

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

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**الدور المزدوج لعلم اللغة في تدريس اللغة :**

**النظرية والتطبيق وتصميم المنهج**

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**Abstract:-**

This paper delves into the complex interrelation between linguistic theory and language teaching, accentuating their dual and interdependent nature. The discussion will span from historical views on the relevance of linguistic theory in language education to practical applications of such subfields of linguistics as phonology, morphology, syntax, and semantics necessary for structuring workable language teaching methodologies. The paper also considers the structure and provisions of language teaching syllabuses that constitute grammatical syllabuses, situational syllabuses, notional/functional syllabuses, task-based syllabuses, content-based syllabuses, learner-led syllabuses, and proportional syllabuses. The paper considers how applied linguistics might help language teaching provision and practice through such a bridge between theoretical insights and classroom practices. The paper thus concludes that an understanding of linguistic principles needs to be deep so that language educators can make informed judgments about teaching strategies and syllabus design, leading to a more effective and better-informed learning experience.

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

**المخلص:-**

تتناول هذه الدراسة العلاقة المتبادلة المعقدة بين النظرية اللغوية وتعليم اللغة، مع إبراز طبيعتها المزدوجة والمتراطة. 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 أيضاً هيكل وأحكام مناهج تدريس اللغة التي تشكل مناهج نحوية، ومناهج ظرفية، ومناهج نظرية/وظيفية، ومناهج قائمة على المهام، ومناهج قائمة على المحتوى، ومناهج يقودها المتعلم، ومناهج 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 عميقاً 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

The beginning of the research of the relationship between linguistic theory and language teaching can be traced back to the late of 19th century. From then on different research proposed by different scholars has been disputable. Until 1960s, when their relationship was reassessed, emerged two viewpoints: one was to say that linguistics is not so important as it has been thought, i.e. its importance had been overrated. Some linguists like Johnson (1967) and Lamendella (1969) expressed their disagreement to regard linguistics as the basis of a strategy of learning. Lamendella (1969) thought that it was a mistake to look to transformational grammar or any other theory of linguistic description to provide the theoretical basis for second language pedagogy. What is needed in the field of language teaching are not applied linguists but rather applied psychologists. The other point of view was to recognize the general contribution of linguistics but with the proviso that language teaching is not bound to abide consistently by one theory. Different linguistic theories can offer different perspectives on language, and they can be treated as equivalent resources. Levenson (1979 ) once said, 'no one school of linguistic analysis has a monopoly of truth in the description of the phenomena of speech...traditional school grammar, TG grammar, ...all these and more can be shown to have their own particular relevance to the language teaching situation teaching(Meng,2009.P:1).

Further many language teachers and learners tend to ask this question: Why should we teach or learn linguistics? Since linguistics is defined as the scientific study of language, it seems obvious that such a study would help a lot in language teaching. Language teaching decisions have to be made at different levels—defining the goal of learning, determining the broad methodological approach, assessing the value of particular techniques, organizing the language content and few of these can be soundly made without a deep understanding of language. We have various sorts of ways in which linguistics may help the language teacher to make more informed decisions. Although there are still many differences between linguistics and language teaching in their attitudes towards language, their goals, and their methods, the interaction and mutually benefited

development between linguistics and language teaching definitely should not be ignored.

Accordingly , the relationship between linguistic theory and language teaching is a dual one. It means, on the one hand, some theories of linguistics can be applied to language teaching, i.e. linguistics guides the development of language teaching theory. On the other hand, a language teaching theory expresses or implies answers to questions about the nature of language. These questions relate language teaching theory directly to theoretical linguistics.

This research will focus on the relation between linguistics and language teaching particularly language teaching syllabus. It will consist of three sections. Section one deals linguistics. Section two concentrates on the role of linguistics in language teaching. Section three discusses language teaching syllabus, definitions, types, and its relation with linguistics.

## **1- Section One: Linguistics knowledge**

Pure linguistics is the branch of linguistics that deals with developing models of linguistic knowledge. According to Lyons 1981 linguistics generally classified into subfield of theoretical linguistics and applied linguistics .Theoretical linguistics deals with language and languages with a view to constructing a theory of their structure and functions and without regard to any practical applications that the investigation of language and language might have, while applied linguistics has as its concerns the application of the concepts and findings of linguistics to a variety of practical tasks, including language –teaching(P.35).

### **1-1. Phonology**

Phonology is essentially the description of the system and patterns of speech sound in a language . there is another branch of linguistics known as phonetics . Phonetics is the general study of the characteristics of speech sound. It depicts the sounds we hear. It calls attention to the smallest details in language . There are three kinds of phonetics: acoustic phonetics, auditory phonetics, and articulatory phonetics. Acoustic phonetics deals with the physical properties of sound, what sounds exactly are coming from the person speaking. Auditory phonetics deals with how the sounds are

perceived, exactly what the person hearing the sounds perceives. Finally, articulatory phonetics studies how the speech sounds are produced. This is what describes the actual sounds in detail. It is also known as descriptive phonetics(Yule,2006).

## 1-2. Morphology

Morphology is the scientific study of word formation. For example, in the sentences the dog runs and the dogs run. the word forms runs and dogs have an affix -s added, distinguishing them from the base forms dog and run. Adding this suffix to a nominal stem gives plural forms, adding it to verbal stems restricts the subject to third person singular. Some morphological theories operate with two distinct suffixes -s. called allomorphs of the morphemes Plural and Third person singular, respectively. Languages differ with respect to their morphological structure. Along one axis, we may distinguish analytic languages, with few or no affixes or other morphological processes from synthetic languages with many affixes. Along another axis, we may distinguish agglutinative languages. where affixes express one grammatical function each, and are added neatly one after another, from fusional languages, with non-concatenative morphological processes . and with less clear-cut affix boundaries (Katamba,2006).

## 1-3. Syntax

Syntax is the study of sentence structure and phrasal hierarchies, depicted in parse tree format. It is concerned with the relationship between units at the level of words or morphology. Syntax seeks to describe exactly all and only those sentences which make up a given language, using native speaker intuition. Syntax seeks to describe formally exactly how structural relations between elements (lexical items or words and operators) in a sentence contribute to its interpretation. Syntax uses principles of formal logic and Set Theory to formalize and represent accurately the hierarchical relationship between elements in a sentence. Abstract syntax trees are often used to illustrate the hierarchical structures that are posited. Thus, in active declarative sentences in English the subject is followed by the main verb which in turn is followed by the object (SVO). This order of elements is crucial to its correct interpretation and it is exactly this which syntacticians try to capture. They argue that there must be a

formal computational component contained within the language faculty of normal speakers of (Katamba, 2006)

#### **1-4. Semantics**

Semantics is the scientific study of meaning expressed by elements of a language, characterizable as a symbolic system. Much of the work in the field of philosophy of language is concerned with the relation between meanings and the word, and this concern cross-cuts formal semantics in several ways.

Although phonetics often informs phonology, it is often excluded from the linguistics knowledge of theoretical linguistics, along with psycholinguistics and sociolinguistics. theoretical linguistics also involves the search for an explanation of linguistic universals, that is properties all language have in common (Palmer, 1976)

#### **2- Language Teaching**

##### **2-1. Definition of Language teaching**

Teaching is derived from word teach. It has meaning ,give somebody information about a particular subject to learn something (Oxford-Advanced Learner's Dictionary, 1995:1225).

Language Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of language (Brown, 2000 :7)

Based on the previous definition the writer limited the meaning of language teaching is a series of materials delivery activity to students to help receive, achieve master and develop the subject properly.

##### **2-2. General Concept of Language Teaching**

Cherrymp (1991) an expert on contemporary cognitive psychology, stated the concept of language teaching divides into three, namely:

- a) In quantitative terms, teaching means "the transmission of knowledge" that the transmission of knowledge in this case the teacher only needs to master the knowledge of their field of study and pass on to his students as well as possible.
- b) In terms of institutional teaching means "the efficient orchestration of teaching skills", it means the arrangement of

all the teaching skills efficiently in this sense teachers are required to always be ready to adapt different teaching techniques for a variety of different students' talents, abilities. and needs.

- c) Quantitative understanding of teaching that is "the facilitation of learning' that is an effort to help facilitate student learning activity. Overall understanding of the above can be concluded that in principle are teaching activities to develop the full potential of the realm of psychological.

### 2-3. Applied Linguistics

Applied linguistics is important for the English language teaching and the relationship between English language teaching and applied linguistics is not only interesting but decisive. English language is taught as a second or foreign language around the world to school children and learner's adults. English language has a special place in the educational system of foreign countries and no doubt, learning and teaching English requires English teacher should be master the English language skills, from this point of view, a knowledge of applied linguistics is essential for English language teaching in general and English teacher, in particular. Because, the most major important role of applied linguistics in language is that has been concerned with solving or at least ameliorating social problems involving language. In other words, "in the modern educational setting, the English teacher is supposed to know linguistics or applied English linguistics in order to prove himself as an effective English language teacher " Davies (2007).

In order to understand current developments in using the term applied linguistics, it is useful to take a brief look at the past. Although the roots of applied linguistics can be found a long time ago, the notion of applied linguistics as known today emerged in the United State in 1941 after the establishment of the English language institute at the University of Michigan (Fauziati ,2009: 3).

There is no doubt that early applied linguistics was largely associated with language teaching and learning, seeking the bridge the gap between the theoretical achievements of linguistics and the reality of classroom pedagogical practice.

To bridge the gap between the theories of linguistics and the practice of language teaching, applied linguistics serves as a mediating area that interprets the results of linguistic theories and makes them user-friendly to the language teacher and learner.

Applied linguistics is conducive to language teaching in two major aspects:

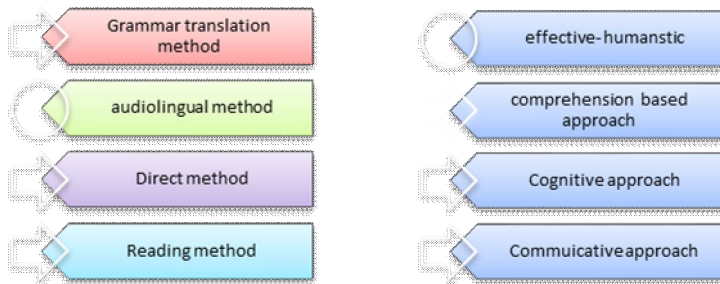
In the first place, applied linguistics extends theoretical linguistics in the direction of language learning and teaching, so that the teacher is enabled to make better decisions on the goal and content of the teaching. When faced with the task of designing a syllabus, the teacher has a number of choices concerning language materials, principles of compiling or choosing textbooks and exercises. In this case, the teacher is consciously or unconsciously using his understanding of the nature of learning. Applied linguistics provides the teacher with a formal knowledge of the nature of language and language system, and thus increases his understanding of the nature of language learning. As a result, the teacher can make more informed decisions on what approach to take, hence what to teach.

Secondly, applied linguistics states the insights and implications that linguistic theories have on the language teaching methodology. Once the goal and content of the teaching are settled, the teacher has to consider questions of how to teach. Should the teaching-learning process be teacher-centered, textbook-centered, or learner-centered? How should the learner's errors be treated? What techniques should be adopted in the classroom? Since applied linguistics defines the nature of language learning in connection with various linguistic theories, it helps the teacher to choose teaching methods and techniques.

## 2-4. Linguistics and language teaching

The 20th century was characterized by many change. and innovations in the field of language teaching ideologies. In the history, of language teaching approaches and methods. there was a move away from methods that focus on writing and reading to methods stronger concentrate on the skills speaking and listening. Even the actual questions concerning language teaching that are debated have already been discussed throughout the history of language teaching (Richards & Rodgers 2007: 1-3). And here is 20th century, "approaches- to language teaching (a development)





(Richards and Rodgers 2007:1-3)

If one considers the relationship between linguistics and the teaching of English as a second language, it is obvious that linguistics has had an continuing influence which has moved through a number of phases (Walt 1992:170) states that the relationship between linguistics and Language teaching has shifted along a continuum from a direct relationship to a more indirect one. The best example of a direct relationship is the application of Structuralism to language teaching. The Structuralism approach to language was coupled with Behaviorist learning principles, resulting in a scientific and confident application of linguistics to second language teaching in the audio -lingual method.

This set the tone, teachers expected linguistics to say something to the language teaching. When Chomsky attacked Behaviorism, discrediting and in effect destroying it, language teachers expected him to provide alternative answers: they wanted Chomsky's TGG to guide their teaching. It was therefore inevitable that there would be attempts to incorporate the new ideas provided by generative linguistics and LI researchers into second Language teaching. Two methods. the cognitive code method and the cognitive anti-method, emerged, both drawing on different aspects of Chomsky's cognitive. Chomsky's view of language as a system of rules was interpreted in the cognitive code method to mean that perception and awareness of a language rules precedes the use of these rules. and that a conscious grammatical understanding of a language rule should precede the provision of opportunities for practice in language teaching. Chomsky's insistence on the creativity characteristics of the language faculty led to the rejection of mechanical practice and an

emphasis on the creative and innovative use of language (Walt 1992:171).

## 2-5. The role of Linguistics in Language Teaching

It would be useful to begin the discussion by considering what Corder has said (1968) "a teacher cannot teach a language by any of current techniques without linguistics knowledge. and that he does constant use of what are basically linguistic concerns in this teaching" The quotation tells us that linguistics has a great role in language teaching. Further, that points out that it is mistaken when someone claims that he has been teaching English for years but he knows nothing about linguistics. What actually he does not know is the meaning of the word linguistics itself. Subsequently, what is the role of linguistics and applied linguistics in language teaching? It is wise to explain some point of views in order to get answer for this question (Husni,2010:1).

Halliday et al , (1964) points out that the role of linguistics in language teaching is not to tell the teacher how to teach. The teacher of the language is as much a specialist in the field as the linguist is in his, and will remain so. He is not teaching linguistics. But he is teaching something which is the object of the study of linguistics, and is described by linguistic method. In addition, he also says that the main contribution that linguistic sciences can make to the teaching of languages, to provide good descriptions. Any description of a language implies linguistics, that is, a definite attitude to language, 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. (Husni,2010:1)

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 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.

Corder (1973: 10) points out that linguistics provides a growing body of scientific knowledge about language which can guide activity

of the language teacher. Linguistics gives us a framework for describing what we mean by skill in, and knowledge of, a language and consequently makes it possible in principle to show that one way of teaching or one set of teaching materials is more effective than another for achieving a particular aim with a particular group of learners. There can be no systematic improvement in language teaching without reference to the knowledge about language which linguistics gives us. From this quotation, we can see that linguistics provides a theory to language teaching.

From these views. we can see that linguistics hands over contribution to the theory of language teaching that the language teachers have to have. Further, Corder (1968) says that linguistics has largely to do with what we teach. It has less to say directly about how we teach. It is, of course, true that theories about learning, and particularly about language learning, are more concerned with this, and it is perhaps to them that must turn for description and explanations how we learn languages. But this does not mean that linguistics must be wholly silent on the subject (Husni 2010:2).

From all views that have been pointed out, we can make a conclusion that linguistics and applied linguistics give a great contribution in language teaching in broad sense. Taylor (1987) says that linguistics and applied linguistics must be seen as making their most effective contribution to language teaching within this broader education Perspective (ibid).

### **3-Syllabus**

#### **3-1. Definition**

To start on, it seems of great importance to define the term syllabus in order to have a better understanding of what it actually means and to which aspects and dimensions of ELT it is related. Of course, it should be noted that there are many challenges to proper defining and elaborating on the concept syllabus. For example, in recent years, the focus of syllabuses has shifted away from structure to situations, functions and notions to topics and tasks. That is why, as Nunan (1988) highlights, with the development of the latter obviously "the traditional distinction between syllabus design and methodology has become blurred". He makes a distinction between syllabus design and methodology. He defines syllabus design as

being concerned with selecting, and sequencing linguistic content and methodology as being concerned with selecting and sequencing pedagogical procedures. Accordingly, though it is a little difficult on initial appearance to describe syllabus, it seems possible to make an attempt to define syllabus at least in an understandable way.

### 3-2. Design

Novel Methods of the 1980s. Language teaching in the first part of the twentieth century was shaped by teaching methods which reflected a forward planning approach. Methods such as the Audiolingual method, Situational Language Teaching, and early versions of Communicative Language Teaching had firm foundations in well-developed syllabuses, either grammatically based or with a more communicative framework as with CLT. But alternative bases for methods emerged in the second half of the twentieth century with the emergence of a number of instructional designs that rejected the need for pre-determined syllabuses or learning outcomes and were built instead around specifications of classroom activities. These new teaching methods and approaches started with process, rather than input or out-put and were often recognized by the novel classroom practices they employed. They reflected the central design approach – one in which methodology is the starting point in course planning and content is chosen in accordance with the methodology rather than the other way round. For example, Krashen and Terrel's Natural Approach (1983) proposed that communicative classroom processes engaging the learners in meaningful interaction and communication and at an appropriate level of difficulty were the key to a language course, rather than building teaching around a predetermined grammatical syllabus(Richard,2013:16).

From above we can conclude that there are certain circumstances and situations which is determined the designing of syllabus. So there are two sides linguistics and nonlinguistic materials associated to design .Moreover there are social and economic side. But the main goal is how to teach and what to teach.

A theory of language is not, however, the only basis for syllabus choices ,theory of learning will also play an important part. For example, a teacher may accept a structural theory of language, but not accept that learners can acquire language materials according to

a strict grammatical sequence of presentation. While the basic view of language may be structural the syllabus, in that case, may be more situational or even content base (ibid). Further design determined the role of the teacher and learner. Syllabus Designer makes this according to the theories of language and learning framework and the practical part of these theories. Syllabus design involves decisions about the units of classroom instruction and organization. The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible.

According to Larsen-Freeman and Anderson (2011), the research conducted in the field of language teaching advocates the use of analytic syllabi because of the fact that learners do not learn linguistic items one at a time, and they, instead, induce linguistic information from the language samples they work on.

Ur states that analytic syllabi do not have a list of language features, but have the opportunities for language learners to encounter the target language naturally in communicative interaction. The language may undergo simplification to be comprehensible to learners, but it will not be deliberately designed so as to teach certain grammatical features. Besides, Long and Crookes maintain that analytic syllabi provide the language learner with language samples which have not been controlled for lexis or structure in traditional way. Analytic syllabi are the syllabi that present the target language whole chunks at a time, with no linguistic control or reference (<http://WWW.intranlet.com>).

### **3-3. Syllabus types**

#### **3-3-1. Grammatical syllabuses**

This is recognized as the traditional and popular syllabus which is often organized along grammatical lines giving primacy to language form. The assumption underlying these syllabuses is that language consists of a finite set of rules which can be combined in various ways to make meaning. The focus is on the outcomes or the product. It is, in fact, a grammatical syllabus in which the selection and grading of the content is on the basis of the complexity and simplicity of grammatical items. In other words, it specifies structural patterns as the basic units of learning and organizes these according to such

criteria as structural complexity, difficulty, regularity, utility and frequency. The learner is expected to master each structural step and add it to his/her grammar collection. It makes sufficient use of highly controlled, tightly structured and sequenced pattern practice drills (Nunan, 2001.p:56).

In the United in the 1960s, language teaching was also under the sway of a powerful method – the Audiolingual Method. Stern (1974,63) describes the period from 1958 to 1964 as the " Golden Age of Audiolingualism." This drew on the work of American structural linguistics, which provided the basis for a grammatical syllabus and a teaching approach that drew heavily on the theory of behaviorism. Language learning was thought to depend on habits that could be established by repetition. The linguist Bloomfield (1942,12) as cited in (Richards, 2001.25) had earlier stated a principle that became a core tenet of Audiolingualism: "Language learning is over learning: anything less is of no use". Teaching techniques made use of repetition of dialogues and pattern practice as a basis for automatization followed by exercises that it involved transferring learned patterns to new situation.

So we can say that a syllabus presents the first step to the teacher and as a guide to the learner. It is also representing and endorses the obedience to some set of sociolinguistic beliefs regarding power, education and cognition. It is a political manifesto because it reveals the designers' views on authority and status. In one manner or another, cooperation is encouraged through receiving some sort of benefit (good grades, encouragement, cross-cultural discoveries, etc.)

### 3-3-2. Situational syllabuses

With this type of syllabus, the essential component of organization is a non-linguistic category, i.e. the situation. The underlying premise is that language is related to the situational contexts in which it occurs. The designer of a situational syllabus tries to predict those situations in which the learner will find him/herself, and applies these situations, for instance; seeing the dentist, going to the cinema and meeting a new student, as a basis for selecting and presenting language content. The content of language teaching is a collection of real or imaginary situations in

which language occurs or is used. A situation usually includes several participants who are involved in some activity in a particular setting. The language used in the situation comprises a number of functions combined into a plausible part of available discourse. The main principle of a situational language teaching syllabus is to teach the language that occurs in the situations. This syllabus is particularly appropriate for students that are learning a language for specific needs or purposes. Harmer (1999, p.298) provides an example of what a Situational Syllabus might look like: at the bank, at the supermarket, at the travel agent at restaurant .

Needless to say, if students are to communicate in these kinds of situations some vocabulary and grammar has to be pre-taught. Dialogues and conversations are the mechanism of Situational Syllabuses.

In this syllabus, situational needs are important rather than grammatical units. The major organizing feature is a list of situations which reflects the way language and behavior are used every day outside the classroom. Thus, by connecting structural theory to situations the learner is able to induce the meaning from a relevant context. One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins.1976 as cited in Mohseni, 2008. P:3).

### **3-3-3. A notional/functional syllabus**

It emerged in 1970.The important figure was Wilkins (1979), who argued for syllabuses based on notions and functions(Nunan,2001.P: 61). The chief emphasis of this syllabus is upon the communicative purpose and conceptual meaning of language i.e. notions and functions. In other words, the content of the language teaching is a number of the functions that are performed on using the language, or of the notions that language is utilized to express. Functions can be exemplified by instances such as inviting, requesting, agreeing, apologizing; and notions embrace age, color, size, comparison, time, etc. Besides, grammatical items and situational elements are considered at subsidiary level of importance. As opposed to the hypothesis of structural and situational syllabuses which lies in the fact that it is most often in search of 'how' or 'when' and 'where' of language (Brumfit and Johnson, 1979:8), the functional/notional



syllabus seeks for 'what is a learner communicates through language'.

### **3-3-4. task-based syllabus**

A task-based syllabus supports using tasks and activities to encourage learners to utilize the language communicatively so as to achieve a purpose. It indicates that speaking a language is a skill best perfected through interaction and practice. The most important point is that tasks must be relevant to the real world language needs of the learner. It should be a meaningful task so as to enhance learning. The content of the teaching is a series of multifaceted and focused tasks that the students want or need to perform with the aid of the language they are learning. Tasks combine language and other skills in specific contexts of language use.

Since language learning is considered subordinate to task performance and language teaching also occurs just as the need arises during the performance of a particular task, the tasks are best defined as activities with a purpose other than language learning so as to develop second language ability. In syllabus design, a basic distinction is drawn between target tasks and pedagogical tasks. A target task is something that the learner might plausibly do outside of the classroom. For instance , taking part in a job interview, completing a credit card application etc. Whereas pedagogical task is unlikely to be deployed outside the classroom. They are created in order to "push" learner into communicating with other in the target language, on the assumption that this communication interaction will fuel the acquisition process. (Mohseni,2008. P: 1)

### **3-3-5. content-based syllabus**

This syllabus is intended to design a type of instruction in which the crucial goal is to teach specific information and content using the language that the learners are also learning. Although the subject matter is of primary and vital importance, language learning occurs concurrently with the content learning. The learners are at the same time language students and learners of whatever content and information is being taught. As compared with the task-based approach of language teaching that is connected with communicative and cognitive processes, content-based language teaching deals with information. This syllabus can be exemplified by assuming a



chemistry class in which chemistry is taught in the language the learners need or want to learn, possibly with linguistic adjustment to make the chemistry more understandable.

### **3-3-6. A learner-led syllabuses**

Breen and Candlin were the first ones proposed the belief of basing an approach on how learners learn. The emphasis is upon the learner, who it is hoped will be engaged in the implementation of the syllabus design as far as that is practically possible. The learners' awareness of the course they are studying helps them increase their interest and motivation, attached with the positive effect of developing the skills required to learn.

A predetermined and prearranged syllabus provides support and guidance for the instructor and should not be so simply dismissed. The opponents of this view indicate that a learner-led syllabus seems far-reaching, radical and utopian in that it will be complicated to follow as the direction of the syllabus will be mostly the responsibility of the students. Moreover, without the support of a course book, a lack of aims may come about. (Mohseni, 2008.P: 4)

### **3-3-7. A proportional syllabus**

This type of syllabus is basically practical and its focus is upon flexibility and spiral technique of language sequencing leading to the recycling of language. The proportional syllabus mainly tries to develop an overall competence. It seems appropriate and applicable for learners who lack exposure to the target language beyond the classroom.

Specifically speaking, this syllabus comprises a variety of elements with theme playing a linking part through the units. This theme is chosen by the learners. At first, the form is of essential value, but later the emphasis will turn towards interactional elements. The shift from form to interaction can occur at any time and is not restricted to a particular level of learner ability. The dominant view in designing a proportional syllabus centers around the premise that a syllabus has to indicate explicitly what will be taught, rather than what will be learned. In closing, the rationale behind designing such a syllabus is to develop a type of syllabus that is dynamic with ample opportunity for feedback and flexibility (Mohseni, 2008. P. 5).

### 3-4. Linguistics and Language Teaching Syllabus

Language Teaching activity is an effort to encourage learner in learning a language effectively and efficiently. Linguistic theory is classified in applied linguistics that enables a language teacher might receive knowledge of how to apply the linguistic theories in knowledge of language, because we know that people who are proficient in a language does not mean have the ability to teach language to others.

In Addition, language teaching is practical and pragmatic. Teaching language has its primary purpose, which is to achieve the results of teaching the language, namely that students master the target language as a communication tool. For instance, speaking and understanding a language is one thing, and another thing is how to achieve the technical knowledge required understanding and explaining the system language-phonemes, morphemes , words, sentences, and discourse structure. Each one has another view of the language, and language teachers are wise if they pay attention to these differences in order to obtain an integrated picture of the object .Mackey states that There are two questions in language teaching that needs to namely, what is taught and how to teach it. It is a matter of content and methods, the results of design problem, and the design process .Method of language teaching and teaching itself ultimately depends on what exactly was the point of view of language teachers and method composer. (Mackey,1950:4)

Therefore, linguistics takes important role in language teaching and learning which aims to make students good at a variety of communication contexts through syllabus.

### 4- Conclusion

Linguistics is a scientific study of language for determining how language develops, how it is functioned and how it currently evolves. There are two classifications of linguistics namely; pure linguistics including phonology, morphology, semantics etc. and applied linguistics including discourse analysis, bilingualism, second or foreign language acquisition etc. The role of linguistics in language teaching is based on three phases a) Giving a framework for describing what we mean by skill in, knowledge of, a language and consequently makes it possible in principle to show that one ways of

teaching material. b) Providing a variety of techniques, methods and approaches to perform in language teaching. c) Explaining the most detailed and comprehensive description of language. The Correlation between linguistics and language teaching as follows: a) It takes. language as an object of study b) Linguistics supplies the concepts of teaching and learning to language teaching practical guidance.

In addition there are three descriptions related to correlation of linguistics a. language teaching (1) stage of linguistic description - about the nature of language to be taught, (2) deciding -content and syllabus - make the design results to pick up materials, and(3) stages of language learning activities - are pedagogic; pedagogical grammar is a grammar that contains the activities of teaching and learning that is written for language teaching and learning process. In general, Linguistics is closely related to language teaching. Learning linguistics is absolutely necessary for language teachers because it is going to assist a lot in the teaching activity. Thus, the application of the science of language in this language teaching will provide a foothold on the principles of language teaching, including in the approach, method and technique. Then, giving directions or foothold on language materials to teach based on the detailed description of the language. As the scientific study, linguistics can be applied in language teaching. Some branches of linguistics discuss some aspects of a language such as phones, phonemes, morphemes, words, meanings, and language in relation to socio-cultural and psychological perspectives of the aspects are of course useful for language teaching.

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