Abstract: The aim of the present investigation is to examine applied linguistics and English language teaching. Many recent researches concerned with applied linguistics have led to a phenomenon to resolve language problems in general and in particular English language. In general, language phenomenon is complex. Finegan and Besiner defined language as a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs. Brumfit, defined applied linguistics such as “the theoretical and empirical investigation of real-world problems in which language is a central issue.” Grabe used the term of applied linguistics as an emerging discipline. This paper gives special emphasis to the influence of applied linguistics on English language and discusses the relation between linguistics and language teaching.

Key words: Applied linguistics · Linguistics · Language · English Language Teaching

INTRODUCTION

The history of English Language Teaching is linked with developments in many fields and especially with linguistics, applied linguistics, the psychology of learning and education. Titone [1] emphasized that there have been two basic positions held in English language teaching: a) Form-focused teaching which emphasizes the teaching of the rules of grammar, structures, the development of vocabulary and the sounds of language; b) Meaning-focused teaching which emphasizes language use, communication or fluency and appropriacy of expression in different situations. Language teaching came into existence as a profession in the twentieth century. Its foundation was developed during the early part of the twentieth century, as applied linguists focus on the fields of linguistics and psychology to support what was thought to be a more effective teaching methodology. Language teaching in the twentieth century was characterized by frequent changes, innovations and development of language teaching ideologies [2]. Corder [3] argued that applied linguistics was a collection of applications of linguistics at various levels to the language teaching operation, albeit of linguistics in a broad sense. Cook and Wei [4] mentioned that applied linguistics is an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analysed or solved by applying available theories, methods or results of Linguistics or by developing new theoretical and methodological frameworks in linguistics to work on these problems. Varshney [5] defined applied linguistics as the collective term for the various applications of linguistic (and phonetic) scholarship to related practical fields-foreign language teaching, lexicography, translation, speech pathology and therapy, error analysis, etc. Applied linguistics in the widest sense, therefore, borders on other disciplines, for example, sociology, anthropology, psychology, biology, computational linguistics, stylistics, etc. The speech therapist, the literary critic, the translator, the communication engineer, the language teacher, the syllabus framer, the educational planner, the text book writer, the dictionary maker have found linguistics useful for their work. “Applied linguistics is a consumer, or user, not a producer of theories” [5]. As a field of study it is about more than 60 years old.

Rosenbaum [6] mentioned that the object of linguistic research has two fold, first of them, is to determine precisely the constrains, or laws if you will, which govern the form of the constructs employed in the linguistic descriptions which best characterize the varied instances of human linguistic ability; the second is to determine the particular instances of the descriptive

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constructs within an arbitrary language. Finally, the purpose of linguistics is to deal with the problem of language teaching and to describe the best way of instances of human linguistic ability.

Today, English language is used as a world language around world; it is used as language in international business, science and medicine. Even in countries where English is not first language, a number of English words are used. According to this idea, Kainth and Arora [7] argued that “of all the different languages, English, as a global/international language or a Lingua franca, is widely used in communication between people and countries. The English language has spread and developed globally, which is a fact that cannot be ignored. It has become a potent tool of socio-cultural and knowledge exchange as well as an affective soft skill of enviable market value”. In addition, explaining of English as a world language among the different languages around world, introduce it as foreign or second, even official language mainly in countries. The countries have decided to introduce teaching of English right from the elementary level (primary school) to advance level (university) and it has played a crucial role in higher education of the countries. The researcher believed that teaching of English language develops learners’ ability to enhance their international communication and improve their cultural quality so as to meet the needs of their country’s social development and international exchanges.

Language Teaching and Linguistics: The researcher has to investigate the relation between linguistics and language teaching in this paper, because they are two major important subjects are related to the study of Applied Linguistics. The history of linguistics has been as a subject is related to language teaching came to the end of the Second World War, the relation of linguistics has been generated as a subject to second language teaching. They have been seen as two different disciplines. According Varshney [5] Linguistics is science whereas language teaching is called as an art. The objects of the linguist and the language teacher are at great variance. What is elixir to the linguist may be poison to the language teacher. Many linguists had many different ideas about the relevance of linguistics to the teaching language such as Mackey [8] argued that “the relevance of linguistics to the teaching of English language as a foreign language is not worthwhile. Meanwhile, he believed that linguistic descriptions are not identical and similar; the methods of the linguistic scientist as a teacher are not necessarily the most effective; the errors predicted by Contrastive Analysis are not always because of mother tongue interference; it is not enough to predict mistakes, what is needed is their correction; applications of different descriptions are so superficial and incomplete and misleading that there is a multiplicity of terms and approaches in linguistics; and the most of linguistically approved grammars are difficult to follow. Halliday, McIntosh and Steevens [9] mentioned that the relevance of linguistics to second language teaching is very useful. The concepts of linguistics are always concerned with as major components of language teaching and useful for the language teacher. The concepts are such as langue, parole, competence, performance, etc. In other words, Corder [10] pointed that teacher can not teach a language by any of current techniques without linguistics knowledge and that he does make constant use of what are basically linguistic concepts in this teaching.” Halliday, McIntosh and Steevens [9] argued that the role of linguistics and phonetics in language teaching is not to tell the teacher how to teach. The teacher of the language is as much a specialist in the field as the linguist is in his and will remain so. He is not teaching linguistics. But he is teaching something which is the object of the study of linguistics and is described by linguistic method. Teacher of language has received the knowledge of linguistic theory to teach language. Linguistics has been used as one of the disciplines which contribute to the theory of language teaching. The knowledge of linguistic theory has been used as a device to help the language teacher. Wilkins [11] pointed out that linguistics can be more directly applied in language teaching, such as in the teaching programme and in the preparation of the teaching material of all kinds that can be used in the classroom. McIntyre [12] considered the Chomsky’s view of the scope of linguistic theory: Chomsky regards the grammar of a language not only as something which will enable us to specify those rules a grasp of which constitutes competence in a native speaker. He also believes that a linguistic theory which can specify an adequate grammar will furnish us with an explanation of how the child acquires its large ability to use language from the materials with which it is presented. An adequate linguistic theory will tell us what those principles are native to the human being and presumably embodied in the structure of the brain which make language acquisition possible and give to the language the character it has. Today, teaching of language is not easy and it is needed to provide materials and make methods that the English teacher uses them to teach his/her students. The materials and methods are needed to be
have done by researchers in many fields, especially linguistics, psychology computational linguistics and stylistics, etc. According to Boey [13] the language teaching profession today has become more and more complex and it has three main strands: 1) Theoretical contributions from linguistics, psychology and social theory. 2) Methodology and teaching techniques. 3) Aids and equipment. In addition, Bloomfield [14] undertook to use the knowledge of linguistics to analyze the language to be taught and the result proved to be satisfactory. He added that the only effective teacher should be the trained linguist working alongside the students, because language teachers often have an insufficient command of the language, only the trained linguists know how to guide the students learning from native speakers and how to teach the forms of the language. Meng [15] argued that “language is an inherently complex system. It presents some contradictions and oppositions. Both linguistics and language teaching must consider these contradictions; otherwise they cannot provide a satisfactory solution to the problems of language”. This paper can conclude that linguistics gives contribution to the theory of language teaching and the language teacher should get knowledge of them. The language teacher should be master of linguistics knowledge is that he/she uses of the knowledge to teach his/her learners well.

The School of Language Teaching: In this paper, the basic schools of language teaching such as Behaviourism, Cognitivism and Constructivism are related to psychology of learning will be explained. In addition, linguistics and psychology are closely intertwined, so both of them are necessary to discuss with each other. Linguistics and psychology has affected on Language teaching that is why, language learning involves the individual learner, motivations for learning, memory etc. Meanwhile, language learning focuses on actual learning processes that take place in the minds of individuals. One of the school language teachings is Behaviourism. The basic theories of the behaviourist school are on empirical evidence obtained from experiments with living organisms and laboratory animals. Richards, et al [16] mentioned that “Behaviourism was an important influence on psychology, education and language teaching, especially in the United States and was used by psychologists like Skinner, Osgood and Staats to explain first language learning. The term behaviour is to be interpreted in terms of stimulus and response. In addition, when a dog sees a piece of meat (stimulus), it salivates (response). According to psychologists of the behaviourist school, the process of language teaching can be explained in terms of conditions. In addition, Conditioning is a process of shaping and moulding of behaviour: desired behaviour is induced and undesirable behaviour is extinguished. Eapen [17] mentioned that the implications of the behaviourist model of language learning as follows:

- Language is learnt only through use, practice. The more the learner is exposed to the use of language the better the chances of learning it.
- The production of language depends on the situation which makes its use necessary. Language cannot be taught divorced from the situation; the teacher has to introduce each new pattern of language in a meaningful situation.
- Producing the correct linguistic response to a stimulus requires effort. If the learner is not called upon to make this effort there is no learning.
- Producing the correct response also requires attention. Attention is bound to slacken after a time, so prolonged practice is less useful than spaced practice.
- The spoken language comes earlier than the written form. The receptive (passive) experience of language is necessary before any productive (active) use can begin.
- Learning takes place faster if the correct response to a stimulus is immediately confirmed. The learner must know at once if the effort made is right or wrong.
- Learning is faster if the learner is placed in a situation where s/he can produce only the correct response. Each incorrect response builds up a faulty behaviour pattern which interferes with the process of conditioning.
- Every new item learnt must be reinforced by further practice before further learning begins.

He added that most of the methods for teaching languages are based on these assumptions from behaviourism and emphasize repeated, but spaced, practice of language material in meaningful situations, in imitation of a given model, first orally and then writing. Wilkins [11] argued that “most developments in foreign language teaching since the second world war have been based on the assumption that language is a form of behaviour.”
The second school of language teaching is "cognitivism". Brown [18] argued that in the decade of the 1960s, generative transformational linguistics emerged through the influence of Noam Chomsky and a number of his followers. Chomsky tried to show that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists. The generative linguist was interested not only in describing language (achieving the level of descriptive adequacy) but also in arriving at an explanatory level of adequacy in the study of language, that is, "principled basis, independent of any particular language, for selection of the descriptively adequate grammar of each language" [19]. According to this idea, he added that cognitive psychologists asserted that meaning, understanding and knowing were significant data for psychological study. They tried to discover psychological principles of organization and functioning instead of focusing rather mechanistically on stimulus–response connections. In addition, "cognitive psychologists, like generative linguists, tried to discover underlying motivations and deeper structures of human behavior by using a rational approach" [18]. Eapen [17] examined the stages in learning process based on the cognitivists as follows:

- The learner encountering a new situation recognises it as a "problem" to be solved.
- This problem is analysed and the learner tries to identify the elements or components of the new situation.
- The new situation is compared with those previously encountered, with the use of a mental "filing index" system, in an attempt to find out if it is similar or different.
- The comparison suggests a plan, or strategy, for dealing with the new situation. But the plan has to be tested.
- The plan is tried out; if it doesn't work, it is abandoned and an alternative plan is evolved and tried. If the plan works, it is stored away in the filing system for future use.

In addition, Chomsky [20] demonstrated that this brand of behaviourism at least is quite incapable of explaining our ability to learn and use our mother tongue. The last school of language teaching is discussed in this paper, is Constructivism. Brown [18] defined that "constructivism is a school of thought that emphasizes both the learner’s role in constructing meaning out of available linguistic input and the importance of social interaction in creating a new linguistic system". The constructivism theory can be mentioned that was coined by Piaget. Taber [21] examined the constructivism theory as follows:

- Knowledge is actively constructed by the learner, not passively received from the outside. Learning is something done by the learner, not something that is imposed on the learner.
- Learners come to the learning situation (in science etc.) with existing ideas about many phenomena. Some of these ideas are ad hoc and unstable; others are more deeply rooted and well developed.
- Learner has their own individual ideas about the world, but there are also many similarities and common patterns in their ideas. Some of these ideas are socially and culturally accepted and shared and they are often part of the language, supported by metaphors etc. They also often function well as tools to understand many phenomena.
- These ideas are often at odds with accepted scientific ideas and some of them may be persistent and hard to change.
- Knowledge is represented in the brain as conceptual structures and it is possible to model and describe these in some detail.
- Teaching has to take the learner's existing ideas seriously if they want to change or challenge these.
- Although knowledge in one sense is personal and individual, the learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment. (The relative stress on such factors account for the different 'versions' of constructivism earlier alluded to.)

**Applied Linguistics:** The history of applied linguistics has rooted in the United States in 1940 after the establishment of the English Language Institute at the University of Michigan. Among others, the term was used to label a course applying a so-called "scientific approach" to teaching foreign languages. The first scholars who were associated with the applied linguistics, when this field was established were Charles Fries and Robert Lado. Charles Fries initiated the study of contrastive linguistic in 1945. Contrastive analysis has been commonly recognized as a branch of Applied Linguistic Science. Widdowson [22] argued that there is no doubt that early applied linguistics was largely
associated with language teaching and learning, seeking
to bridge the gap between the theoretical achievements of
linguistics and the reality of classroom pedagogical
practice. “The pedagogical preoccupation of applied
linguistics gradually gave way to a more extensive focus
by including more aspects of the academic study of
language. Since the 1980s, the term has begun to be used
to refer to any area of study that is language-related and
the growing diversity of the field may be noted. The trend
is well illustrated by Brumfit’s definition [23]: “In addition
to what has been traditionally regarded as applied
linguistic territory-language education (first, second and
foreign language teaching and learning) this definition
extends coverage to areas such as clinical and forensic
linguistics, lexicography, critical linguistics and
translation theory and practice [24].

The role of applied linguistics in language has been
commoned with solving or at least ameliorating social
problems involving language. The problems applied
linguistics concerns itself with are likely to be: How can
we teach languages better? How can we diagnose speech
pathologies better? How can we improve the training of
translators and interpreters? How can we write a valid
language examination? How can we evaluate a school
bilingual problem? How can we determine the literacy
levels of a whole population? How can we helpfuly
discuss the language of a text? What advice can we offer
a Ministry of Education on a proposal to introduce a new
medium of instruction? How can we compare the
acquisition of a European and an Asia language? What
advice should we give a defense lawyer on the
authenticity of a police transcript of an interview with a
suspect? [25]. Howatt [26] mentioned that the role of
applied linguistics in language teaching is an honorable
role. He added that if there is one single source which
has been responsible for stimulating innovation and
activity in language teaching, it is applied linguistics. It
has not performed miracles, but as a focus of enquiry,
critical self-examination and new ideas, it has enriched the
profession at least as much as it has irritated it. Over the
years, applied linguistics has tried to investigate the real
world problems of language teaching and learning. From
this point of view, Van Lier [27] argued “I think that it is
the applied linguist, who works with language in the real
world, who is most likely to have a realistic picture of
what language is and not the theoretical linguist who
sifts through several layers of idealization. Furthermore,
it may well be the applied linguist who will most advance
human kind’s understanding of language, provided that
he or she is aware that no one has a monopoly on the
definitions and conduct of science, theory, language
research and truth.”

Finally, it is important to note that a list of major
language-based problems that applied linguistics
addresses along with the details mentioned by Kaplan
[28] as follows:

- Language learning problems (emergence, awareness,
rules, use, context, automaticity, attitudes, expertise)
- Language teaching problems (resources, training,
practice, interaction, understanding, use, contexts,
inequalities, motivations, outcomes)
- Literacy problems (linguistic and learning issues)
- Language contact problems (language and culture)
- Language inequality problems (ethnicity, class,
region, gender and age)
- Language policy and planning problems (status
planning and corpus planning; ecology of language)
- Language assessment problems (validity, reliability,
usability, responsibility)
- Language use problems (dialects, registers, discourse
communities, gate keeping situations, limited access
to services)
- Language and technology problems (learning,
assessment, access and use)
- Translation and interpretation problems (on-line,
off-line, technology assisted)
- Language pathology problems (aphasias, dyslexia,
physical disabilities).

Applied Linguistics and English Language Teaching:
Applied linguistics is important for the English language
teaching and the relationship between English language
teaching and applied linguistics is not only interesting but
decisive. English language is taught as a second or
foreign language around the world to school children and
learner’s adults. English language has a special place in
the educational system of foreign countries and no doubt,
learning and teaching English requires English teacher
should be master the English language skills, from this
point of view, a knowledge of applied linguistics is
essential for English language teaching in general and
English teacher, in particular. Because, the most major
important role of applied linguistics in language is that
has been concerned with solving or at least ameliorating
social problems involving language. In other words, “in
the modern educational setting, the English teacher is
supposed to know linguistics or applied English
linguistics in order to prove himself as an effective
English language teacher " [29]. Throughout the history of english language teaching there has always been an honorable picture of applied linguistics, as it is used to the study of English second and foreign language teaching and learning. The formats of the English language curriculums, english language materials, English courses, are influenced by applied linguistics. The cooperation between english language teachings with applied linguistics gives students a good opportunity to easy access the following areas of subjects are used in the field of applied linguistics: phonology, phonetics, syntax, semantics, morphology, discourse and text, contrastive and error analysis, etc. In addition, the most linguistic researches are used in English language are influenced by applied linguistics.

**CONCLUSION**

Language is a means of communication thoughts and feelings, though not the only means. Cries, signs, gestures, pictorial representations, etc., also serve as a means. Man alone uses language for communication [30]. The term applied linguistics seems to have originated in the United States in the 1940’s. The creation of applied linguistics as a discipline represents an effort to find practical applications for modern scientific linguistics [8]. Applied linguistics is often said to be concerned with solving or at least ameliorating social problems involving language. Schmitt and Celce-Murcia [31] argued that “Applied Linguistics is using what we know about (a) language, (b) how it is learned and (c) how it is used, in order to achieve some purpose or solve some problems in the real world” [32]. In recent years, the role of applied linguistics in English language teaching (ELT) has been considerable in designating English academic courses at universities, teacher training institutions, English materials and providing the programmes for English for specific or general purposes for English learners around world. In addition, the relation between Linguistics and language teaching is necessary, from of this point of view, Taylor [33] pointed out that “some specific linguistics knowledge is required by the language teacher-for assessment, for choosing learning activities, for course planning and design.” Halliday [34] mentioned that the principle contribution of linguistics to language teaching is to provide a revealing description of the language being taught.

**REFERENCES**