Implications of Applied Linguistics for Language Teaching

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Abstract

As mentioned in Richards & C. Lockhart (1996) cited in Abdullah and Majid (2013: 540) in teaching, teachers who know more about the nature of their teaching can evaluate aspects of teaching that need to be changed. There is some concern among educators in language teaching, English is Broughton is the language that is spoken the most and has been taught as a foreign language in schools all over the world. et al (2003) cited in Tılfarlıoğlu (2020: 405). Therefore, to address the problem, this paper looks at several studies based on Richard C. Jack (2015) on today's English language instruction helps students learn the language, four skills, and the environment of the teacher. These constructs mean for language teaching. In particular, this study will discuss the implications of AL on issues related to present-day English language instruction facilitates student learning, language and the four skills, and the environment of the teacher. Studies demonstrate that AL is a linguistics-validating tool for theoretical items. It is concluded that every language teacher needs to know how to acquire and develop their competencies, knowledge, and skills in today's language teaching environment. However, holistically from a cognitive and sociocultural perspective, beliefs about language learning, learning styles, motivation, identity, age, language skills, self-confidence, and anxiety are all topics that are brought up. Language and four skills include teaching and evaluating language systems (grammar, vocabulary, pronunciation, discourse, and pragmatics) and four skills (listening, speaking, reading, and writing). Effective language instruction, on the other hand, is currently viewed as a pedagogical and organizational issue.

Keywords: Applied Linguistics, Implication, Language Teaching, Current Issues

Introduction

The theoretical and empirical investigation of real-world problems in which language is the central problem has been a feature of AI since Pit Corder, the British founding father who applied the field in the 1950s. In a similar vein, members of the American Association of Applied Linguistics (AAL) advocate for a methodical approach to issues pertaining to language. According to Vivian and Li (2009), the International Association of Applied Linguistics (AILA), problems that can be analyzed, identified, or solved by applying existing linguistic methods, theories, or results or by new theoretical frameworks and methodologies developed in linguistic work constitute an interdisciplinary field of research and practice dealing with practical problems of language and applied linguistic communication. After that, Fauziati added it (2002), which Suparman (2016), which includes applied linguistics related to the identification and analysis of specific class problems and the arrangement and implementation of language programs.

A teacher absolutely needs to understand the nature of his or her teaching and be able to determine which aspects need to be altered. According to Richards, J.C., and C. Lockhart (1996), which is cited in Abdullah and Majid (2013) In the field of education, teachers who have a deeper understanding of the nature of their instruction are better able to identify areas in which adjustments are required. Not only the variety of fields like language teaching and multilingualism, but also the variety of educational and linguistic contexts where applied linguistics is at a crossroads (Phakiti, De Costa, Plonsky, & Starfield,

2018), as cited in Syahid (2021). According to Tucker (2019), Applied Linguistics focuses on the numerous complex community areas in which language plays a role (Laba and Dewi, 2021).

Since the rise of English as a global language has brought with it a number of traditional issues, the language teaching profession has gained new insight. Because of its rapid expansion, it is challenging for busy practice teachers to keep up with all developments in the field. According to Broughton et al. (2003), cited in Tlfarlolu (2020:), English is by far the most widely spoken language and has been taught as a foreign language in schools all over the world. This has raised some concerns among educators who teach languages. 405). As a result, in order to address the issue, this paper examines a number of studies based on Richard C. Jack's (2015) research on current English language teaching, student learning, language and the four skills, and the environment of the teacher. This article aims to (1) define AL constructs and (2) discuss the implications of these constructs for language instruction. This study will specifically discuss the effects of AL on current English language teaching issues, student learning, language and the four skills, and the environment of teachers.

Literature Review

There is a connection between applied linguistics and linguistics in the field of linguistics. As stated by Davies (2007: 1) In areas of shared interest, the connection between linguistics and applied linguistics is investigated. They are expected to be able to teach languages effectively as English teachers. According to Shofwan (2016), which is cited in Sumarningsih et al. (2018):12, the five scientific steps in English language teaching (ELT) are expected to be utilized by English teachers.

Language Teaching Today

Find out what skills, knowledge, and competencies every language teacher needs and how to get them. The role of teacher target language proficiency as a component of teaching competence is one of these issues that is currently causing concern in numerous nations. Numerous studies have examined the current state of language instruction. According to Toybekova (2021), polylingual education is currently one of the primary areas of focus in Kazakhstan's secondary education system. In the process of organizing extracurricular activities at universities and general education schools, our research aims to support, develop, and test theoretical methodologies for forming students' polylingual personalities. The study's findings demonstrate that the theoretical foundation and proposed approach to organizing extracurricular activities aid in the development of multilingual student personalities. Kukul (2022) looked at how teachers need to be able to use and master techniques that give students the technical skills they need today and allow them to be active participants in the classroom. Pre-service teachers' teaching abilities are significantly impacted by digital storytelling, according to the findings of the study.

When Kaldirim and Tavşanl (2021) looked at the current thematic analytical studies on the role of digital teaching technologies in education, they discovered three main limitations. The study's findings reveal the following: 1) Research on the application of digital teaching technology to the study of teaching Turkish is still needed. In particular, there is almost no research, especially in some learning areas. In addition, it has been determined that (2) digital teaching technology is extremely efficient in the field of reading and writing instruction. 3) Students from high socioeconomic backgrounds and female students use technology more frequently in Turkish language classes, and numerous benefits and drawbacks of technology have been identified for students.

Facilitating Students Learning

From a cognitive and sociocultural perspective, holistically discussed factors include beliefs about language learning, learning styles, motivation, identity, age, language skills, self-confidence, and anxiety. For instance, teachers can find helpful and practical advice on how to plan, deliver lessons, and manage classes with more impact on student learning by taking into account learner factors.

Facilitating student learning has been the subject of other studies. Khalid et al. (2021) conducted this study to investigate OCB among university lecturers who use online learning as a teaching platform at the

moment. The study revealed that lecturers did indeed exhibit high levels of OCB. 2) This student has reported forty OCB-categorized behaviors to lecturers. OCB lecturers are thought to be able to support online learning, which is a new method for the majority of students, which has implications.

Murray (2022) discusses a process for integrated learning outcomes assessment that can be applied to a variety of undergraduate peer mentor and teaching assistant applications. A targeted assessment rubric, student reflection in the initial work plan and final reflection, and a statement of programmed learning objectives round out the three-part plan. Also, Thysiadou and Gaki (2020) say that computers are now a part of education. A video-recorded educational experiment is included in the proposal for the teaching of the "Simple Colloidal" chemistry module in this paper. In order to familiarize students with this theory, a comprehensive experiment is presented on the subject of "Simple Colloids" and their properties.

Language and the Four Skills

The primary topics of this section are the teaching and evaluation of four skills—listening, speaking, reading, and writing—as well as language systems (grammar, vocabulary, pronunciation, discourse, and pragmatics). The sections reflect the evolution of pedagogical views of language systems and language skills and serve as a solid foundation for current viewpoints. Language skills pedagogy is based on the socio-cognitive theory of language learning, while the grammar, vocabulary, and pronunciation approaches are developed from recent research findings from corpus linguistics, discourse analysis, conversation analysis, and the linkage between grammar and lexis.

Fallah et al. (2021) conducted this investigation to find out what kinds of online professional identities English teachers in private language schools developed during the COVID-19 pandemic. The study found that these aspects have a significant positive impact on the retraining of IR teachers in language schools. According to Karademir and Gorgoz (2019), the current study of English learning and the recently updated 2017-2018 curriculum in Turkey both emphasize the importance of attempting to educate students as natural language users. In this sense, it is thought that learning a language using four fundamental skills will make these skills more important. The purpose of this qualitative study is to find out what teachers think about the challenges they face when teaching the four fundamental skills.

Next, Hamid and Idrus (2021) report a controversial decline in Malaysians' English proficiency. Selected high school students from the Malaysian state of Selangor were the subjects of the investigation. The scores are tallied and the results are measured. Scores revealed a correlation between listening skill anxiety and speaking skill anxiety. This finding looks at the possibility of reducing language anxiety in two skills by intervening in just one situation, which could help cut down on the amount of time spent managing English classroom anxiety.

Teacher's Environment

Today, education is no longer seen as a hang activity that requires a broader view. Effective language instruction is currently believed to be a pedagogical and organizational concern, on the other hand. Several of the issues raised in reaction to such major changes revolve on the new roles language teachers are carrying on as course and material developers, classroom researchers, learning evaluators, learner-based innovators, and so forth.

Another research about the settings of instructors is Sütçü (2021). This study's objectives are to determine the effects of geometric mechanical intelligence game activities performed with actual materials and in a computerized environment on prospective teachers' spatial visualization and mental rotation skill sets. It also aims to determine what teacher candidates think of these activities. The findings of the study revealed that activities using real-world objects and on computers significantly enhanced teacher candidates' spatial visualization and mental rotation capabilities.

According to Uluda (2021), the goal of this study is to find out how preschool teachers feel about the use of outside learning environments in preschool education. Due to a lack of knowledge and experience, it was determined that the majority of teachers did not consider themselves to be competitive in this environment. Through bibliometric analysis, the final Suseelan study (2022) aims to document the

historical landscape of research on mathematical problem-solving in primary education from 1969 to 2021. Researchers can use this study's findings as a starting point to learn more about the subject and plan for future research.

Conclusion

In Vivian and Li's linguistic work AILA, an interdisciplinary field of research and practice dealing with practical language problems, applied linguistic communication refers to those that can be analyzed, identified, or resolved through the application of existing linguistic methods, theories, or results or by new theoretical frameworks and methodologies. A teacher absolutely needs to understand the nature of his or her teaching and be able to determine which aspects need to be altered. According to Richards, J.C., and C. Lockhart (1996), which is cited in Abdullah and Majid (2013: 540) In the field of education, teachers who have a deeper understanding of the nature of their instruction are better able to identify areas in which adjustments are required. This paper, on the other hand, examines a number of studies based on Richard C. Jack (2015) that focus on the present state of English language teaching, student learning, language and the four skills, and the environment in which teachers work.

methods for developing the skills, abilities, and information that are necessary for today's language teachers to teach languages. But from a cognitive and sociocultural perspective, the aspects like ideas about language learning, learning styles, motivation, identity, age, language proficiency, self-confidence, and anxiety are explored holistically. For instance, by taking learner variables into consideration, teachers can receive beneficial and useful information on how to organize lessons, deliver lessons, and manage classrooms to have a larger influence on student learning. Teaching and assessing grammar, vocabulary, pronunciation, discourse, and pragmatics are considered to be part of language and four skills (listening, speaking, reading, and writing). Effective language instruction, on the other hand, is currently thought to be a pedagogical and organizational issue.

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