

Applied Linguistics Role in Teaching Writing & Composition in A Foreign Language

دور اللغويات التطبيقية في تدريس الكتابة والتأليف باللغة الاجنبية



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Abstract

Applied linguistics is an interdisciplinary field that studies language use and foreign language teaching, focusing on real-world problems rather than theoretical investigations. Early applied linguistics aimed to bridge the gap between theoretical achievements and classroom practice. It has significant benefits for teaching writing and composition in a foreign language, and EFL teachers must practice applied linguistics to effectively engage in language teaching. Applied linguistics contributes to developing structural, syntactic, and semantic fields of a written language and enhances learning through suggested activities by EFL teachers. The research reveals that applied linguistics plays a crucial role in teaching writing and composition in a foreign language.

Keywords: applied linguistics, teaching writing, and composition- foreign language

الملخص

اللغويات التطبيقية هو مجال متعدد التخصصات يدرس استخدام اللغة وتعليم اللغات الأجنبية، حيث يركز على مشاكل العالم الحقيقي بدلاً من التحقيقات النظرية. اللغويات التطبيقية المبكرة تهدف إلى سد الفجوة بين الإنجازات النظرية والممارسة الصفية. حيث لها فوائد كبيرة لتدريس الكتابة والتأليف بلغة اجنبية، ويجب على معلمي / مدرسي اللغة الإنجليزية كلغة اجنبية ممارسة اللغويات التطبيقية للمشاركة بشكل فعال في تدريس اللغة. حيث يساهم علم اللغة التطبيقي في تطوير المجالات الهيكلية والنحوية والدلالية للغة المكتوبة ويعزز التعليم من خلال الأنشطة المقترحة من قبل معلمي / مدرسي اللغة الإنجليزية كلغة اجنبية. يكشف البحث ان علم اللغة التطبيقي يلعب دوراً حاسماً في تدريس الكتابة والتأليف باللغة الأجنبية.

الكلمات المفتاحية: اللغويات التطبيقية، تدريس الكتابة والتأليف باللغة الأجنبية.

Introduction

Nowadays, where Communication has become of central significance, learning one or more than one foreign language and expressing ideas in a foreign language in a written or in a verbal way are requisite needs. (İşisağ & Demirel, 2010). As mentioned by Renandya (2016), English is “now used by a much greater number of people around the world and for far more diverse communicative purposes in different social settings (p.3). In other words, it is used as an international communication which connects people overseas. This is done through expressing ideas in writings or in speech. Therefore, English language nowadays is used as an instructional media in teaching, writing composing and increasing academic comprehension. In order to acquire such knowledge in a foreign language, it necessitates knowledge of applied linguistics. As Khansir (2013) states “...the EFL teacher is supposed to know applied English linguistics to prove himself as an effective English language teacher” (p. 2). Linguistics is the study of languages, and the role of applied linguistics has increased in importance in the past decades. It became a used discipline for teachers, researchers, and pedagogues to analyze the teaching methods. The old methods and approaches are no longer useful if the goal is to provide students with great language teaching. Applied linguistics is now essential in the practices of English teaching because it supports the teacher in the study of foreign language acquisition, conduction of error analysis, and making learning easier to get and understand for learners in both written and spoken forms of language through composing new pieces of language (Irmawati, 2014) .

In order to equip the students with developed written English language skills, teachers who understand linguistics and use applied linguistics well are definitely needed. As a result of this need, foreign language teaching has been a popular field all over the world. One of the fields that requires a reasonable knowledge of applied linguistics is the field of teaching writing and composition. To be able to satisfy this need, English is taught at all levels of education. English as a foreign language becomes so important, so the success of these departments is continually argued. One of the discussions on ELT departments is the content-the courses presented to the pre-service teachers. In Iraq, %50-60 percent of these departments’ programs is subject and subject



education (Altufaili, I. R. (2016).), %25-30 percent of it is professional education (pedagogical), and %15-20 percent of it is general knowledge courses. Linguistics courses forms the major part of subject and subject education. (Dalaf, 2021). Similarly, Khansir (2013) mentions that applied linguistics has given an enormous influence to the theory of language teaching which cannot be overlooked in language teaching field. To add, Meng (2009) sees a great link between applied linguistics and language teaching practice, emphasizing on the use of real language in writing and composition. Based on the discussion above, this paper attempts to show the role of applied linguistics in teaching writing and composition in a foreign language.

History and Definitions of Applied linguistics

Applied linguistics is considered as an established discipline. “Through the whole history of formal teaching there has been an applied linguistics, as known today.” (Mackey, 1965:253). Applied linguistics developed in the United States in 1941 after the foundation of the English Language Institute at the University of Michigan. The term was used to tag a course applying a so-called “scientific approach” to teaching foreign languages. The popularity of the term swiftly grew in the 1950s and 1960s when other new journals and institutes in various countries appeared with this designation. In 1956, Applied Linguistics began in the University of Edinburgh and the Center for Applied linguistics was founded (CAL, 1959) in USA. Through the year 1960, the term was institutionalized in Applied Linguistics International Association (AILA, 1964). Charles Fries and Robert Lado are associated with the beginning of the field. Their ingenuity resulted in the publication of a new journal *Language Learning: A Quarterly Journal of Applied Linguistics* in 1948, which, since then, has always had a prominent position in the development of applied linguistic (Hilgendorf, 2012: 18).

Applied linguistics is developed in two phases: 1940 - 1973; 1973-till now:

First phase

- 1941 - The Occurrence of the term “Applied linguistics”.
- 1956 – The Applied linguistics school in Edinburgh University.
- 1959 – The Basis of Center of Applied linguistics. (CAL)



- 1960 – Institutionalize of the term by the formation of International Society of Applied Linguistics. (AILA)
- 1967 – The progress of some applied linguistics societies in Britain.
- 1973 – The first publication of “Introducing Applied Linguistics” (Corder, 1973).
“The Edinburgh Course in “Applied Linguistics” (Allen and Corder 1973/1975).

Second Phase

From the year 1973 excepts the schools, associations, journals there have also been many publications, especially from Henry Widdowson: Learning Purpose and Language Use, (1973); An Applied Linguistic Approach To Discourse Analysis, (1973); Exploration in applied linguistics 2, (1984), some publication on his honour. A series of publications from Alan Davies, Catherine Elder, Nat Bartle, Robert Kaplan, Michael McCarthy etc. and also dictionaries in applied linguistics, as from Richard and Schmidt and Keith and Helen Johnsons can also be mentioned (Navis, 2008).

Therefore, it can be inferred that the first phase was related to its beginning as a science, with the introductory of some schools, the evolution of some societies the study of applied linguistics at school. The second phase observed a depth in studies, is accepted as a science, the involvements are spread in international dimensions with the first principle, its status as a linguistics science. This development of this discipline promoted it as a successful and necessary science into the linguistics science.

Some Applied Linguistics Definitions:

Bhavinkabens, (2016) states that “In addition to what has been traditionally regarded as applied linguistic territory – language education (first, second and foreign language teaching and learning) this definition extends coverage to areas such as clinical and forensic linguistics, lexicography, critical linguistics and translation theory and practice.” (18)

While Khansir, (2013) says that “Applied linguistics includes: What we know about language? , How it is learned?, How it is used?.” (9).

“Applied linguistics in an interdisciplinary field closely related to language and based in language with the aim to a deeper meaning of



human language interaction in different context and in explorative ways to help the improvement of the quality of the growth and the development of human communicative development.” (McDonough, 2002: 16) Widdowson, (2000) affirms that “Applied linguistics is a branch of linguistics where the primary concern is the application of linguistic theories, methods and findings to the elucidation of language problems which have arisen in other areas of experience. The most well-developed branch of applied linguistics is the teaching and learning of foreign languages, and sometimes the term is used as if this were the only field involved”. (Crystal 1990: 34) “Linguistics decontextualised language from reality, and applied linguistics re-contextualised it, and reconstructed reality in the process. In this respect, linguistics was the science (like physics) and applied linguistics its technology (like engineering).” (p. 45)

This endless debate about what Applied Linguistics is and what themes should be investigated by applied linguists is not exclusive to the Iraqi context. In de Bot's (2015) book, which attempts to give a historical overview of Applied Linguistics, it is seen that this discussion has been around in traditional niches of Applied Linguistics research such as the United States and some European countries as well. Tensions between the subfields of Applied Linguistics have always existed, and it seems that the inherently multidisciplinary nature of Applied Linguistics and the evolving research trends favor these tensions.

Applied linguistics Relation to English Language Teaching

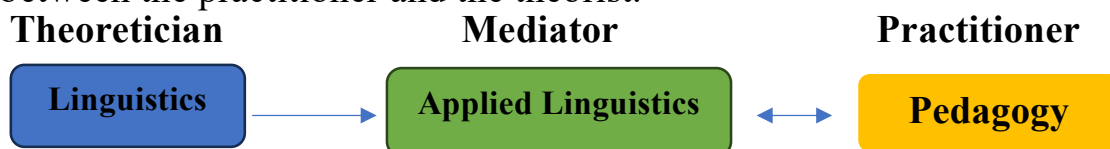
It would be useful to begin the discussion by considering what Corder has said (1968: 74) that a teacher can not teach a Language by any of current techniques without linguistics knowledge, applied linguistics practices and that he does make constant use of what are basically linguistic concepts in this teaching”

This quotation tells us that linguistics and applied linguistics have a great role in language teaching. Further, the points out that it is mistaken when someone claims that he has been teaching language for years but he knows nothing about applied linguistics. What actually he does not know is the meaning of the word linguistics itself and applied linguistics basic rules.



Halliday et al.(1964: 166) point out that the role of linguistics, applied 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 feild as the linguist is in his, and will remain so. He is not teaching linguistics. But he is teaching something which is the subject of the study of linguistics and its applied foeld, and is described by linguistics method.Furthermore, he also says that the main contribution that linguistic sciences can make to the teaching of foreign languages, to provide good descriptions. Any of a language implies linguistics, that is; a definite stand on how language work and how it is to be accounted for. As soon as the teacher uses the work ‘sentence’ or ‘verb’ in relation to the language he is teaching, he is applying linguistics.

Language teaching is closely related to applied linguistics. McDonough (2002: 7) states that the applied linguistics is the mediator between the practitioner and the theorist.



He claims that the term ‘applied’ suggests an activity rather than a state or attribute. The implied activity is usually a problem solving than one that requires the practitioner to demonstrate some skills or some shared knowledge. He argues that most of the problems applied linguistics face center around the definitions of the relationships or the connections between theories and the nature of language and the establishment of the optimal conditions for teaching or learning languages. Thus, applied linguistics stands as a mediator between descriptions, grammar, analyses, explications of linguistic phenomena on the one hand and the syllables, textbooks and curriculum on the other.

Based on McDonough’s statement, it should be emphasized that the language textbooks apply grammar knowledge in writing, speaking so a reading part is related to a written or spoken topic to enhance communicating abilities. In other words, it can be said that to be able to teach how to communicate meaningfully and effectively, any EFL teacher must have a reasonable amount of linguistics and apply these



knowledge in teaching receptive skills to get the fruit of productive ones.

Widdowson states that the foreign language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language learning, and that such mediation depends on understanding the relationship between theoretical principle and practical technique. (Widdowson 1991).

According to Widdowson (1984), it is true that it's of great importance to enhance the teacher's role. The teacher is not only the mediator but also the main spearhead to increase effectiveness in foreign language learning and teaching. The teachers must have the abilities to know how to interpret and instruct the pupils' understanding of the knowledge explained in the right way. This should have the basis of a solid ground of the language applied linguistics.

Applied Linguistics in Foreign Language Teaching

The obvious reason for considering the role of applied linguistics in relation to foreign language teaching is that both in different ways have to do with language. It would be unreasonable for a foreign language teaching to disregard what linguistics has to say about language.

Linguistics is the science of languages, and the major concern of all the Linguists is largely related to the findings and describing the characteristics of a particular language (s). Applied linguistics takes the result of those findings and 'applies' them to other areas. The term 'applied linguistics' is often used to refer to the use of linguistic research in language teaching only, but results of linguistic research are used in many other areas especially language teaching (LT). Linguistic analysis is a sub-discipline of applied linguistics used by many researchers, pedagogues and educationalists by diagnosing learning difficulties and solving such problems including looking for a compatible strategy (Abderrahim, 2011).

While Wilkins (1972: 216) points out that it is hard to imagine that languages can ever be taught without reference to the available language descriptions. It means that applied linguistics will always be a field of study relevant to language teaching. Further, he comments that the main role of linguistics in language teaching is to produce good descriptions of languages. Then these descriptions of language serve as the input to language teaching materials.



Foreign language teaching is said to be the activities which are intended to bring about language learning. It is more widely interpreted than instructing a language class. Formal instruction and methods of training, preparation of teaching materials, as well as making the necessary administrative provision inside and outside an educational system all fall under the concept of language teaching.

According to Stern (1983), a good language teaching would meet the conditions and needs of learners in the best possible ways. It would strive to provide a conceptual framework devised for identifying all factors relevant in the teaching of languages and the relationship (s) between them for giving effective direction to the necessary research and enquiry.

Linguistics constitute the most systematic study of language at our disposal. Linguistics is a subject developed by scholars who devote themselves to the explanation and detailed description of language phenomena. Linguistics has to play down the natural understanding that people have about languages in order to gain precision in description. Present day linguists as against traditional grammarians use a descriptive method which relies heavily on access to the intuitions of a native speaker. This is related to applied linguistics as it resembles the link between theory and application of the theory in teaching (Gass and Selinker, 2008).

Linguistics is usually defined as the science of language or the systematic study of language. As a science, it cultivates a rational outlook upon language. Linguistics is a theoretical science that formulates explanations which are designed to account for the phenomena of languages. It is also an empirical science making detailed observation on particular languages to conform or refute generalizations. It is also a descriptive discipline, this contrast to the normative nature of much language study. The linguist accepts language as he finds it, observes it and explain why it is so. From a linguist's point of view, a language is what the speakers say and not what someone thinks they ought to be (Halliday et al. 1964) .

The impact of applied linguistics on language teaching cannot be over-emphasized. Carter (1982) ascertains that a language teacher who knew the structure of language would be able to guide his learners in their selection of vocabulary and grammar constructions. It should be



stressed that not every teacher does need to become a competent field linguist with experience in comparative theoretical approaches. The teacher needs to know linguistics before he can apply it because without a background in linguistics, it would be very difficult for a teacher using linguistic-based materials either to elaborate on them, or to repeat the linguist's formula in new material or to capitalize on points raised on discussion or to hold to a coherent line of description.

The main role of applied linguistics in foreign language teaching is to produce good descriptions of languages. From the linguistics levels of phonetics and phonology, language teaching have benefitted from the description of sounds of human languages. The primacy of speech in language teaching can be attributed to the influence of structural linguistics, the interest in the descriptive study of the spoken language. Phonetics studies speech sounds as such regardless of a particular language, while phonology investigates the sound system of a particular language. Phonetics can be considered as helpful to pronunciation teaching (oral) in that it provides the language teacher with a diagnostic understanding of how speech are produced. Phonology is needed to understand what constitutes the sound system of a particular languages and how the sounds are internalized by speakers for the purpose of communication (McDonough, 2002).

At the level of the grammar, which is traditionally gotten insight from applied linguistics. Morphology deals with internal structure of the forms of words or word formation principles, while syntax is the study of sentence structure, that is, how words are strung together to form phrases, clauses and sentences. The importance of grammar will hardly be questioned by language teachers. Most language courses and textbooks are organized along grammatical criteria. Foreign language teachers has been operated with grammatical concepts and categories which have been considered as a self-evident and simple basis of language. At the level of meaning, which has to do with the semantics, language teaching have benefitted from linguistics in the knowledge of the meaning of utterances that are made or to be made by language learners. (Irmawati, 2014). Grammar and meaning in addition to semantics and syntactics of a language play a role that cannot be ignored in writing and composition in EFL.



Language teaching have borrowed a leaf from the linguistic level of function which actually have to deal with sociolinguistics. The linguist competence which is developed at the theoretical linguistics have to be used in socially appropriate circumstance for communicative competence to be attained. Language teacher should be aware that it is not enough for the learner to know the rules of the grammar alone, but the learner should also know when these rules should be applied in discourse in order to express his ideas in an accurate fluent way. This is because the knowledge of a language goes beyond knowing the grammar of the language alone. In the area of developing orthography (a conventional), linguistics role in language teaching cannot be compromised. The linguist helps to design orthography for languages for unwritten languages written languages in order for than to meet up with standard orthographies (McDonough, 2002).

In the field of applied linguistics, Corder (1973) points out that the relevance of linguistics to language teaching is indirect and it is not the task of the linguist to say what relevance it may have. The relation between linguistics theory and the actual materials used for teaching is an indirect one. Linguistic theory cannot alone provide the criteria for selecting, ordering or presenting the content of a teaching programme. However, theoretical linguistic, sociolinguistic and psycholinguistic criteria determine the content of a written syllabus.

Corder suggested what specific contribution to language teaching can be expected from theoretical linguistics. He recognizes three order of application, the concepts of theoretical linguistics are used to analyse language data leading to the description of the second language. On this basis, the second order applications determine the selection of items. Such selections will be helped by contrastive analysis (which compares L1 and L2 to spot the differences which are likely to create difficulty for the learner) and error analysis (which identifies the errors made by the learner and compares it with the L2) and will yield an inventory from which the linguistic content of the syllabus, as well as in the teaching materials can be determined at the third-order or level of application.

Convincingly, applied linguistics does not concentrate on how language is to be taught, it only displays the language teachers what he wants to teach, that is, applied linguistics makes obtainable to the



language teacher their object of study, which is language in a clear manner. Applied linguistics has revolutionized language teaching and has lay bare what the teacher needs to know about language (Widdowson,2000).

The requirement for social appreciation, the desire for economic independence, the vitalness of being educated, the obligations of scientific research and the inevitability to survive significantly in a multilingual society both within a national entity and at the international stage all lead to learning a relevant foreign language which led to the practice of language teaching. The idea of foreign language teaching, thus, was brought about with the aim of teaching a language to non-native speakers. Language teaching draws much of its contacts from the output of applied linguistics, which is the scientific study of language. In other words, the meeting point between language teaching and linguistics and applied linguistics is language itself (Halliday, et al.1964)

Applied linguistics helps to improve the teacher's understanding of learning and the content of what is being learnt. As such, foreign language teaching has profitted a lot from linguistics. This is so because the content of language teaching is reliant on the findings of linguistics. It should however, be clear that applied linguistics does not provide the teacher with how he should teach the language, i.e the method. Relatively, it provides him with what may form the contents of what he wants to teach as raw materials. It does so by unfolding the structure of the target language in order to deliver the learner the applied linguistics competence of the language, and by illumination how the structures are used in content with a view to providing them with the communicative competence both in writing and speech (Dalaf, 2021).

Writing and composition Teaching in A Foreign Language

Writing and composition have been a challenge for teachers. As said "writing is a difficult task for teachers" (Suriyanti and Yacob, 2016, p. 72). However, the teachers are not allowed to ignore this skill in teaching English language because this skill is the basic skill of language or linguistics intelligence. "Linguistic intelligence refers to the ability to think in words and use the words to communicate one's



thought” whether in written or oral method (Shakouri, et al. 2017, p.32). In addition, writing and composition are also categorized as personal intelligence. Both personal and linguistics intelligence must be developed by teachers.

Therefore, English teachers must have much knowledge about the effective method, approach, or strategies about teaching writing and composition. The appropriate method, approach, or strategies can help students easier to master this skill. If teachers do not have them, some obstacles are possibility faced by teachers and students during learning writing and composition. Here emerges the role of applied linguistics. Moreover, English teacher also must know the goal of writing, for instance writing instruction that will be introduced to the students (Tuyen, 2016). She also adds that “the teacher should understand that writing includes the activities of practicing, having guidance and also feedback from the teacher” (p. 264). This teacher feedback for his students writing and composition is based on his knowledge of applied linguistics rules and principles in grammar, syntax and semantics.

Definitions of Writing

EFL writing skill:

Bello (1997) defined it as “a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings”. Fulwiler (2002:3) provided the following definition of EFL writing skill “processes needed to produce good writing exemplified in correct grammar, range of vocabulary, accurate punctuation, correct layout, accurate spelling and good range of sentence structure. It involves making choices about topics, approaches, stances, claims, evidence, order, words, sentences, paragraphs, tone, voice, style, titles, beginnings, middles, endings, what to include, what to omit, etc. In other words, the purpose, situation, and audience determine the tone, style, and form of writing”.

Composition

Compositions are written documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression. A composition comprises both content (what is said) and form (the way in which it is said). These



aspects are separate, but not unrelated (Eunson, 2012:14).

Operationally, a composition can be defined as a piece of well-designed academic writing about common subjects .

Based on these definitions, the researcher adopted the following definition: EFL writing skill can be defined as "skills required for producing a piece of writing including: fluency, accuracy (grammar and word choice), content, organization, stylistic, mechanics and revision skills"

Written Text Types and Relation to Applied Linguistics

A text is a medium for learning a language, especially in learning English in Countries where English is taught as a foreign language. Type of text is commonly called as writing in English. According to Susiyanti and Yacob, (2016), texts are pieces of spoken or written language that have a particular purpose. Meanwhile, Shakouri, et al. (2017), defines a text type as “a distinctive configuration of relational dominances obtaining between or among elements of: a) the surface text, b) the textual word, c) stored knowledge patterns, and d) a situation of occurrence” (p.197). The classification of writing in English is influenced by several things, for instance; the author's purpose of writing the text, the function of the text, the language structure (generic structure) used, what language features are used in the text. Therefore, it is essential for the proper teaching of writing and composition to depend on applied linguistics rules and principles. This is due to its influential and indispensable use in accurate and fluent pieces of writings and composition.

English text types are studied as the main material of English subjects for intermediate and secondary schools. As media for learning EFL, students will spend much time on discussing the generic structure and language features that are used as material for composing a text. Generic structure and language features are what make the difference in every type of English text available.

Types of text are categorized as monologue, dialogue and functional texts. This research focuses on discussing about monologue texts. Monologue written types can reach a number of thirteen types. The following table shows five types of monologue written texts, aim of each type, its generic structure and its linguistic characteristics according to Shakouri et al., (2017: 54-58).



Table 1. Types of Monologue Written Texts

No	Types of Texts	Aims	Generic Structure	Linguistics Characteristics
1	Narrative	To entertain the readers and tell a Story	Orientation, complication, resolution, reorientation	Using past tense, action verb, the chronology is set
2	Recount	Tell something that has happened in the past and tell a series of past events	Orientation, event(s), Reorientation	Using past tense, action verb, Adjectives
3	Descriptive	To describe someone, place, or a thing in detail	Identification and Description	Using simple present tense, action verb, adverb, & special and scientific terms
4	Report	To present information about something	General classification and Description	Introducing a group or common aspects, using conditional logical connection, and using simple present tense
5	Explanation	To explain the processes involved in the formation or work of natural or socio-cultural phenomena	General statement, Explanation, and Closing	Using Simple Present Tense, action verbs passive voice, noun phrase, adverbial phrase, technical terms, general & abstract noun, conjunction of time & cause-effect.

Shakouri, et al., (2017: 54-58).

Table 1 classifies writing texts into five main types. The first is Narrative which aims to entertain the readers and tell a story and is linguistically characterized by using past tense, action verb and the chronology is set. The second is Recount which aims at telling something that has happened



in the past and tell a series of past events. This type is also linguistically characterized by using past tense, action verb, adjectives. The third one is descriptive which aims to describe someone, place, or a thing in detail. It uses simple present tense, action verb, adverb, and special and scientific terms. The fourth type is report which aims to present information about something and is linguistically characterized by Introducing a group or common aspects, using conditional logical connection, and using simple present tense. The fifth type of written texts is explanation which aims at explain the processes involved in the formation or work of natural or socio-cultural phenomena. It has the linguistic characteristic of using simple present tense, action verbs passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun, conjunction of time and cause-effect. The others include: analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news Item.

There have been two main approaches in the teaching of writing: the traditional product approach, which is mostly concerned with the ultimate product and “what the product should look like” (Gerstein, 2017 p. 320), and the process approach which follows what writers actually do as they write. They both employ applied linguistics rules and principles. Sun and Feng (2009) state that, “In essence, process approach to teaching writing focuses on the writing process rather than the final product” (p. 150). According to Listyani (2018) a process-focused approach is an enabling approach with its goal to “nurture the skills with which writers work out their own solutions to the problems they set themselves” (p. 5). This means that they are responsible to develop all the ‘unrefined’ data into a synchronous message. They also have to perform toward a suitable and relevant style for presenting their message into writing.

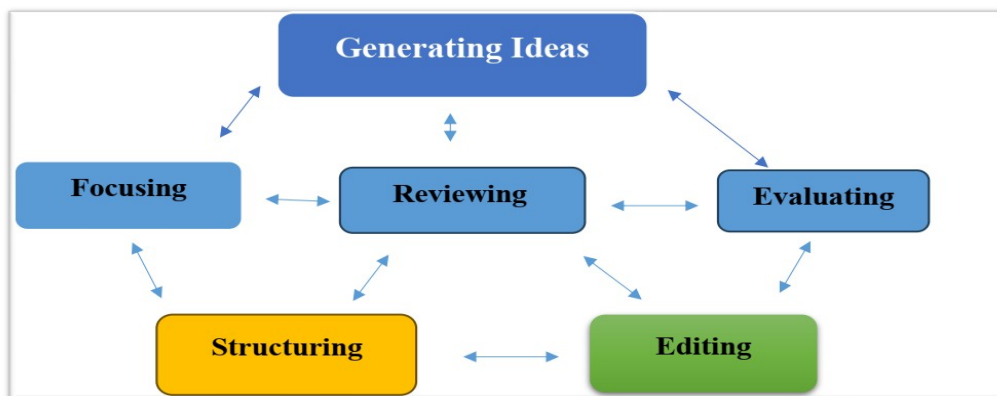


Figure 1. A Model of Writing Process (Sun and Feng ,2009: 34)

In Figure (1), Sun and Feng ,(2009), clarified a process for writing. The process depend greatly on applied linguistics in most of its steps especially in reviewing, structuring, evaluating and editing. In all these steps the main criteria are applied linguistics rules and principles besides semantics.

Applied Linguistics Relation to Writing and Composition in Iraqi Schools Iraqi school curriculum -like so many other EFL curricula- is closely related to applied linguistic. The term 'curriculum' is used in its wide scope to include aims and objectives, as well contents and methods (Abderrahim, (2011). A precise curriculum can be seen as a presentation of tools/ methods from which a number of objectives must be achieved and at the same time and operative definition how to understand these objectives. In the dictionary of language teaching and applied linguistics of Richards and Rodgers (2015) is emphasized that the curriculum includes:

a complete plan for a course or program, This program usually states:

- the educational purpose of the program, in terms of aims or goals, for writing texts types and amount of words to be written on a subject according to the stage and the nature of the topic needed to be covered.

b- the content of the program and the sequence in which it will be taught, (also known as the syllabus). Here writing composition is usually related to reading topics in the same unit or lesson. Usually, the focus is on local topics to write about,

c. the teaching procedures and learning activities that will be employed (i.e. methodology). This is related to applied linguistics as it contributes to the types of procedures required for a certain writing task.

d. the means used to assess student learning (i.e. assessment and testing). Applied linguistics provide bases for assessing written texts in the aspects of accuracy and fluency. And

e. the means used to assess whether the program has achieved its goals (i.e. evaluation). This depends on all the previous points.

2. the total program of formal writing tasks offered by a school or institution, As in the secondary school curriculum. (Richards and Schmidt, 2002: 139 and Dalaf, 2021). In Iraqi Curriculum the grammar knowledge is in linear and chronological order. This is also the case with writing tasks and compositions. It is clear in the nature and the amount of written tasks in each stage. It means that in the elementary is not learned grammar but is applied through different written and



spoken exercises. In addition, writing tasks in elementary stage are simpler and less in amount than in secondary stage.

-The topics are retaken from grade to grade expanding the grammar knowledge and the amount of written compositions.

-Language learning through language textbooks is a cyclic circle which is formed by Reading Grammar- Speaking-Writing-Orthography, with the same objective- language learning at school.

- Each grade includes these lines expanding theoretically and practically. Language learning continues for the whole life but grammar knowledge learned at school is the base which would be the linguistics regularities equilibrium in spoken and written. (Hoti, 2014: 184; Dalaf, 2021: 35).

Conclusion

Besides native language, English as a foreign language learning nowadays cannot be ignored as English has been an international language which connects people around the world with various intentions. A school, in this case, clearly plays an important role for producing people who are fluent in English as a foreign language in both written and spoken forms. To achieve that goal, it is the teachers' task to understand the knowledge of applied linguistics and owns the ability to apply linguistics rules first because applied linguistics really helps language teachers in many ways and improves the teaching skills of teachers. Applied linguistics plays the role of a scale and a rubric by which a teacher judges the accuracy and fluency of his students pieces of writings and composition. Applied linguistics aspects are proven to contribute in English as a foreign language teaching field in which its theories underlie some language teaching theories.

Applied linguistics elements are also inseparable from language teaching given. This is due to the fact that linguistics is the soul of language. In the pedagogical implication, applied linguistics elements like morphology, syntax, semantics, and pragmatics deeply affect teachers language skills in reading, speaking, listening, and writing. Thus, English teachers are required to understand applied linguistics knowledge well and consequently conveys them to his students. This is more obvious in the written form that a teacher utilizes and also in assessing his students' written works. Otherwise, the goal of teaching and learning language is never achieved. In addition, Applied



linguistics has a lot to offer to foreign language teaching. As a new discipline its impact on teaching consists on:

- Teaching role- Methodology
- Application of all aspects of language use
- On the relation to the lessons with the real life problems.
- clarifying the ability to interpret and even to work out in the right way.
- the pupils understanding the grammar knowledge and even in writing a topic, reading and speaking.

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