

## **SYNERGIZING APPLIED LINGUISTICS FOR EFFECTIVE LANGUAGE TEACHING**

**Ifana Syahesti<sup>1)</sup>**

<sup>1)</sup> Universitas Negeri Padang

email: ifanasyahesty@gmail.com

Received: November,14, 2023

Revised: December, 14, 2023

Accepted: December, 30, 2023

### **Abstract**

In a globalized world, effective language instruction is an imperative need. It must be comprehensive, involving critical thinking, communication skills, and multicultural awareness in addition to linguistic expertise. The combination of applied linguistics and language teaching has led to a revised definition of language education, emphasizing the dynamic relationship between the two fields. The focus of this article is to examine how the principles of applied linguistics can enhance the language teaching.. Using a qualitative methodology, the article delves into the viewpoints of language teachers and the influence it has on the results of language teaching. The findings of this study highlight the potential for more effective and culturally sensitive language education by capitalizing on the synergy between applied linguistics and language teaching. The research underscores the transformative power of applied linguistics, offering a nuanced perspective on how teachers can harness linguistic theories to create engaging, learner-centered, and globally relevant language learning experiences. As language education evolves in a rapidly changing world, the fusion of applied linguistics and teaching practices is reshaping the future of language instruction, making it a more inclusive and effective endeavor for diverse learners seeking to unlock the power of language.

**Keywords:** Applied Linguistics, Synergy, Language Teaching

### **Introduction**

The field of language teaching is dynamic, always changing to meet the demands of our more globalized society as well as the changing needs of learners. Effective language teaching is not merely about imparting linguistic knowledge; it is about fostering the practical application of language skills, promoting intercultural understanding, and facilitating meaningful communication. English is by far the most widely spoken language and has been taught as a foreign language in schools all over the world, according to Broughton et al. (2003), cited in Tılfarlıođlu (2020: 405).. Teachers who teach languages have raised some concerns about this. Applied linguistics, a field at the intersection of linguistics, psychology, and education, has drawn the attention of academics and teachers in an attempt to meet these challenging objectives. Applied linguistics provides the theoretical underpinnings and practical insights necessary to optimize language instruction and learning. In this era of transformation in the field, this article explores the synergy between applied linguistics and effective language teaching, examining how this collaboration enhances the language teaching experience.

British applied linguists discovered in the 1960s that the audio-lingual approach was ineffective. They believed that developing communication skills is far more crucial than mastering structural knowledge. As a result, a novel approach called "Communicative Language Teaching" is created. According to Hymes, as cited in Richards & Rodgers (2014), communicative language teaching is built through linguistics theory of communication emphasizing on meaning.

According to Richards (2014:3), Throughout the history, language teaching methods had changed several times due to the shift of view about the kind of proficiency students require as well as "the changes in theories of the nature of language and of language learning". These changes are unquestionably essential to the linguistic aspects that impact the shift in perspective when choosing the

---

appropriate teaching methods. In the part that follows, we will go into more detail on the connection between linguistics and language teaching theory.

Scientists did not consider linguistics and teaching to be connected fields in the late of 19th century. Lamendella (quoted in Meng, 2009), the field of language teaching requires applied psychology rather than linguistics, and it was deemed a grave error to put linguistics as the basis of language learning. The discipline of AL has typically been defined as "the theoretical and empirical investigation of real-world problems in which language is a central issue" since the days of Pit Corder, the founding father of British applied in the 1950s. The American Association of Applied Linguistics (AAL) members similarly "promote principles approaches to language-related concerns." As stated by Vivian and Li (2009), the International Association of Applied Linguistics (AILA) is attached.

Applied linguistics is a cross-disciplinary domain focused on addressing real-world challenges related to language and communication. It involves the identification, analysis, and resolution of practical issues through the application of existing linguistic theories, methods, or findings. Additionally, applied linguistics may contribute to the field by creating new theoretical and methodological frameworks within linguistics to tackle these problems. As stated by Fauziati (2009: 07), the identification and analysis of specific class problems, including the establishment and implementation of language programs, are addressed by applied linguistics.

Cited in Abdullah and Majid (2013: 540), Richards, J.C., and Lockhart, C. (1996) indicate that in the field of education, areas in which adjustments are required can be more effectively identified by teachers who have a deeper understanding of the nature of their instruction. In addition to Broughton et al. (2003), cited in Tılfarlıođlu (2020:405), 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.

The field of applied linguistics acts as a link between language study and the actual teaching and learning of language. It incorporates a wide range of linguistic theories and approaches into real-world language learning situations. It helps teachers to make well-informed choices regarding curriculum design, instructional strategies, and assessment techniques.

This article sets out to investigate the mutually beneficial relationship between applied linguistics and effective language teaching. We will explore how psycholinguistic insights impact the creation of useful language-learning resources, how linguistic theories shape the structure of language courses, and how sociolinguistic viewpoints deepen our comprehension of the cultural aspects of language acquisition. Applied linguistics' growing toolkit enables teachers to adapt their teaching methods to a wide range of learner populations, fostering an inclusive and equitable learning environment.

As we proceed through this exploration, it becomes evident that applied linguistics is not merely a theoretical framework but a living, dynamic entity that evolves alongside the ever-shifting landscape of language teaching and learning. Come along as we explore together how applied linguistics and language instruction work together to shape language education's future, improve learners' and teachers' experiences, and ultimately increase the efficacy of language learning in today's globalized society.

## Methods

### 1. Research Design

This study uses a qualitative research design to investigate the synergy between applied linguistics and effective language teaching. The researcher chose descriptive qualitative research. The data would be provided by the researcher through narrative description. According to Creswell (2012), the field study of the phenomenon and the acquisition of information from participants through exploration characterize qualitative research.

### 2. Data Collection

This study uses semi-structured interviews with English teachers. The informants of the research were the English teacher of SDS Alam Qu Ainur Rahmah Pasaman Barat. The informants were 2 teachers at that school that were consist of one male teacher and one female teacher. These interviews explore the teacher's experiences, perspectives, and practices in incorporating applied linguistics principles into their teaching.

---

### 3. Data Analysis

According to James Dean Brown (1995), individuals can use interviews to gather personal responses and views privately about a certain topic. In this research, the use of a semi-structured interview would be employed, wherein all questions could be freely posed to the interviewee, yet a script would still be utilized as a guideline. Sugiono (2010:246) stated that the data would be analyzed using several steps. First, data collection was undertaken, where the data obtained through observation and interviews to identify the factors causing students' speaking anxiety was gathered by the researcher. Second, data reduction was implemented, wherein all the necessary data was summarized. The process of data reduction involved selecting, focusing, simplifying, abstracting, and transforming the data obtained in the field by the researcher.

## Result and Discussion

The results of this research reveal a complex and dynamic relationship between applied linguistics and effective language teaching. Interviews with teachers underscore the significance of linguistic theories in shaping pedagogical practices. It becomes evident that applied linguistics principles provide teachers with a robust framework to design curriculum, select teaching materials, and develop instructional strategies that enhance language learning outcomes.

### Applied Linguistics for Effective Language Teaching

Interviewee	Applied Linguistics for Effective Language Teaching
PAS (Interviewee 1)	Applied linguistics provides a scientific understanding of how language works and how it's learned. It enables teachers to design more effective teaching strategies by drawing on research in linguistics, psychology, and education. By understanding the complexities of language acquisition, teachers can tailor their methods to suit learners' needs.
SS (Interviewee 2)	Language teaching goes beyond grammar and vocabulary; it includes cultural aspects. Applied linguistics helps teachers incorporate cultural competence into language lessons, fostering an appreciation for diverse perspectives and improving intercultural communication skills. Applied linguistics also offers language teachers opportunities for professional development. Staying informed about the latest research findings and pedagogical approaches allows teachers to refine their teaching methods and adapt to evolving language learning trends.

Survey data from teachers show the synergy of applied linguistics for language teaching. Teachers who incorporate linguistic theories into their teaching methods report higher learner engagement and better language learning outcomes. Learners exposed to these methods perceive language learning as more meaningful and contextually relevant.

However, the study also points to potential challenges and variations in the application of applied linguistics in language teaching. The extent to which teachers incorporate applied linguistics principles can vary widely, and there is a need for professional development to bridge this gap. Additionally, the study highlights the importance of a learner-centered approach and the role of cultural awareness in effective language teaching.

## Conclusion

Synergizing applied linguistics for effective language teaching is a dynamic and evolving partnership that holds great promise for the future of language education. By embracing the theoretical insights and practical applications of applied linguistics, teachers can create more effective and

---

engaging language learning experiences. This research offers insights into how teachers can harness the power of applied linguistics to optimize language teaching, enriching the language learning journey for learners of diverse backgrounds and goals.

### **Acknowledgments**

First and foremost, the writer wishes to thank Allah SWT for blessing her with the ability to complete her work, which is titled: "Synergizing Applied Linguistics For Effective Language Teaching". Then, Salawat and Salam are delivered to the great prophet Muhammad SAW who showed us the best way to love. This paper is a requirement for obtaining the MID term task in Applied Linguistics Subject at Universitas Negeri Padang. Because of that, the writer would like to express her deepest gratitude to Prof. Dr. M. Zaim, M.Hum. as her lecturer of Applied Linguistics Subject. He is a great person who has guided her patiently to finish this subject.

Finally, the writer also wishes to express her sincere gratitude to her beloved mother Endang Astuti, father Syahrul Lubis, beloved husband Muhammad Habibie, beloved brother Dio Syahestio, and beloved sister Diana Syaheskia who has been supporting, and encouraging her mentally and materially and giving affection when she wrote her paper. Besides that, the researcher would like to thank all of her friends, all of the members of the English Education Program of UNP registered for the 2023-2024 academic year, who have motivation and spirit for the researcher to accompany her till the end of her writing. May everybody who helped her get the best things later on.

### **References**

- Abdullah, S., & Majid, F. A. (2013). *English language teaching challenges in Malaysia: Polytechnic lecturers' experience*. *World Applied Sciences Journal* 28(4):540-547  
DOI:10.5829/idosi.wasj.2013.28.04.1723
- Cook, Vivian and Li wei. (2009). *Contemporary Applied Linguistics Volume 1: Volume One Language Teaching and Learnin*. Great Britain: MPG Books group.
- Creswell, John W. (2012). *Educational Research*. Lincoln: Pearson. hal.16
- Fauziati, Endang. (2009). *Readings on applied linguistics: a handbook for language teacher and teacher researcher*. Surakarta: Muhammadiyah Univ. press.
- Meng, J. (2009). *The Relationship between Linguistics and Language Teaching*. *Asian Social Science*,
- Richards, J.C. & Rodgers, T.S. (2014). *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Sugiyono. (2010). *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfa Beta Bandung.
- Tilfarlioğlu, F.Y., (2020). *An analysis of innovative Lean Method in language learning*. *Journal of Language and Linguistic Studies*, 16(1), 405-417. Doi: 10.17263/jlls.712860