applied linguistics, including areas like discourse analysis, bilingualism, and second or foreign language acquisition. It basically helps in language teaching by fulfilling three important requirements, including: (a) having a framework to explain how language skills and knowledge exist in such a way that this makes it possible for teachers to design effective materials to teach; (b) providing various techniques, methods, and approaches to be taught; and (c) providing comprehensive descriptions of languages. Indeed, the relationship between linguistics and teaching lies in that language is the central object in linguistic study, and the latter gives relevant conceptual aid on a practical level to language teaching. This correlation is three-poled: the linguistic description stage deals with the nature of the language being taught; development of content and syllabus guides material selectivity within this framework; and stages of language learning activities that kindle pedagogic responses. In other words, pedagogical grammar, for example, has activities directed at teaching and learning within a language education context.

Generally speaking, linguistics is closely related to language teaching. A grounding in linguistics has a particular or unique value for language teachers because it enhances the efficiency of teaching activities. From this viewpoint,



applying linguistic knowledge in teaching provides basic principles according to which approaches, methods, and techniques are organized. Moreover, linguistic science offers guidelines for creating teaching materials and gives an elaboration of detailed language descriptions. Linguistics as a science informs language teaching; different linguistics branches study the phone, phoneme, morpheme, word, meaning, and sociocultural and psychological contexts of language-all useful in language teaching.

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