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## SUBJECT REVIEW: APPLIED LINGUISTICS AND LANGUAGE TEACHING

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## ABSTRACT

Language mirrors understanding of the same or other culture. Meaning is hardly encoded in the world community. Some linguists cannot solve language problems because of its abstractedness. Language communicators learn the second or foreign language at schools for three reasons. First, English is not their first language. Second, they have little or no educational background in experiencing what they know in another language. Third, they have not improved their communication skills in English. Analyzing the language as a mean of communication would not be learned enough without its practice. This paper gives an exclusive preview of applied linguistics. It defines the conversion of different areas of the study of language with second or foreign language education. The connection and distinction between applied linguistics and language teaching is addressed in the study comprehensively. The findings of this review suggests that the two areas need further investigation in the education system.

**Keywords:** *Applied linguistics; communication; linguistics, language teaching*

## INTRODUCTION

How can human beings interact without language? According to the deaf health charity (sign health) organization in the United Kingdom (2022), “Deaf people” identified with the capital letter D not with the small letter, use sign language to produce unheard thoughts, ideas, notions, or social activities with the use of the two hands. In other words, their first language is encoded in that manual process. Still English equals their second language. It is hardly decoded to be understood in their community.

Similarly to vocal language groups in world societies, it seems to be impossible to transfer meaning among each other without having a common language. The language that reflects understanding of the same or other culture. As an example, different multilingual communities use English as a Second or Foreign language. It is still treated as an international mean of communication. When two people from

foreign communities communicate in English, it is a must to master the stages of proficiency starting from the rules of grammar to advanced levels of comprehending the intended meaning.

Language communicators learn the second or foreign language at schools for many reasons. First of all, their first language is not English. For example, most immigrant and international students have acquired their mother language from their parents and monolingual societies. Second, they have little or no educational background in experiencing what they know in another language. Some local schools in monolingual societies such as the countries in the Middle East, Asia, and Europe teach Syntax of the native language, Math, History, Geography, and World Culture in the First language. Third, they have not improved their communication skills in English.

Linguistics or the study of language have gradually supported language

communicators in understanding the nature of communication (i.e. where sounds come from, how they produce them naturally). Along with its combinations with other branches of language study, not all language problems are solved by linguists on the account of its abstractedness. Wagner (2001) exemplified the abstract of the Arabic word *ktb* in three different forms: root, structure, and systematic rules of language. He clarified that only Arabic speakers could comprehend that *Katab* is the past form of the word 'write' and *Kutib* is the past participle form of 'was written.' According to his abstract analysis, going beyond grammatical and semantic representations of its forms is intricate to many nonnative speakers.

In 1956 and forward, Naom Chomesky stated the opposition between competence (i.e. language is produced innately) and performance (i.e. language is basically applied at the society). He believed that language communicators understand the language they learn through following the rules naturally with no need to indicate trend expressions or idioms uttered by nonnative individuals (Cook, 2003). However, analyzing the second or foreign language in verbal and nonverbal means of communication would not be learned enough without its practice. In line with that concept, this paper explores an exclusive preview of applied linguistics. It

generally defines the conversion of different branches of the study of language in relation with second or foreign language education.

## OVERVIEW OF APPLIED LINGUISTICS

Bugarski (1987) coined applied linguistics from the field of linguistics to orientate the study as "applicable linguistics" or to analysis of language concerns that need to be employed. Applied linguistics is a "methodological turn" (p. 825) as Byrnes (2013) denoted or what Plonsky (2017) meant "methodological awareness" (p.517). It refers to the science that studies the application of language communication inside and outside the classroom. In other words, it refers to applying the language theories into practice. The personnel involved in this current field of study are linguists, teachers, psycholinguists, and philosophers who tend to present the appropriate interpretation of unknown-world information with the use of language (McDonough, 2022).

Phakiti, Plonsky, and Starfield (2018) stated that language, linguistics, language learning, real-world language use, and language in social contexts came under the umbrella of applied linguistics (i.e. bilingual and multilingual education; literacy; first and second language acquisition; language learning within

teaching and education and language assessment).

In the context of language learning outside the classroom, making interviews with nonnative speakers is one of the activities that assist foreign language learners to practice listening and speaking. When teachers give their international learners instructions to perform as commanded, they would not stop rehearsing or preparing inside the classroom to improve their language qualifications. They would search for ways to expand that knowledge in the real world. In case of actual or virtual settings, learners need to confirm their capability of communication.

McDonnough (2017) showed another reference. He stated “Applied linguistics itself may be seen as an autonomous, problem-solving discipline, concerned broadly with language (mainly but not exclusively second language) education and language problems in society.” (McDonnough, 2017, p.11)

The foremost issue in the literature underscores applied linguistics as an interdisciplinary fields of study (Madhu, 2019; Hrehovík 2005). Psycholinguistics, sociolinguistics, computational linguistics, second language acquisition, discourse analysis, contrastive linguistics, multilingualism, and language teaching are created to track any problems related with applying the language. These subfields

mentioned above does not hypothesis and theorize the study of language across the human’s mind, computers, or society. Instead, they comes to light distinctive experiences in the literature of applied linguistics.

The American Association of Applied Linguistics (AAL) founded during the mid of the 19<sup>th</sup> century and after. Charles Fries and Robert Lado, well-known linguists from the University of Michigan- United States of America have helped to revolutionize the study of language and modern languages. They published the first journal that addresses the development of applied linguistics in 1948. During that time, the term “applied linguistics” was replaced by “teaching foreign languages” (Hrehovík, 2005, p.215). In a few years later, group of scholars headed by Peter Strevens at the University of Edinburg- Great Britain constituted “the British Association for Applied Linguistics” (BAAL). Pet Corder, the first chairman of BAAL, situated language as the fundamental core of applied linguistics for dealing with both hypothetical and realistic issues.

The foremost purpose of most linguists to account on applied linguistics is language teaching (Madhu, 2019). Since problems of second language learners cannot be resolved expeditiously through theories and teaching methods for the time being.

The next section will address applied linguistics within language teaching. It explores whether or not language teaching derived from applied linguistics.

### **APPLIED LINGUISTICS AND LANGUAGE TEACHING**

Most schools after the twentieth century adopt applied linguistics because of its relation with the study of psychology and its powerful impact between teachers and target language learners. Vivian Cook and Li Wei (2009) illuminated, "Applied linguistics have designed syllabuses, and tests used around the world; some have ventured into course book writing." (p. 4-5). The fact that matters in solving real-world problems when using second or foreign language, nonnative language speakers encounter some challenges in understanding the target language.

Not only teachers encounter task difficulty but also language learners. Choosing the right terminology to produce the language in a situation would not be enough to master it in a meaningful way. Instead, they must experience a series of practices similar to daily life practices. When a teacher asks two second language learners to play a role in a phone call conversation. The practices will stand on topic of which they are discussing, the settings to which they are referring, and language proficiency to which level they can achieve. Applied linguistics is primarily

designed to cope with examples of real-life experiences (Tucker, 2022).

McDonough (2002) indicated the similarity between applied linguistics and language teaching on the account of its purpose towards the various language community. Experience arises when individuals encode messages that they know the meaning of words. Besides, knowledge is by all means applied without supposition (Vivian Cook and Li Wei, 2009). Depending on the application of experimental language, students may not recognize the subject matter from their teachers in the course of the classroom observation. In the study noted by Richards et al., experienced teachers at New Zealand have shared all their teaching skills professionally to make second language learners better communicators through actual practices and tactical lessons whereas novice teachers were less professional (as cited in Banegas, 2021). On the other hand, unknown theories may be prompted outside of linguistics disciplines. Some notions containing what is taught and what is learnt cannot be presented with logical explanation.

There is little agreement that teachers could not solve problems. Since their dissimilarities of cultural perspectives or acquired training and delivery of instruction, prepare target learners not to fully acquire the language. Only linguists

could guide teachers for successful. Vivian Cook and Li Wei (2009) recommended, “Applied linguists have to be clear that they are solving problems within an area of language acquisition or use, not regarding the area itself as a problem except in the research question sense” (Vivian Cook & Li Wei, 2009, p. 2).

The need for applied linguistics in solving real world issues rests with teachers who indicate learner’s performance and raises the most vulnerable factors. In 2017, More than Ninety-nine candidates has taken the Slovene General Matura, a high level assessment that is similar to standardized professional test for university entry. The results of argumentative writing task raised with 2.26 of word-word errors in comparison with 1.37 of phrase-word and 1.12 of sentence-punctuation. Therefore, the main focus of improving writing task is to apply all the teaching activities on words alone (Dobrić et al. 2021).

Penny (2013) stated that communication must come at the first place even though teachers use language features to get target learners to avoid difficult tasks. Disagreement arises among today’s researchers. They believe that little impact communication can improve on language learners. Swan (2005) agreed with that view mentioning that native language learners who study English as a second or foreign language encounter great

challenges without learning how to use and apply the language they are learning.

## CONCLUSION

Applied linguistics signifies language issues and its implication for future learning. Its historical roots remain noteworthy starting from 1950’s till the present day. Though it seems to be complicated and multifactorial. It sustains a great deal of interest among involved individuals. Teachers and linguists prepare target learners to communicate accuracy. The study subject revealed how applied linguistics intertwined with some branches of linguistics. The empirical application of language studies to teaching constitutes a close relation due to sharing content knowledge and distinctive theories outside the scope of the study of language. It also increases teacher’s awareness of language and culture. It is recommended that the study review of applied linguistics and language teaching needs further investigation in the education system. Logical interpretations from other branches of the study of language should be pertinently linked with applied linguistics in order to resolve unanswered concerns.

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