

A SAMPLE COURSE PROCEDURE FOR APPLIED LINGUISTICS AND LANGUAGE TEACHING

EXEMPLO DE PLANO DE CURSOS DE LINGÜÍSTICA APLICADA E ENSINO DE LÍNGUAS

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The authors declare that there is no conflict of interest

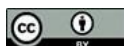
Abstract

Language acquisition is one of the main indicators of the development of an individual since this specific field is related both to the physical and mental development of a child. Language acquisition studies are signposts for the language teaching practices operating on the findings of linguistic research. In this respect, language teaching programs are expected to utilize the implications of FLA (First Language Acquisition) and SLA (Second Language Acquisition) and apply these findings. This study aims to introduce the classroom procedure of an applied linguistics course conducted at an Education Faculty. The syllabus of the course involves the application of linguistic research findings (e.g. critical age hypothesis) to classroom practice since the course is based on a past linguistic course conducted previously. The teacher candidates of the ITE program are asked to prepare classroom course presentations in one of the branches of linguistics. The presentation starts with a swift brushing of the linguistic theme to be studied aiming to revise the issue once more; it flows with a featured and designed classroom application of this specific theme in a language classroom through the presentation, practice and production stages; finally, it ends with the comments of the peers and the lecturer.

Keywords: Language Acquisition. Applied Linguistics. Language Teaching.

Resumo

A aquisição da linguagem é um dos principais indicadores do desenvolvimento de um indivíduo, uma vez que esse campo específico está relacionado tanto ao desenvolvimento físico quanto ao mental da criança. Os estudos sobre aquisição da linguagem servem de orientação para as práticas de ensino de línguas, que se baseiam nos resultados da pesquisa linguística. Nesse sentido, espera-se que os programas de ensino de línguas utilizem as implicações da ALL (Aquisição da Língua Nativa) e da ALL (Aquisição de uma Segunda Língua) e apliquem esses resultados. Este estudo tem como objetivo apresentar o procedimento em sala de aula de um curso de linguística aplicada ministrado em uma Faculdade de Educação. O programa do curso envolve a aplicação de resultados de pesquisas linguísticas (por exemplo, a hipótese da idade crítica) à prática em sala de aula, uma vez que o curso se baseia em um curso de linguística ministrado anteriormente. Os candidatos a professores do programa de Formação de Professores (ITE) são solicitados a preparar apresentações em sala de aula sobre um dos ramos da linguística. A apresentação começa com uma rápida revisão do tema linguístico a ser estudado, com o objetivo de revisar a questão mais uma vez; segue com uma aplicação em sala de aula, planejada e destacada, desse tema específico em uma aula de língua, passando pelas etapas de apresentação, prática e produção; finalmente, termina com os comentários dos colegas e do professor.



Palavras-chave: Aquisição da Língua. Linguística Aplicada. Ensino de Línguas.

1 INTRODUCTION

Linguistic research and its findings pave the way to language teaching since this fundamental field offers the knowledge to be utilized on applied linguistics grounds. Townsend's (2000) definition of applied linguistics as "the application of the teachings of descriptions of a language in a pedagogical context" clearly sketches the role of applied linguistics. As a further support, Hrehovcik (2000) points out that applied linguistics in its early years was related to language teaching and learning and it searched for the ways to bridge the gap between the linguistics' theoretical achievements and the real classroom procedures. Moreover, Gómez Torres and Marquez (2021) state their beliefs that linguistics cannot be separated from teaching and a knowledge of linguistics is vital for the linguistic consciousness of the teacher. Moreover, they put forward that applied linguistics knowledge helps teachers be acquainted with a wide range of language use, and it offers teachers a tactical advantage as well as the confidence in pedagogical choices.

In addition to the views as to the inseparability of the two related disciplines, Walt (1992) mentions that the relationship between linguistics and second language teaching has changed along a scale from a direct to a more indirect one, and that applied linguistics is a problem-solving endeavor. On the other hand, Meng (2009) underlines the duality of the relationship of linguistic theory and language teaching, stating that while some theories of linguistics can be implemented in language teaching, a language teaching theory puts across or gives implications as to the answers for the nature of language. As for the complementary feature of these two disciplines, Bartels (2004) mentions that this field of linguistics presents a lot to language teachers, for it has produced a rich source of knowledge about language, and that courses on applied linguistics play a key role in teacher education programs around the globe.

To illustrate the commonality, Ur (2014) points out that linguistics, including applied linguistics, is engaged not only in the subject matter of our teaching, but also in

learning and use. On the other hand, pedagogy is related to the nature of effective classroom teaching. However, as Ur (2014) also states, trained EFL teachers try to implement the rules, some of the knowledge relying on applied linguistics research, but most of them quit it quickly, and they establish their teaching on the techniques they had by means of practice or observation, which leads to an opportunistic and unprincipled type of teaching. In this respect, language teaching programs are expected to utilize and apply the implications of linguistics in FLA (First Language Acquisition) and SLA (Second Language Acquisition), and practice these findings embodied as applied linguistics in language teaching programs.

Applied linguistics is vital for English language teaching in that it makes a connection between linguistic theory and classroom practice. Widdowson (1990) claimed that applied linguistics is not the sole application of theoretical knowledge, instead it is a dynamic area connecting linguistic insights to real teaching contexts. Likewise, Cook (2003) describes applied linguistics as the study of language-related problems in language education. From a pedagogical point of view, Ur (2012) notes down that effective language teaching needs the integration of theoretical knowledge with practical strategies to fit well with the needs of the learners.

Furthermore, Schmitt (2010) points out that applied linguistics includes key areas such as second language acquisition, methodology, and assessment, all of which directly inform teaching practices. In that sense, applied linguistics serves as a foundational field of research to make informed decisions, design effective instruction, and accommodate various differences among learners in language classrooms.

Despite the availability of many sources that will be of much use in linguistics, and those that serve as the ideal reference books and classroom materials, not many books or resources can be found as to how linguistic theory can be put into practice. Besides, the “invisible bridge” metaphor could explain the lack of the connection between theory and practice: though the passengers can cross a bridge to the other side of the river, they cannot see the bridge they walk over just as the teachers cannot link the linguistic theory and the classroom practice though they can manage this successfully in many cases. As a concern for bridging this gap, Ur (2014) states her wish as to the integration of theory with practice, and she states that theoretical course work has its place in the learning of

the principles of both pedagogy and linguistics while a methodology course should teach “the professional know-how”, taking its roots in linguistics and pedagogical information.

Inspired by the abovementioned ideas as to the place of applied linguistics in language teaching, this paper aims to introduce a classroom procedure of an applied linguistics course conducted at an Education Faculty as a model course design. If applied to ITE (Initial Teacher Education) curricula, for student teachers of these programs are expected to be equipped with the PCK (Pedagogical Content Knowledge) (Shulman, 1986), the model offers both the pedagogical knowledge, which will maintain itself during the professional life of the teachers once they start to work in the field, and the content knowledge to be shaped as the linguistic knowledge.

2 THE CLASS PROCEDURE OF THE COURSE

2.1 The course content is comprised of the following steps in the form of tasks

1. The introduction to the course is made by the lecturer through some presentations related to the place of linguistics in language teaching. Major linguistic issues such as language acquisition theories, main branches of linguistics, and the relationship between linguistic theories and language teaching methodology shape the course focus. In this way, the lecturer sums up the issues covered in the previous linguistic course conducted before.
2. While the lecturer presents and discusses the points raised in the introductory stages, the teacher candidates of the ITE program are asked to do some research on the linguistic issues that could be linked to language teaching.
3. As the next step, the students are asked to think about the most problematic areas and the hardships they had encountered while learning English and write a report related to this experience. The rationale behind this task is to have the students identify the content of their teaching, which is expected to be based on the problematic areas owing to negative transfer (Odlin, 1989). Then, they are asked to compile the main titles to be made into a list of the components of the course. In line with the principles of the negotiated syllabus, a consensus is reached on the content, and each student is asked to choose a linguistic item to work on the

possible classroom application by elaborating on the language teaching methodology (e.g. Lexical Sets, Critical Age Hypothesis, Speech Act Theory) In the meantime, the lecturer allocates a specific time for the student teachers to discuss the flow of the course they are planning to arrange.

4. Having determined their course plan and set the schedule, the student teachers are ready to deliver their presentations. Each of them is held responsible for preparing a slide to follow during the presentation as well as a lesson plan displaying the steps taken during the course time. Besides, it is their duty to prepare for the issues to be covered in the course for that week.
5. The presentation of each student teacher starts with the general outline of the focus item, which aims to revise the issue once more, followed by the summary of the two related articles to be raised in the classroom. After this step, the student teacher begins to explain how the given linguistic point can be applied to language teaching. The procedure starts with the flowchart that shows the pathway from the most general to the most specific, coming to an end with the specific linguistic item to be taught (see Figure 1 and Figure 2 for sample charts).

The student teacher also introduces activities for teaching that point. In the meantime, other student teachers take notes on the evaluation sheets they were provided by the lecturer for each presentation. Having made their contributions, they hand in their evaluation sheets to the lecturer when the session is over.

Figure 1

Teaching pragmatic competence

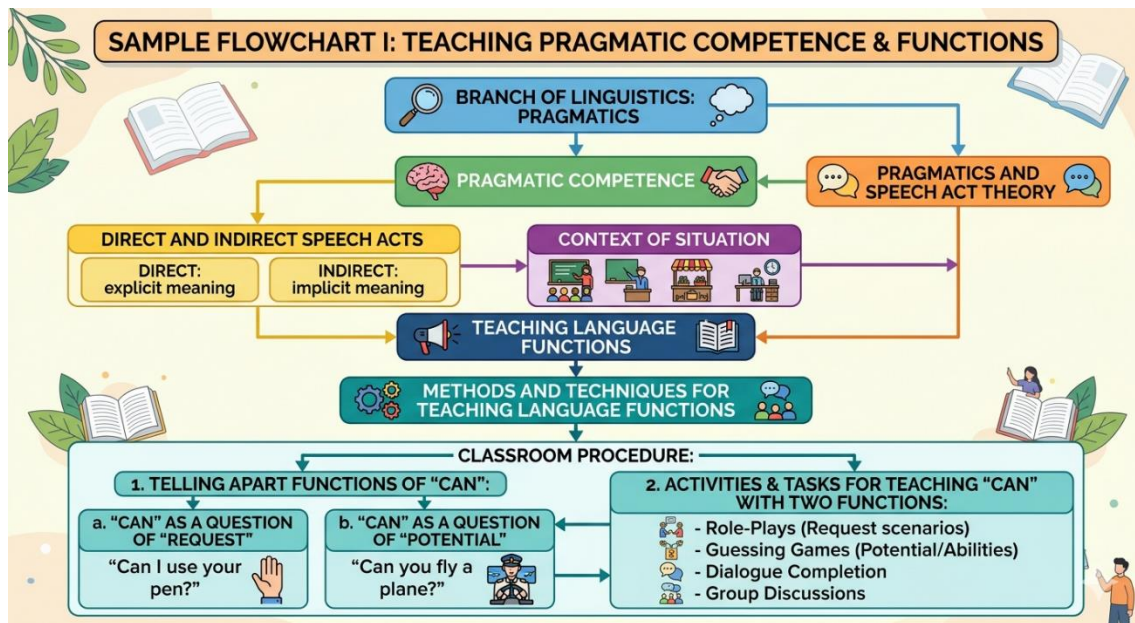
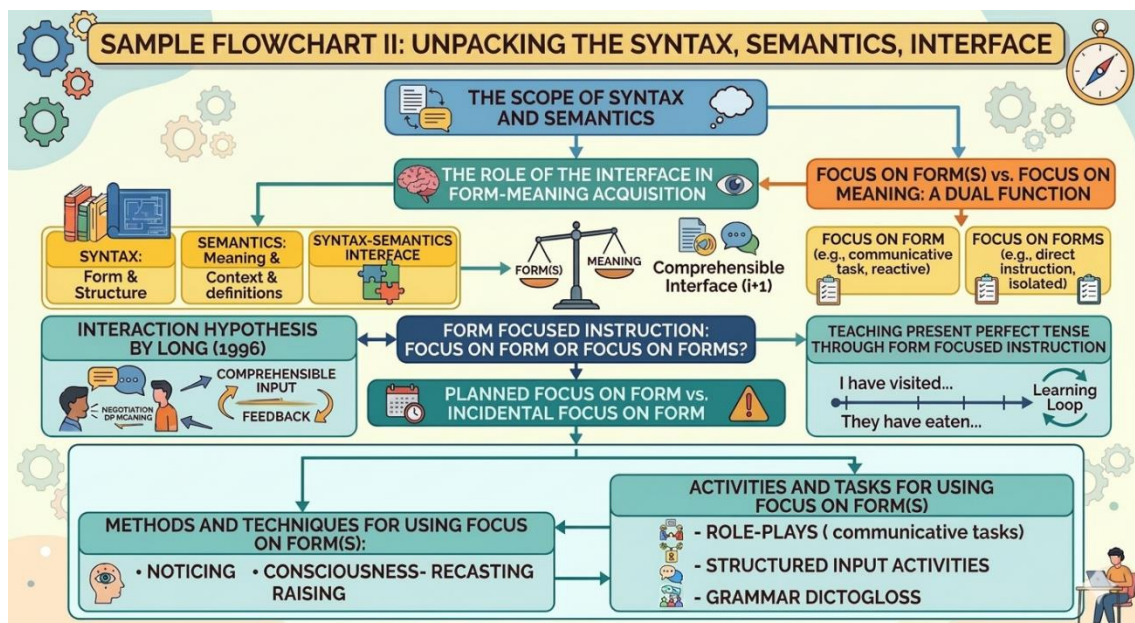


Figure 2

Unpacking the syntax and semantics interface



6. When the student teacher ends the lesson, the lecturer rounds up the whole issue, asks the contributions of the peers, and brings up some evaluative questions to place emphasis on major points.

7. Course assessment covers the class presentation with activities, and the course procedure in the lesson plan participation and peer evaluation. Besides, the structured self-reflection report is filled by the student teacher after his/her turn is over.

3 CONCLUSION

Throughout the recent decades, applied linguistics has had an indispensable role in shaping English language teaching via integrating research-based insights into pedagogical practice. As an example of application to language teaching, task-based language teaching, grounded in applied linguistics, might be taken into account as an effective approach to develop language learning through meaningful interaction (Michel, 2023). On this issue, large-scale literature reviews in Türkiye indicate that applied linguistics contributes to classroom practices, teacher development, and learner differences to a high extent (Ortaçtepe Hart & Aydınli, 2023). In that sense, applied linguistics is of high importance in guiding effective, evidence-based English language teaching in various educational contexts around the world.

This paper aims to propose a class procedure based on linguistic principles. The transition from theory to practice was established through the meticulous design made by the researchers. By motivating the students to refer to their early experiences, the lecturers based the procedure on the shortcomings and challenges of learning English. At this stage, linguistic theories and their classroom based applications served as a solution. This small-scale study could be applied for large populations, depending on the varying needs of the groups.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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