The Relationship between Applied Linguistics and Language Discourse Analysis in English Language Teaching

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ABSTRACT

This paper examines the relationship between applied linguistics and language discourse analysis in English language teaching (ELT). It explores the significance of these fields in enhancing language learning and teaching practices. The article discusses the theoretical foundations of applied linguistics and language discourse analysis. This study shows that applied linguistics and language discourse analysis share a close relationship as they both investigate language use and its practical applications. To effectively implement applied linguistics and language discourse analysis in English language teaching, it is essential to recognize the diversity of students' linguistic and cultural backgrounds. This can be achieved through a variety of approaches, including the use of discourse in language teaching and cultural responsive teaching. Applied linguistics and language discourse analysis make significant contributions to English Language Teaching (ELT) by providing insights, frameworks, and practical applications that enhance language learning and teaching processes. The significant contributions that applied linguistics and language discourse analysis have made to English Language Teaching (ELT), there is a strong call for continued research and implementation of these approaches in language teaching contexts. Furthermore, future research should focus on the effectiveness of different approaches and techniques in promoting applied linguistics and language discourse analysis in English language teaching.

Keywords: applied linguistics, discourse, language teaching

I. INTRODUCTION

Applied linguistics and language discourse analysis have become an essential component of language teaching in those days. The field of applied linguistics examines the relationship between language and society and applies linguistic theories to real-life situations and this has become particularly relevant in teaching English. Applied linguistics is a multidisciplinary field that focuses on the practical application of linguistic theories and research to real-world

language-related issues. The relevance of applied linguistics to ELT lies in its ability to bridge the gap between linguistic theory and language teaching practice. By incorporating principles and research from applied linguistics, language educators can make informed decisions, implement effective teaching strategies, and create meaningful learning experiences for language learners. This is one of the aims of applied linguistics, the academic discipline concerned with the relation of knowledge about language to decision making to the real world (Cook, 2003:5).

Applied linguistic encompasses the study of language learning, language teaching, language use in social contexts, language policy, and more. Applied Linguistics is a field of study that focuses on the practical application of linguistic theories to real-life situations. Language discourse analysis brings additional depth to ELT. It explores how language is used in different social, cultural, and educational contexts, including classrooms. By examining spoken and written discourse, it reveals the underlying social, pragmatic, and interactive aspects of communication. Language discourse analysis helps educators understand the structures, patterns, and functions of language use, which informs their instructional decisions, material development, and classroom interactions.

The significance of applied linguistics and language discourse analysis in ELT is multifaceted. They promote learner-centered instruction by enabling educators to tailor their teaching approaches to learners' specific needs, backgrounds, and contexts. By understanding the linguistic and discourse features that learners need to acquire, educators can design targeted language activities and provide meaningful feedback to enhance language development.

Applied linguistics and language discourse analysis contribute to the development of learning competence. Language is more than grammar and vocabulary; it is a tool for social interaction. By incorporating authentic discourse samples and activities, educators can expose learners to genuine language use, helping them develop the ability to understand and produce language in real-world contexts. Furthermore, these fields encourage critical thinking and language awareness among learners.

By analyzing and reflecting on different discourse types, learners become more conscious of how language constructs meaning, power relations, and cultural perspectives. This awareness enables them to engage critically with texts, recognize biases, and become more effective communicators in diverse settings. It provides a framework for understanding language acquisition, language use, and language teaching. In recent years, Applied Linguistics has gained prominence in the field of language education, with many educators utilizing its principles in teaching English.

Applied linguistics plays a significant role in English Language Teaching (ELT) by informing and enhancing language teaching practices. Some overviews of applied linguistics and its relevance to ELT is that; 1) Applied linguistics provides insights into how languages are learned, the factors that influence language acquisition, and the processes involved in second language development. It draws on theories such as second language acquisition (SLA) to inform language teaching practices and strategies; 2) Applied linguistics informs the design of language curricula and syllabi in ELT. It helps identify learning objectives, select appropriate teaching materials and resources, and determine effective instructional approaches. By incorporating theories of language learning and pedagogical principles, applied linguistics assists in creating

well-structured and engaging language programs; 3) Applied linguistics contributes to the development of language assessment practices in ELT. It helps design valid and reliable assessment tools to measure learners' language proficiency and progress. By drawing on assessment theories and methodologies, applied linguistics supports the creation of assessments that align with the language curriculum and provide meaningful feedback to learners; 4) Applied linguistics informs teaching methodologies and instructional strategies in ELT. It explores different approaches, such as communicative language teaching (CLT), task-based language teaching (TBLT), and content-based instruction (CBI). These approaches emphasize meaningful communication, learner-centeredness, and the integration of language skills in authentic contexts; and 5) Applied linguistics recognizes that languages vary across regions, social groups, and contexts. It helps ELT practitioners understand and address issues related to language variation, sociolinguistic norms, and intercultural communication in language teaching. This understanding promotes language awareness and sensitivity to cultural differences among learners.

The purpose of this article is to provide a perspective on the role of applied linguistics and language discourse analysis in English Language Teaching (ELT). It aims to highlight the significance of these fields in enhancing language learning and teaching practices. By exploring the theoretical foundations and practical applications of applied linguistics and language discourse analysis in ELT, the article seeks to contribute to the knowledge and understanding of language educators, researchers, and practitioners.

The objectives of the article are; 1) to provide an overview of applied linguistics and its relevance to ELT: The article aims to present the fundamental concepts, theories, and methodologies of applied linguistics as they relate to language teaching. It discusses how applied linguistics can inform curriculum development, instructional strategies, and assessment practices in ELT; 2) to introduce language discourse analysis and its theoretical frameworks: The article aims to introduce the key concepts and frameworks of language discourse analysis. It explores how discourse analysis can contribute to a deeper understanding of language use in social interactions, particularly in the context of ELT. It highlights the importance of analyzing authentic language samples and classroom discourse to inform teaching practices; and 3) to propose future research directions: The article identifies research gaps and suggests potential areas for further exploration in applied linguistics and language discourse analysis in ELT. It proposes research questions and methodologies that can contribute to the continued development and implementation of these approaches in language teaching contexts.

Language discourse refers to the use of language in communication and the analysis of how language shapes and reflects social interactions, power dynamics, and cultural contexts. It encompasses the study of language in various contexts, such as conversations, written texts, media, politics, and everyday interactions.

Language discourse analysis is a multidisciplinary field that provides insights into the complex relationship between language, culture, society, and power. It helps uncover the intricacies of communication, understand social dynamics, and critically examine the ways in which language influences our understanding of the world and shapes social interactions. Fairclough (2015) shows that the importance of the development of critical discourse analysis

over the past three decades and language power relations have changed due to major socio-economic changes. This change has also been applied in language teaching.

Multiculturalism is a phenomenon that is increasingly prevalent in many parts of the world. In the United States, for example, the percentage of students who come from diverse cultural and linguistic backgrounds is steadily increasing (cf. Davis et al, 2022). Teaching English presents unique challenges, as students may come from different linguistic backgrounds and have varying degrees of proficiency in English. The field of applied linguistics has become essential in language teaching, as it helps teachers to understand how students learn language and provides strategies for effective language teaching. However, there is a need for further research on the implementation of applied linguistics and discourse analysis in teaching English.

English language teachers are required to adapt their teaching methods to meet the needs of students from diverse linguistic and cultural backgrounds. The application of applied linguistics in teaching English has gained attention as a way to address these challenges. Applied linguistics provides a theoretical framework for language teaching that considers the practical applications of linguistic theory in real-life situations. Laba (2017) argues that having good and effective communication ability in English is a necessity. Knowing and realizing the important role of English, students should be sufficiently equipped with communication skills in English, both in writing and speaking. This will help students and teachers to understand how language learnt and can provide strategies for effective language teaching.

Applied linguistics principles are becoming increasingly popular in language teaching. One of the key principles of applied linguistics is that language learning should be situated in a social context. This means that language learning should be relevant to the needs of the learners and should involve meaningful communication in real-world contexts. Another important principle is that language learning should be learner-centered, which means that the learners should have control over their own learning and should be encouraged to take an active role in the learning process.

Research has shown that when applied linguistics principles are implemented in language teaching, it can lead to improved language learning outcomes. It is found that an approach grounded in applied linguistics principles can be effective in promoting language learning for students from diverse linguistic backgrounds and this is based on linguistic categories (Ellis, 2008: 54-55). Gao (2019) argues that the most important content of teaching in either traditional classrooms or online teaching is to impart knowledge to students and inspire students to think. The implementation of applied linguistics principles in language teaching can also present challenges for language teachers. For example, teachers may find it difficult to balance the needs of the individual learners with the demands of the curriculum. They may also struggle to find appropriate materials and resources that are relevant to the diverse needs of the students. Therefore, it is important to explore effective teaching strategies that can be used to overcome these challenges and to facilitate successful implementation of applied linguistics principles in language teaching. This study aims to investigate the relationship between applied linguistics and language discourse analysis in English language teaching. The research questions guiding this study are: what are the relationships between applied linguistics and language discourse analysis in English language teaching practices? and what is the future possibility for further

research of applied linguistics and language discourse analysis in the field of English language teaching?

Literature Review and Theoretical Framework

Previous studies focusing on the relationship between linguistics and English teaching have been carried out. Among others are; (1) Xing (2018) carries out a research entitled "Language Teaching Research Based on Applied Linguistics Theory". He shows that the study of language teaching under applied linguistic theory has two definitions of applied linguistics. It is the breakthrough in the definition of applied linguistics and the return of the core content to education and teaching, are introduced. His research results showed the lists of language teaching under the theory of applied linguistics in recent years and combining with applied language teaching theory, and relevant teaching experiments. His research results concluded that applied linguistic teaching theory can effectively improve students' interest in learning and enhance the effectiveness of language learning. Finally, it is concluded that applied linguistics theory should be based on language teaching, change the way of language teaching, and better transfer knowledge to students.; (2) Wang (2022) did a research entitled, "Functional Discourse Analysis and College English Teaching". He argues that discourse analysis is important content and task in college English teaching. It has become an effective entry and way to cultivate students to understand English language thinking and make communication. Based on the framework of Systemic Functional Linguistics, his paperwork attempts to explore college English discourse analysis with a focus on language ontology and semantics as the mainline to illustrate the semantics as well as its cultural connotation in English discourse, aiming to provide a different perspective and way for college English teaching and shed some light on the cultivation of critical thinking.; (3) Yang (2012) explores a Comparative Study of Evidentiality in RAs in Applied Linguistics Written by NS and Chinese Writers. His paperwork is devoted to a comparative study of evidentiality in RAs (Research Articles) of NS (Native speakers) and Chinese writers. It examines whether cultural factors influence the writer's choice concerning evidentiality and the interpersonal functions of evidentiality. First, it illustrates the necessity of the comparative study. Second, it presents the findings, including the similarities and the differences. Third, the pedagogical implications are pointed out; and Zulkifli and Kutty (2022) studies about relationship between specialization of teaching subject and teaching experiences with teacher's motivational strategies. They argue that motivational strategies refer to the approaches taken by teachers in determining and maintaining students' motivation in the teaching process. In this case, teachers play a key role in determining the direction of students' motivation in their classrooms. Their quantitative pilot study employed survey research design to provide preliminary evidence on the types of motivational strategies used in teaching the English Language. The study also aimed to identify whether there is a relationship between teacher's specialization and length of teaching experience with teacher's use of motivational strategies. The study instrument was adopted from the Motivational Strategies Questionnaires. Their research results showed that "appropriate teacher behavior" was the most frequent used strategy, while "encouraging students' autonomy" was the least used motivational strategy. Meanwhile,

correlation analysis showed that there was no significant relationship between teachers' specialization and length of teaching experience with teachers' motivational strategies. The implications of this study are important for the teacher training department where consideration on the motivational strategy approach used by teachers need to be incorporated in a language teaching.

A theory on language teaching approaches proposed by Richards & Rodgers (2014) is applied in this library research. They implied that effective principles in language teaching involves the development of English teaching in social and cultural contexts. It is an essential part of language learning. Language discourse analysis is a field within applied linguistics that examines language use in social contexts, emphasizing how language constructs meaning, shapes social interactions, and reflects cultural values. It investigates the structures, patterns, and functions of language in various discourse types, including conversations, interviews, written texts, and media. One of the earliest goals of the teaching of modern languages. It advocated

1. the study of the spoken language;
2. phonetic training in order to establish good pronunciation habits;
3. the use of conversation texts and dialogues to introduce conversational
4. phrases and idioms;
5. an inductive approach to the teaching of grammar;
6. teaching new meanings through establishing associations within the target language rather than by establishing associations with the mother tongue.

Linguists too became interested in the controversies that emerged about the best way to teach foreign languages (cf. Richards & Rodgers, 2014: 7).

Theoretical Frameworks in Language Discourse Analysis include ; 1) Pragmatics that focuses on the study of language in use and how meaning is conveyed in specific contexts. It explores the relationship between language and social interaction, including speech acts, implicature, and the role of context in interpretation; 2) Conversation analysis that examines the structures and organization of spoken interactions, focusing on turn-taking, adjacency pairs, repair mechanisms, and other sequential aspects of conversation. It aims to uncover the underlying rules and norms that govern conversational exchanges; 3) Sociolinguistics: Sociolinguistics explores the relationship between language and society, considering how language varies and changes in different social groups and contexts. It investigates sociolinguistic variables such as dialects, social networks, language attitudes, and language variation; 4) Critical Discourse Analysis that examines language use as a form of social and ideological power. It investigates how language constructs and maintains social hierarchies, identities, and unequal power relations. CDA aims to reveal hidden ideologies and challenge dominant discourses by analyzing linguistic features, rhetorical strategies, and the social contexts in which texts are produced and consumed; 5) Discourse stylistics that focuses on the analysis of written texts, considering how linguistic features contribute to the stylistic choices made by authors. It examines elements such as cohesion, coherence, register, and genre conventions to understand how writers convey meaning and achieve specific rhetorical effects; and 6) Critical Ethnography that combines ethnographic research methods with critical analysis of discourse to examine social phenomena and power relations in specific cultural contexts. It explores how

language and discourse are situated within broader sociocultural and historical frameworks.These theoretical frameworks provide different lenses for understanding language use in social contexts and analyzing the structures, functions, and sociocultural implications of discourse (cf. Liu and Guo, 2016; van Dijk, 2019; Laba, Astawa, Sonder, 2020; Mei, 2001; and Kramsch, 2008).

II. METHOD

This research applies the use of library research. George (2008) explains that library research concerns on review and the data interpretation on the selected articles. Data are collected through a process of gathering information and relevant data from existing sources such as books, journals, reports, and online databases. This is a valuable methodological approach used to explore and analyze existing knowledge on particular topics of applied linguistics, language discourse analysis, and English language teaching.

This library research involves searching for relevant and reliable sources of information to gain a comprehensive understanding of the subject matter, establish a theoretical framework, and identify gaps in existing knowledge. Here are some of the methodological approaches to conducting this library research.They are identifying research objectives, developing a research question, literature review, utilizing library resources, taking systematic notes, analyzing and synthesizing information.

III. DISCUSSION

Based on library research, it shows that applied linguistics is concerned with the practical application of linguistic theories to real-life situations. This examines the relationship between language and society and seeks to understand how language is used in different contexts. In language teaching, applied linguistics provides a framework for understanding language acquisition and language learning. It helps teachers to understand how students learn language and provides strategies for effective language teaching. Applied linguistics has become an essential component of language teaching. The relationship between applied linguistics and language discourse analysis is one of mutual influence and interdependence. While they are distinct fields within linguistics, they often intersect and complement each other in the study of language and its practical applications. Here are some key aspects of their relationship:

➢ Shared Focus on Language Use

Both applied linguistics and language discourse analysis center around the examination of language use in real-world contexts. Applied linguistics explores how linguistic theories and research can be applied to address language-related issues, including language teaching and learning. Language discourse analysis, on the other hand, investigates the structures, patterns, and functions of language in social interactions and texts. Both fields recognize the importance of understanding how language is used in specific contexts to inform their respective areas of study.

➢ Informing Language Teaching and Learning

Applied linguistics and language discourse analysis contribute to the development of language teaching and learning practices. Applied linguistics draws on theories of second language acquisition, language variation, and pedagogical principles to inform language curriculum design, instructional strategies, and assessment practices. Language discourse analysis provides insights into authentic language use, pragmatics, and sociocultural aspects of communication, which can enhance language teaching materials, classroom interactions, and language proficiency development.

➢ Methodological Overlaps

Applied linguistics and language discourse analysis share some methodological approaches. They both employ qualitative and quantitative research methods to investigate language phenomena. For example, discourse analysis methods, such as transcription and conversation analysis, can be utilized within applied linguistics research to examine language use in specific teaching and learning contexts. Similarly, applied linguistics research often incorporates discourse analysis techniques to analyze language data and extract meaningful insights.

➢ Interdisciplinary Connections

Both fields maintain connections with other disciplines. Applied linguistics draws on insights from psychology, sociology, anthropology, and educational sciences to inform its research and practices. Language discourse analysis intersects with disciplines such as sociolinguistics, pragmatics, critical theory, and cultural studies, as it examines language in its social, cultural, and ideological contexts. These interdisciplinary connections contribute to the richness and depth of both fields.

➢ Complementary Perspectives

Applied linguistics and language discourse analysis offer complementary perspectives on language use and language learning. Applied linguistics provides a broad understanding of language systems, language acquisition, and language pedagogy, while language discourse analysis offers a focus on the social, interactive, and contextual aspects of language. Integrating these perspectives allows for a comprehensive exploration of language in use, enriching both research and practical applications.

Applied linguistics and language discourse analysis share a close relationship as they both investigate language use and its practical applications. They inform each other's research and practices, offering valuable insights into language teaching and learning, as well as the social and cultural dimensions of language use. By integrating their approaches, researchers and practitioners can gain a deeper understanding of language phenomena and contribute to the advancement of language education.

To effectively implement Applied Linguistics in teaching English, it is essential to recognize the diversity of students' linguistic and cultural backgrounds. This can be achieved through a variety of approaches, including task-based language teaching, the use of technology in language teaching, and cultural responsive teaching. In addition, teacher training programs should incorporate applied linguistics principles and techniques to equip teachers with the necessary skills and knowledge to teach English effectively. Applied linguistics and language discourse analysis have several applications in English Language Teaching (ELT) that enhance

language learning and teaching practices. Here are some key applications of these fields in ELT include curriculum and syllabus design, language teaching materials, instructional strategies, classroom interaction and language policy implementation.

These applications demonstrate how applied linguistics and language discourse analysis inform and enhance language teaching practices. By incorporating principles and findings from these fields, educators can design effective curricula, select appropriate materials, employ instructional strategies, assess learners' language proficiency, foster meaningful classroom interactions, promote intercultural competence, and navigate language policy considerations.

By incorporating principles from applied linguistics, educators can also design communicative activities, authentic tasks, and meaningful language practice opportunities that promote active engagement, learner autonomy, and real-life language use. Applied linguistics also helps educators implement learner-centered instruction, differentiation, and individualized support to cater to diverse learner needs.

IV. CONCLUSION

The implementation of applied linguistics and language discourse analysis in English language teaching can enhance language learning and provide students with opportunities to develop their language proficiency. The challenges can be overcome through the use of effective teaching strategies, such as the use of authentic materials, a task-based approach to language teaching, and technology-based language learning resources. Applied linguistics and language discourse analysis make significant contributions to English Language Teaching (ELT) by providing insights, frameworks, and practical applications that enhance language learning and teaching processes.

The contributions of applied linguistics and language discourse analysis in ELT promote learner-centered instruction, enhance language proficiency development, foster intercultural competence, and empower language educators with evidence-based strategies and approaches. By integrating these fields into language teaching practices, educators can create engaging and effective learning environments that empower learners to become competent and confident language users. In light of the significant contributions that applied linguistics and language discourse analysis have made to English Language Teaching (ELT), there is a strong call for continued research and implementation of these approaches in language teaching contexts. Furthermore, future research should focus on the effectiveness of different approaches and techniques in promoting applied lingusitics and language discourse analysis in English language teaching.

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