



Linguistics For Language Teaching : How Linguistics Lessons are Helpful for Classroom Practice in Language Teaching and Learning Practices in India ?

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ABSTRACT :-

This article aims to determine the importance of Linguistics knowledge in Language teaching. The aim of this paper is to investigate how knowledge of Linguistics can help to English Language teaching in ELT Classroom.

Linguistics is needed in Language Teaching because it helps teachers explain the Language components and structures to the students. Every Language has a system or Linguistic rules that can be Learned in terms of micro Linguistics, phonology, morphology, syntax, semantics and Lexicography. However, English Language teaching should be incorporated with other fields (macro linguistics) such as, psychology, education, cognitive science, anthropology, language acquisition, sociology, bilingualism, and language teaching. Knowing the students is very important for the teacher in order to create conducive classroom atmospheres. The teacher needs to have empathy and patience toward the students and he should be able to place himself the student's position. In general, the purpose of English teaching is to enable the students to use the Language for communication fluently and appropriately both in oral and written forms. In order to achieve this purpose, the teacher must realize that the students are not blank spaces that can be filled with knowledge. The teacher can function as a coach educator, moderator, or adviser and he is also master both the students' native language (mother tongue) and the Foreign language, but he should give freedom to the students to experiment, ask questions and express their ideas.

1- INTRODUCTION :-

Language Teaching is now being interpreted as an indispensable 21st century skills in India. In recent years, the educational arena has witnessed a remarkable change in classroom practices in Language teaching and Learning with the shift towards communication focused and learner-centered classrooms. Linguistics is the study of Language and understand the Language to make it easier to learn for students is one of the reasons to implement applied Linguistics in teaching practice. The function of Linguistics in teaching is mostly called applied linguistics and it became a used discipline for teacher, researchers, and pedagogues to analyze teaching methods. This covers research into phonetics, phonology, morphology, syntax and semantics with Lexicography and occasionally includes other fields such as:- Psycholinguistics, Sociolinguistics, which concentrate on Language acquisition and situation theory, respectively. Applied Linguist is now essential in the practices of Language teaching because it supports the teacher in the study of second language acquisition, conduction of

error analysis, and making learning easier to get and understand for learners. Applied Linguistics has a large role in Language teaching. Specifically applied Linguistics offers a basis for teachers to identify problems in the Language-Learning classroom and to solve these problems.

2- HOW DOES LINGUISTICS HELP IN LANGUAGE TEACHING ?

(a) Applications, and their modern day relevance.

- (i) Linguistics helps in understanding Historical context with evolution of the Language.
- (ii) Sociolinguistics aids in understanding Nuances or Linguistics intricacies of a Language.
- (iii) Applied Linguistics helps the Language teacher in understanding the dialectics of mother tongue or the native Languages in a multicultural and multilingual classroom.
- (iv) Linguistics helps in understanding verbal behaviour of students.
- (v) Linguistics helps students in developing communicative skills (Reading, Listening, writing, speaking) as well as fluently speaking as it develops confidence inside them. Applied Linguistics supports the Language teacher in the study of second Language acquisition (a foreign Language) conduction of error analysis, and making learning easier to get and understand for learners.
- (vi) (Language teaching teachers) gains a deep understanding of how sounds, words, and grammar functions in a language and applied Linguistics offers a basis for teachers to identify problems in the Language-teaching classroom and to solve these problems.

(b) Uses of Linguistics in Language Teaching

- (i) The Linguistics theory provides information about structure and function of the Language system in general to language teacher. It plays an important role in determining the aims and objectives, context and approach of Language teaching.
- (ii) The Linguistics theory provides information about an intermediate Language to the teacher. This is the universality of forms such as the different types of formulas in generative transformation of grammar (deletion formulas, transformation formulas and so on). All these things can be used by teachers in Language teaching.
- (iii) Either directly or indirectly the Linguistic theory of Language acquisition affects the Language teaching in a Language-Learning process.
- (iv) The description of Language gives the teacher knowledge of elemental units of Linguistics such as phonemes, morphemes, tagmemes with syntax and semantics. And also provides a list of structure or a formula system for a Language that can be used in its teaching.

3- THE MAIN COMPONENTS OF LANGUAGE TEACHING-

By studying phonetics, phonology, morphology, syntax, and semantics, teachers gain a deep understanding of how Language structure, sounds system, word formation, grammar, vocabulary, and discourse function in Language. Linguistics plays a crucial role in understanding Language acquisition, Language processing, Language variation and change and cross-cultural communication. It provides valuable insights into the complexity and diversity of human language and helps us better comprehend the structure and function of the various Languages spoken around the world.

The basic concept of teaching Language components (TLC) are vocabulary, grammar, pronunciation. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The other components of Language teaching are :-

- ➔ Phonemic awareness and phonics- it investigates the ways the speech sounds are made classified, combined and perceived (with characteristics of sound)

- ➔ Morphology- Structural analysis- structural and construction of words,how words are joined together and build vocabulary the rules that govern change in meaning at the word level. It involves the grammar, or syntax of language, its vocabulary, its word forms and word parts.
- ➔ Semantics- rules related to the meaning or context of words. Expanding vocabulary, as well as Learning Synonyms, antonyms,multiple meaning.
- ➔ Pragmatics- While semantics deal with inherent meaning, pragmatics is defined as the study of meaning in contexts- meaning that is dependent on contextual factors(transactional use of Language- that encompasses not just what we say, but how we say it. It includes a person's tone of voice and intonation, facial expression, and gestures while speaking/Listening,vocabulary skills,oral language skills, Reading skills and Reading comprehension(all communicative skills- LSRW Skills).

4- RESEARCH PROBLEMS:-

Research are still trying to understand how different environmental factors, such as the amount of exposure to language, the quality of the input and the opportunities for interaction, affect language acquisition .Another research problem is the nature of the learning process with classroom management. As learning language ia a complex process, researchers face language difficulties such as:-

- (a) Expressive Language Disorder in using vocabulary and grammar.
- (b) Receptive Language Disorder comprehension of Language in effective Listening, processing and understanding of words, sentence structure of concept of spoken information aswellas sign Language.
- (c) Specific Language impairment(SLI)= not only related to hearing difficulties,autism,or low IQ but also releated to delayed speech or Literacy skills.
- (d) Word Finding Difficulties= a child may have a good vocabulary knowledge but is slow or inaccurate at retrieving words during conversation or when asked questions.
- (e) Language Transfer and Linguistics barriers such as limited language proficiency, poor grammar, spelling, punctuation,pronunciation, vocabulary, or not have a language in common with your interlocator.

⇒ SOLUTIONS:-

Chiefly research is revealing the prodigious complexities of Language habits,and the arbitrary nature of the habits of any given Language.Thereby research is objectively demonstrating what-ever experienced teacher has intuitively felt about the quite special nature of language teaching. The objective of Linguistics studies is not utterances but those features of utterance sound and meaning that are invariant across acts of utterance. As the most important object of Language teaching is to equip learners with the ability to read and write with understanding, communicate effectively and to make them use Language with ease in different situation, the basic aim of the research is to find out the Learning difficulties which Learners face in terms of Linguistically- Phonetics,Phonology,Morphology,,Syntax,Semantics with LSRW skills. It will explore various dimensions of Language Teaching practices in classroom.Its objectives are= To examine the Language Teaching methodologies. To study the Language barriers and difficulties of students.

To examine the successful implementation of LSRW skills.

To examine teacher's perception of Learning and Teaching Language both difficulties and effective solutions.

5- RESEARCH HYPOTHESES:=

Hypothesis: Based on the objectives, following hypothesis were formulated and tested.-

H.1: There is a significant difference in the perception of both teachers and students based on affiliation.

H.1.1: There is a significant difference in the perception of students on Teaching Methodology based on their affiliation.

H.1.2: There is a significant difference in the perception of on Learning Difficulty in communicative skills, Listening, Speaking, Reading, Writing (LSRW) based on their affiliation.

H.1.3: There is a significant difference in the perception of students on learning Linguistics aspects like phonetics, phonology, morphology, syntax and semantics on their affiliation.

Using distinctive methods to study human Language, cognition, mind, and their relationships is known as the study of Linguistics.

⇒ **FINDINGS:-**

In the field of Language Teaching, the study of Linguistics plays a crucial role in understanding and effectively teaching Language. Linguistics in Language teaching focuses on the scientific analysis of Language and its components, including its structure, sound system, grammar, vocabulary, and discourse. Linguistics plays a fundamental role in Language teaching by providing a scientific understanding of Language structure. Supporting accurate Language instruction, designing curriculum and following methodologies, facilitating error analysis, promoting Language awareness and Language skills (LSRW) and guiding curriculum development. It empowers teachers to make informed decisions, addresses Learners Language needs effectively and promote Language acquisition in the classroom.

6- SCOPE OF THE RESEARCH:-

- ⇒ The study covers the Learning difficulties of the students in Language Learning. Linguistics helps students understand regional dialects and colloquialisms.
- ⇒ The study covers the teacher's perception of the difficulties faced by the students in Learning Language.
- ⇒ The study does not cover the challenges faced by the teachers of Language Teaching.
- ⇒ The study does not cover the Linguistics barriers faced by the teacher of Language teaching.
- ⇒ The study recorded the view of the teachers of Language teaching, how does Linguistics help in Language Teaching.
- ⇒ The study covers how Linguistics helps to build effective communicative skills (LSRW) for successful achievement.

7- LITERATURE REVIEW:-

(i) The Concept of Linguistics:-

According to Brinton, "Linguistics is defined as the study of Language system." Language systems relate to four components: phonology, morphology, syntax, and semantics. Brinton claims that each of the four parts (phonology, morphology, syntax, and semantics) has its own Language system.

Meyer, on the other hand, claims that "the study of Language is conducted within the field of Linguistics." Similarly, Crystal states, "Linguistics is the science of Language." Linguistics are those who study Language in this manner." Meyer and Crystal both believe that

Language is the fundamental element in Linguistics that will separate them and develop science investigations. Because the Language is so big, all Languages throughout the world have many elements in common, according to Brinton's perspective of the system.

(ii) Understanding Language Structure:-

Linguistics plays a fundamental role in Language teaching by providing a scientific understanding of Language structure, supporting accurate Language instruction, facilitating error analysis, promoting Language awareness, and guiding curriculum development. By studying phonetics, phonology, morphology, syntax, and semantics, teachers gain a deep understanding of how sounds, words and grammar functions in a language. It empowers teachers to make informed decisions, address learners.

Language needs effectively, and promote Language acquisition in the classroom. Linguistics examine various aspects of Language, including its sounds (phonetics and phonology) word formation and meaning (morphology and semantics) sentence structure (syntax) and Language use in context (pragmatics). Linguistics seeks to understand how Languages are structures, how they are acquired and used by individuals, and how they evolve and change over time.

(a) PHONETICS:

Phonetics focuses on the physical properties of sounds in human Language. It examines how sounds are produced, transmitted and perceived, including the study of articulation (how sounds are formed using the vocal organs), acoustic properties (the physical properties of sound waves) and auditory perception.

(b) PHONOLOGY:

Phonology investigates the way sounds, function and pattern in a particular Language or Languages. It studies the organisation of sounds into meaningful units (phonemes) and the rules governing their distribution and pronunciation. Phonological analysis helps explain how sounds interact and how they are used to convey meaning in specific languages.

(c) MORPHOLOGY:

Morphology explores the internal structure of words and how they are formed. It examines morphemes, which are the smallest units of meaning in language. Morphology analyzes how morphemes combine to form words and how words forms change through processes like inflection (adding affixes for tense, number etc) and derivation (creating new words through affixation).

(d) SYNTAX:

Syntax focuses on the structure and arrangement of words to form meaningful sentences. It investigates the rules governing word order, sentence structure, phrase formation and the relationships between words and phrases. Syntax helps understand how sentences are constructed and how meanings are conveyed through the organisation of words.

(e) SEMANTICS:

Semantics studies the meaning of words, phrases, and sentences. It examines how meaning is constructed and conveyed in Language, including the relationships between words, the interpretation of ambiguous sentences, and the connection between Language and the word-semantics explores various aspects of meaning, such as Lexical semantics (meaning derived from the combination of words).

(f) PRAGMATICS:

Pragmatics investigates how Languages is used in context and how meanings in inferred beyond the Literal interpretation of words and sentences. It explores how speakers convey meaning through implied messages, shared knowledge, social norms, situational context. Pragmatics examines factors such as speech acts, conversational implicature, presupposition, and the interpretation of meaning based on the speaker's intentions and the Listener's understanding.

(iii) Enhancing Language Awareness:-

Language awareness refers to the conscious understanding and knowledge of language, encompassing its structure, functions and sociocultural aspects. It empowers individuals to recognize and appreciate the intricacies of Language, thereby facilitating effective communication and promoting cultural sensitivity. Language awareness enables individuals to navigate Linguistics diversity, comprehend different registers and styles and adapt their Language use to various contexts. In the realm of education, enhancing Language awareness is crucial for both teachers and students. Educators can incorporate Language awareness activities into their curriculum to promote metalinguistic reflection and develop student's understanding of Language structure. By engaging in tasks such as analyzing texts, exploring Language variation, and examining Language in social contexts, students can develop a more comprehensive and a deeper appreciation for the power and nuances of Languages. By studying grammar, syntax and semantics, Learners gain insight into the underlying principles of the target Language.

(iv) Linguistic in Language Teaching:-

The importance of Linguistics in Language teaching cannot be overstated. The contribution of Linguistics to Language teaching is indirect in the form of materials. Without a background in Linguistics, it would be very difficult for a Language teacher using Linguistics-based materials to elaborate on them. According to Carter, a Language instructor who understands the structure of Language would be able to advise his students in their choice of vocabulary and grammar structures.

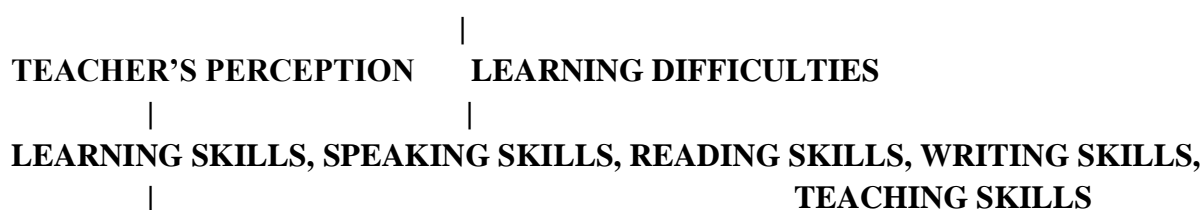
Linguistics primary purpose in Language teaching is to generate accurate descriptions of Languages. Language instruction has benefited from the description of human Language sounds at the Linguistic levels of phonetics and phonology. The importance of speech in Language instruction may be linked to structural Linguistics impact as well as an interest in the descriptive study of spoken Language. Phonetics analyzes speech sounds in general, independent of Language, whereas Phonology investigates the sound system of a specific Language. Phonetics can be useful in pronunciation teaching (oral) because it gives the language instructor a diagnostic understanding of how speech is formed. Phonology is required to comprehend what makes up a Language's sound system and how the sounds are internalized by speakers for communication.

According to Corder, the relationship between Linguistics theory and the actual teaching materials is indirect. Linguistics theory cannot offer the criteria for selecting, arranging or presenting a teaching program's materials on its own. The context of a syllabus, on the other hand, is determined by theoretical Linguistic, sociolinguistic and psycholinguistic criteria.

Corder proposed that theoretical Linguistics provide a distinctive contribution to Language education. He defines three orders of application in which theoretical Linguistics principles are utilized to analyze Language data, culminating to the definition of the second Language. The selection of good is determined by the second order applications on this basis.

CONCEPTUAL THEORETICAL MODEL

LANGUAGE TEACHING



Teaching and Learning process involves a continuous interaction between the teacher and the student. The art and science of teaching a Language is to be utilized in order to motivate, inspire, demand and correct each of their students. A study of the teaching methodology adapted in the Language Teaching classroom could throw some light in finding out the reasons of the lack of Linguistic proficiency despite being taught from KG to PG.

Al-Rawi, I (2013) in his study lists Lecture method, discussion and dialogue method, practical demonstration method, group-discussion, group-learning, problem solving method, online teaching methods have become not so effective due to the current advancement in technology strengths and weaknesses of various methods of Learning are also mentioned.

8- RESEARCH METHODOLOGY :-

Linguistics plays a vital role in informing Language teaching methodologies. Through its various branches, Linguistics provides valuable insights into the structure, usage, and acquisition of Languages over the years. Linguistic research has significantly contributed to the development of effective Language teaching methods and approaches. By analysing the underlying structures and functions of Language, Linguistics provides valuable insights into how Languages are learned, processed, and produced. Phonetics and phonology, morphology, and syntax, semantics and pragmatics, sociolinguistics, and psycholinguistics all contribute to the development of effective language teaching methods.

→ RESEARCH DESIGN :-

This research is descriptive in nature which aims at getting familiarity with the teaching methodologies used in the language teaching class, Learning difficulties faced by the learners and the perception of the teachers about the Learning difficulties. To create a research design for the study, appropriate measures and models are considered as per requirement of the research work. In this research the author uses the Literature Review method, also known as Library Research, which is a series of activities related to Library data collection methods. In collecting data and analyzing and interpretation, it uses the descriptive method and comparison method. For the Library research, the author uses ways to obtain information data by placing facilities in Libraries such as books, magazines, documents, records of historical stories, articles or pure Library research related to the object of research.

According to M. Nazir, Literature review is a data collection technique by conducting a study of books, Literature, articles, notes and reports that have to do with the problem being solved. Literature review is an important step where after a research determines the research topic, the next step is to conduct a study related to theory and research topic.

9- INFORMING LANGUAGE TEACHING METHODOLOGIES:-

(I) Linguistic theories and research provide valuable insights into how individuals acquire Language skills : Listening, Speaking, Reading, and Writing, which enables teachers to develop appropriate instructional technique. Language teaching methodologies play a crucial role in the process of imparting Language skills to Learners over the years. Linguistic research has significantly contributed to the development of effective Language teaching method and approaches. Through its various branches, phonetics, phonology, morphology, syntax and semantics Linguistics provides valuable insights into the structure, word formations, grammar, usage acquisition of Language.

(ii) ADDRESSING LEARNER NEEDS-

Linguistics enables teachers to identify and address Learner's specific needs. By analyzing, and interlanguage development, teachers can personalize instruction and provide targeted feedback. Linguistic analysis helps educators diagnose Language difficulties, adjust Lesson plan

curriculum accordingly and develop remedial strategies to cater to individual Learner differences effectively.

(iii) **DEVELOPING LANGUAGE MATERIALS-**

By applying Linguistic knowledge, teachers can design authentic and meaningful materials that align with Learner's Language proficiency levels. Linguistics aids in creating Language exercises, text books, and multimedia resources that focus on the Language aspects most relevant to Learner's needs, ensuring their engagement and progress. By analysing the underlying structures and functions of Languages, Linguistics provides valuable insights into how Languages are Learned, processed and produced.

10- **LIMITATIONS OF THE RESEARCH:-**

Some of the major limitations of this study are:-

- (i) It is a perception study of the Teaching Learning process and is not linked to the outcomes.
- (ii) Linkage between pedagogy and perception of difficulty was not studied.
- (iii) Social background and family background of the students were not considered.
- (iv) Links to theories of Learning were not established.
- (v) This study was taken up only with the Language teaching students but not all students.

11- **SCOPE OF FUTURE RESEARCH WORK:-**

Forstoring Language Research and Professional Development :

The present research can be helpful for the members of teaching and Learning fraternity as there has been a common observation that the teachers, Learners, people of management and prospective employers, all treat the Language teaching as an integral part of success. Thus, this research work can throw much Light on many of the related aspects which can be a major scope for further research. Linguistics fosters research and professional development in the field of Language teaching. By staying informed about Linguistic advancement and research findings, teachers can continually update their teaching practices and adapt to following error analysis both teachers and students can minimise errors for great achievement.

12- **CONCLUSION:-**

Linguistics plays a vital role in Language teaching by providing teachers with a comprehensive understanding of Language structure, enhancing Language awareness, informing teaching methodologies, addressing Learner needs, developing Language materials, and fostering research and professional development. By Leveraging Linguistic knowledge, educator can design more effective instructional strategies, design curriculum, improve learner outcomes and foster language proficiency in their students. Incorporating linguistic into language teaching ensures a pedagogical approach rooted in scientific insights, empowering both teacher & Learners in their language acquisition journey.

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