The Role of Linguistics in the Teaching of English

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Abstract: This work aims to provide a rationale for the inclusion of linguistics in ESL classrooms. This research explores the benefits of linguistics expertise for ELT teachers of English. Learning about language, particularly the English language in ELT contexts, has traditionally relied heavily on linguistics. Many aspects of linguistics can be applied to further our understanding of the human language. Language has always been the focus of linguistics. The scientific study of language is known as linguistics. However, any discussion of linguistics must inevitably involve a discussion of language. However, linguists have known for quite some time that people acquire and employ linguistic competence. The relationship between linguistics and the instruction of English is the subject of this paper's primary focus.

Key Words: English language, Language teaching, English language teaching, Linguistics, Competence and performance

Introduction:

This work aims to investigate the key connection between linguistics and the instruction of English as a foreign language. We examine the connection between linguistics and ESL instruction [1]. In this short article, we touch on the topic of language instruction in schools. Teaching a language in a classroom setting should focus on written and spoken communication for various purposes. The "fluency -based model of language instruction" is one approach that can be taken to equip language students better to communicate in the target language. The goal of Brumfit's fluency-based approach to language instruction is to help students reach a point where they can utilize the language they've learned for any reason and go as far as they like in their communication (constrained by the time limits of the course) [2]. According to (Brumfit, 1984),the term "fluency" is used to describe a level of competence in communicating in a second or foreign language, as defined by Richards et al. (1992): 1) the capacity to generate spoken or written language with ease; 2) the ability to speak with a good but not inevitably perfect command of intonation, vocabulary and grammar; 3) the ability to convey ideas clearly; 4) the ability to produce continues speech without causing difficulty learning or a breakdown. Second language learners' language is

systematic, as pointed out by a number of researchers in the late 1960s and early 1970s, including Adjemian (1976), Corder (1967), Nemser (1971), and Selinker (1972). Furthermore, learner errors are not simply random blunders but evidence of rule-governed behavior. According to Corder (1967), textbook authors, educators, and students could all benefit from the insights gleaned via error analysis. The analysis of grammatical mistakes revealed important information about the types of writing challenges that second language learners confront. Khansir (2012a) proposes that mistakes made by learners should be incorporated into courses on linguistics, psychology, and other related disciplines [3].

We also briefly discuss the accuracy model of language acquisition. Richards et al. (1992) note that when they talk about accuracy, they mean the ability to construct grammatically accurate sentences, which may or may not include the fluency with which such phrases are spoken or written. Communicative proficiency is the last item on the agenda while teaching a language. Hymes (1971) invented the term 'communicative competence' in response to Chomsky's competence theory (1965), which served as the foundation for the field of discourse analysis. It includes everything from register to pragmatic and social ramifications to speech acts & speech events [4]. The focus is on helping students improve their communication skills as well as their grammatical knowledge. Hymes (1971) defines communicative competence as the combination of four characteristics. Whether or not something is formally possible (and how far) is synonymous with the common concept of linguistics. Whether or not something is possible and to what extent; this concerns psycholinguistic factors such as memory constraints, embedding, and so on. 3.The connection between language and setting, including how suitable something is. 4. Whether or not action is taken and, if so, how much. In this context, 'occurrence' means that a language utterance actually took place. Having the ability to utilize language within a speech community is also a key component of communicative competence. The first two categories of communicative competence are Grammatical competence, which Canale and Swain (1980) subdivided into language skills. This talk focuses on one of the four pillars of communicative competence that Canale and Swain (1980) identify as strategic competence. The ability to think strategically is a component of language proficiency. However, it is a crucial part of studying a new language. So, these models of learning languages have been used to help students overcome their difficulties.

Let us take a quick look at grammar's role in the English language before getting into the meat of this paper. According to Radford (1998), Morphology and Syntax are the two traditional divisions of grammar. Morphology examines the building blocks of language and how words are constructed (traditionally called morphemes). On the other hand, Syntax focuses on how sentences are constructed from their parts. In their 2016 paper, Khansir and Pakdel state, "The primary focus of grammar is the analysis of language [4]. It details the challenges of language acquisition and shows us how to put what we've learned into practice in our daily interactions with others" (p.140). They say, "Grammar explains why and how words are sorted into different categories and how they are formed. It teaches us how to put

together phrases and sentences as well" (p.140). According to Nunan (2001), a language's grammar can be utilized to investigate how the language is put together. There are at least four different meanings of the term "grammar" that are discussed by Katamba and Stonham (2006). According to their explanation, the term "grammar" is used in a considerably broader sense in generative linguistics, whereas in traditional approaches 'grammar' only comprises Morphology and Syntax. Morphology, Syntax, Semantics, Lexicon and Phonology are all included [5]. Therefore, grammar rules are present in all linguistic subsystems. Grammar rules encompass those pertaining to Phonology, Morphology, Syntax and Semantics. Finally, a book declaring the principles and regulations deduced by linguists to lay underlying the linguistic forms of speakers of a given language is sometimes referred to as a 'grammar' or 'laws of grammar'. As a result, these rules just explain consistent patterns found in the linguistic data. As a fourth point, some grammars take the form of books with normative statements. Certain forms of usage are codified in such grammars. According to Khansir's (2014) 'Grammar Translation Technique', students of a foreign language need to be instructed in its grammatical rules and vocabulary.

Language:
Like knowing the back of our hands, we all have an intuitive grasp of language. Each of us picked up a language as a young child. But man has always been curious about the language that gives him his unique human identity. One way of looking at language is as the glue that holds a culture together and its people together. The history of man has always been inextricably intertwined with the study of language. Humans have made efforts to master their native tongues by becoming fluent in both the spoken and written forms of the language. According to Chomsky (1957), the ability to learn a language is present in every human from birth. This ability is innate, or a part of what we call 'human nature' and is passed down from generation to generation due to a person's genetic make-up [6]. The intrinsic ability provides speakers with a broad outline of human language, but it is not specific enough to determine the exact tongue each kid will speak. This explains why there are so many distinct languages in use today. According to Chomsky (1972), studying human language allows us to get closer to the properties of the human mind that are exclusive to humans to the best of our knowledge. From an early age, every human has learned and used a common language. Therefore, man uses his language constantly throughout his life without much thought or effort. There are an endless amount of possible sentences in any language, but a native speaker of that language can only naturally produce the sentences he or she has heard from their mother. It's common to use the word 'language' to refer to a wide range of human endeavors, like the 'language of music', the 'language of the circus' and so on.

However, its common usage refers primarily to the verbal and written forms of interaction between people. As a result, when we talk about language, we almost always mean human language and not any other kind of communication. Language, in a broad sense, is the system of mutually understood spoken signs that allow people to communicate with one another in a given culture. There are linguistic shifts across time and space, regional differences, and

contextual shifts in language use [6]. We don't use the same language in every setting, such as in a courtroom, a bar, a church, over the phone, in the office, at a football game, with friends, physicians, spouses, superiors, and children. It is impossible to reduce a language to a collection of rules that are always correct and always applied in the same way.

Whether it's verbal or written, what's being communicated, who's involved, their roles, what they're trying to accomplish, and so on all influence the specific rules that govern each given linguistic event.

Therefore, every speaker employs a variety of styles, switching between them as needed. Applying the same set of rules in every circumstance betrays a lack of understanding of how our linguistic behaviour changes depending on the context, and how this change contributes to the adaptability of language that allows it to be used in technical documents, commercials, poetry, business deals, and so on. According to Varshney (1998), language is both uniquely human and universally shared among all humans. It's God's unique presence to humanity. He continues by saying that language is the human expression made audible by the vocal apparatus. In his book, *The Language Instinct*, Steven Pinker argues that "language is a complex, highly specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is established without awareness of its underlying principle, is qualitatively the same in every person, and is distinct from more general intelligence to process data or behave intelligently" (p.18). Scollon (2004), a linguist, makes the point that language is not a monolithic object but rather a multifaceted, complicated, and kaleidoscopic phenomenon. Language is systematic; language is a set of symbols; dialect is used for communication; language operators in a verbal community or culture; all people learn the language in largely the same way; language & language learning both have common features; language is essentially human, even though possibly not limited to humans; language is essentially human, but not limited to humans [7]. Kramsch (2009) concludes that language is the primary medium via which we interact with others. Its cultural significance increases exponentially in the context of communication. Language is defined by Finegan and Besnier (1989) as a set of features and concepts that allow speakers to compose sentences to accomplish specific communicative tasks [8]. They also note that grammatical competence refers to the element of the system that enables speakers to construct and interpret grammatical sentences. The ability to recognize and use the speech sounds of a given language and the rules governing how those sounds can and cannot be linked together is required. They maintain that grammatical knowledge helps in understanding any human language. The second component in their language definition is the concept of communicative competence.

It is widely used as a means of social interaction and communication. In addition, communicating and employing correct grammar is crucial for interacting with others; most linguistic activity does not occur within sentences but rather within bigger and smaller units of discourse. According to Falk (1978), language is a mental phenomenon, a storehouse of

information about how sounds and words are connected and what they imply. According to Farhady and Delshad (2006), there are two guiding principles for using language following the consensus of scholars: First, language is a symbolic system, and second, it facilitates communication between humans.

Linguistics:
In order to connect with others in human communities, individuals everywhere strive to use vast quantities of words in conversation. Therefore, people's social standing and personalities may be affected by their inability to use a large vocabulary effectively. The importance of language in human life is shown in the growing recognition of linguistics' centrality to other disciplines, such as psychology, sociology, anthropology, etc., each year. What is language?, How does language work?, Why do languages vary over human history? and What do languages worldwide have in common that no other study can explain? are all issues that linguists have spent centuries trying to answer. As a result, linguists all around the globe have debated these issues extensively. The main thing is the similarities in learning the languages share. In this section, we analyse how language has been defined as a complicated system of the human mind, as Khansir and Tabande (2014) point out in the study of language.

If you're wondering where the term 'linguistics' came from, you may look it up in Varshney (1998), who explains that it comes from the Latin words for 'lingua' (tongue) & 'istics' (knowledge or science). He continues by saying that etymologically grounded linguistics is the study of language from a scientific perspective [9]. However, it is not the study of any one language in particular, but of language as a whole among humans. For this reason, linguists examine language since it is so intrinsic to the human condition. To characterize and understand human language, linguists also look at its historical and comparative evolution, organizational structure, and nature. As such, it makes an effort to categorize tongues from all around the globe. It establishes the broad principles that govern the use of language. Diachronic (historical) approaches consider the evolution of language over time. Synchronic linguists examine how people in a certain speech community use language at a particular point in time. Comparative linguistics is a subfield of linguistics that examines how one language is similar to, or distinct from, another language. Widdowson (2009) notes that linguistics is the name given to the discipline that examines human language, and some linguists describe linguistics as the study of language. According to Chomsky (1965), linguistics is "primarily concerned with the universal of the human mind." He elaborates by saying that the study of language is a subfield of cognitive science. According to Richards et al. (1992), linguistics is the study of language as a human communication system. Linguistics is a relatively new academic field, yet it builds on decades of research into language and its peculiarities. Phonetics, Phonology, Syntax andSemantics are only some of the many subfields that make up modern linguistics. Linguistics is a science, a corpus of systematic knowledge and theory, according to Verghese (1989). According to Fries (1964), linguistics is "the study of the structure, operation, and history of a wide variety of very different human

languages using those methods and processes that have proven most successful in constructing verifiable connection among linguistic phenomena." According to Falk (1978), "linguistics attempts to define languages and provide an explanation for the common unconscious knowledge of language that all speakers share".

Chomsky (1965; p. 4) makes a crucial distinction between 'competence' (the speaker's or listener's knowledge of the language and 'performance' (the actual usage of the language in real-world contexts) in discussing the two concepts of linguistic competence and linguistic performance. Based on Chomsky's theory, linguistic competence refers to speakers' latent understanding of a language's sounds, meanings, and grammar, whereas linguistic performance refers to speakers' overt actions and interactions with language in everyday life. According to Falk (1978), disentangling competence from performance is challenging because linguistic competence is a mental reality rather than a physical one. According to Richards et al. (1992), competency refers to the hypothetical perfect speaker-listener who knows everything there is to know about the language. They create a distinction between a person's linguistic knowledge (competence) and their linguistic use (sentence production and comprehension) (performance). According to Ellis (2008), a key component of linguistic competence is understanding the target language's grammar. Linguistic competency is a word employed in linguistic theory, particularly generative grammar, which Crystal (2003a) discusses. The ability to notice grammatical errors and ambiguities and to construct and understand an infinite number of sentences depends on a speaker's command of the rules governing their language. It's a theoretical framework that pits itself against the idea of performance, or concrete speech acts. He continues by saying that Chomsky's idea of performance and competence is analogous to Saussure's distinction between Langue &Parole.

Furthermore, the terms 'competence' and 'langue' are not synonymous. According to Johnson and Johnson (1999), a native speaker's competency in linguistic theory is the set of phonological, syntactic, and lexical principles ingrained as a formal grammar during the early stages of language acquisition. People who believe that performance in linguistic theory is the manufacturing of utterances in particular situations point out that this depends on factors such as memory limitations (as in the case of the production and comprehension of extremely long sentences) and social conventions (as in the case of the use of both official and informal l).

English Language:
Invaders from the European mainland's North Sea coast brought the language we now name English to Britain around 1500 BC. The name 'Anglo-Saxon' was coined to describe these marauders. She goes on to say that at first they were uneducated, but that after a few centuries of living in England, they learned to write and began documenting their experiences in the form of English literature. The evolution of English as a global language is reflected in the language itself. According to Khansir and Tajeri (2015, p. 66), "Languages evolve as they

develop, with new terms being added and others falling out of use, as well as changes in meaning and sound. Even the English language has its flaws." Thus, modern English is not identical to the English spoken and written during the time of the Anglo-Saxons 1500 years ago, just as no other living language is. Changes in vocabulary, pronunciation, and grammar can be traced back to the Anglo-Saxons and continue on through modern English speakers. Nonetheless, the English language uses both oral and written forms of communication. According to Leech and Svartvik (2000), the human voice acts as a transmitter of sound waves that are picked up by the listener's ear. Letters and other types of marks that can be seen are used in the writing and reading processes to convey information.

There are more people in the globe who speak English than any other language, including native speakers. There are more than 300 million native English speakers around the world. Countries where English is spoken include but are not limited to the United States of America, Great Britain, Canada, Australia, South Africa, and New Zealand. In order to listen to broadcasts, read news magazines, newspapers, books, and travel to different parts of the world, etc., the English language has been utilized by people worldwide. However, non-native speakers have used this language as a foreign language, second language in order to solve social, commercial, educational, and official issues.

This assertion is supported by Crystal (1992): There are approximately 350,000,000 native English speakers across the globe. This number is concentrated in the United States (220 million), the United Kingdom (55 million), Canada (17 million), Australia (15 million), New Zealand (3 million), and other countries. According to Crystal (2003b), this number is a conservative estimate of the number of people who called the United States home in 2001 and spoke English as their native tongue.

The majority of countries around the world have designated English as an official language. It has served as a universal language of communication across nations. Both native and non-native speakers have relied on it as the language of worldwide and national communication. It's a vital part of classrooms all across the globe. Since one's level of education is evaluated in relation to their level of knowledge, it stands to reason that the two are intrinsically linked. For this reason, it is commonly stated that schooling opens the door to information. Many students worldwide study English as a language topic alongside their studies of other, non-language-related subjects. English is used as an official or secondary language in many nations around the world, and in those settings, communication between students and teachers is generally positive because kids have fewer linguistic barriers to overcome. Consequently, most subject-area educators face fewer challenges when instructing their students. The universality of English as a medium of instruction links all fields of study. According to Khansir's (2013) definition, English serves as an international language for a variety of fields, including business, science, and medical. According to Jesa (2008), a teacher's ultimate goal while working with a student on their English language skills should

be to help them become proficient. He describes the broad goals of English language instruction as follows:

- The general goals of teaching English listening are to help the student understand spoken English at a rate consistent with natural conversation;
- The general goals of teaching English are to help the student become fluent, accurate, and appropriate in spoken English;
- The third overarching goal of English language instruction is to help students become proficient and fluent readers of the English language;
- The goal of teaching English as a second language should be for students to be able to write clearly and correctly in English.

He thinks a more upbeat approach to teaching English is necessary if students are to acquire a fondness for the language.

Linguistics and English language:

It's crucial to remember that linguistics & language are inextricably linked before diving headfirst into a study of linguistics and its role in the English language. Some of the most fundamental questions about language, such as "what is language?" have been investigated and attempted to be answered. Methods of Language Acquisition Why is it so hard to learn a second language, and how is it different from learning a first language? And how similar or unlike are various tongues to one another? As a result, there are now a plethora of inquiries about topics like the language of animals and children. However, there are numerous false assumptions underlying these inquiries. These are some of the issues that linguists, academics, and language educators have debated throughout the field's development. Linguists are one of the three categories of people who study languages. A linguist is a specialist in the field of language study. He is able to analyze language in detail. In conclusion, linguistics as a systematic study of language investigates these issues by looking at the source language. Thus, linguistics is required in a wide range of scientific works, and it can aid in fortifying all linguistic issues in the pursuit of answering the foundational questions of human dialect.

Let's define the connection between linguistics and ESL instruction to kick off this section. Most recent years have seen a continued focus on teaching English as a second or foreign language. However, Johnson and Johnson (1999) argue that linguistics' influence on language education has been especially prominent in the twentieth century. They further by saying that this is because of the field's prominence as a cutting-edge academic endeavor and the widespread consensus that addressing students' fundamental questions about language is paramount. Of course, it's up to ELT English teachers, translators, and curriculum developers to ensure that their students learn the language effectively. The study of linguistics has proven time and again to be the most effective method for teaching pupils to speak English. There have been many theories proposed in the study of linguistics in an effort to provide

students with the kind of English education proven to be effective in inspiring them to learn the language. As a result, one of linguistics' primary missions is to improve the way languages like English are taught. Teaching a language can involve a wide range of linguistic concerns. For the past 60 years, linguists have tried to address problems in second language instruction by applying theoretical models of language. Generative linguistics, mental linguistics, & systematic linguistics have all been the main focuses of the theories. Chomsky is widely regarded as a pivotal figure in the field of linguistics. He (1959) contends that the behaviorist approach overlooked the logic problem of language acquisition. He considers the acquisition of his language to be analogous to the acquisition of motor skills like walking. Thus, generative linguistics yields extremely esoteric generalizations about all languages in addition to extremely detailed and intimidatingly technical assessments of small areas of individual languages (Spolsky and Hult, 2008). So, Chomsky must be its leader. Halliday's school of systemic linguistics, systemic functional linguistics, is a direct rebuke to the school of generative linguistics and has a major focus on teaching. "systemic or systemic-functional theories has its origin in the primary philosophical tradition of European linguistics that evolved in the work of Saussure in Early 1994," Halliday (2003; p. 433) writes. "its adherents tend to avoid the detailed questions about the formal language structure that dominate generative linguistics rather than engage with adherents of other linguistic theories," (Spolsky&Hult, 2008, p. 63) warn that we should approach their claims about the structure of language with caution. The more recent field of cognitive linguistics, which has a dominant figurehead, unites a variety of overarching theories that share a common rejection of the generative assumption that language is special and innate. In contrast, cognitive linguists hold that language develops similarly to other forms of cognition through extensive practice over time. According to Robinson and Ellis (2008), a significant challenge for applied cognitive linguists is convincing researchers and teachers of second languages that cognitive linguistics provides a more comprehensive and accurate mathematical framework of language, and that this model appears to be of particular benefit to learners of foreign languages. They also note that cognitive linguistics & usage-based models explain how we acquire language through the development of domain-general and context-specific abilities.

Great linguists have explored linguistics as one aspect of the study of languages. The role of linguistics in language education has been the subject of much discussion among linguists. Teaching English as a second language, and any other language, requires an understanding of linguistics. The study of linguistics has impacted how English is taught in schools. Linguistics' contributions to English teachers' knowledge of how their students acquire a second language are crucial. Linguistics' overarching goal is, of course, to make learning a language easier. Wilkins (1972) says this is perhaps the greatest benefit of studying linguistics for the language educator. He then says that we've seen a few ways in which linguistics could aid the language instructor in making better choices.

Conclusion:

Several fields of study, including linguistics, cognitive science, sociology and education, can shed light on the evolution of the English language classroom. This paper aimed to illustrate how linguistics might inform ESL classroom practice. Since 1957, when Fries and Lado created a linguistic and psychological pedagogy at the English Language Institute (ELI) at the University of Michigan in the United States based on the principles of behaviorism, this connection has been maintained. Linguistics changed and grew in several ways after 1957. Linguistics departments were formed at universities and TESOL was launched in the United States in 1966. The fields of linguistics and language education have become more intertwined.

It is also important to remember how the foundational psychology schools have influenced ESL classrooms. The structural approach to teaching English was influenced by behaviorism, while Noam Chomsky coined the constructivist process. Chomsky's Language Acquisition Device theory, which was supported by cognitive psychology and other approaches, posed the question of whether or not input was necessary for a learner to produce an output and whether or not output was dependent on input alone. The Talkative Approach paradigm in language teaching in general and English language instruction, in particular, was informed by discussions on the settings of language usage and the belief that communicative competence was as important as grammatical ability. The fields of contrastive analysis, error analysis and discourse analysis have impacted teaching English as a second language.

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