

## Disparate approach of language teaching in applied linguistics

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### Abstract

Language plays a great role in our life. However, for a linguist, it is an object of scientific investigation. Applied linguistics is an approach to language problem, seeks practical solution in an interdisciplinary setting. The field of language teaching has profited from applied linguistics of its basic premises and practices. There are many different branches in applied linguistics and the entire journal is mainly dealing with different branches of language teaching in applied linguistics.

**Keywords:** language, interdisciplinary, linguistics, disparate

### Introduction

“Language is not an abstract construction of the learned or of dictionary makers but is something arising out of the works, needs, ties, joys, affection, taste of long generations of humanity and has its base broad and low close to the ground”.

-Walt Whitman

Language is considered as important means of communication from one person to another. For the development of language linguistics plays a vital role. Linguistics is defined as the scientific study of language and it is mainly divided into different branches and they are,

- **Phonetics and Phonology** : which is mainly describing about “speech sound”
  - **Morphology** : the structure of words in language
  - **Syntax** : how the sequence are structured in language and it need both grammar and phrase
  - **Semantic** : which relates the meaning of the string
- Linguistics are divided into many different types and some of them are,
- General linguistics
  - Theoretical linguistics
  - Descriptive linguistics
  - Comparative linguistics
  - Applied linguistics
  - Historical linguistics

Among all these types applied linguistics has some special features.

### Applied Linguistics

The term “applied linguistics” seems to have started off in the United States in the 1940’s. It was first used by person with an obvious desire to be identified as scientists rather than as humanists; the association linguistics is a science, “applied science” can hardly have been accidental. Yet, although linguistics is a science, “applied science” does not necessarily include linguistics. The creation of applied linguistics as a discipline represents an effort to find practical applications for “modern scientific linguistics”. While assuming that linguistics can be applied science, it brings together such diverse activities as the making of alphabets by missionaries

and the making of translations by machines. The use of the term has now become crystallized in the name of language centers, reviews, books, and articles. The of applied linguistics is put into practice in various filed like,

- **Geography** : in the preparation of linguistics or dialect atlases
- **Lexicography** : in the making of dictionaries
- **Pedagogy** : in the teaching of many languages both mother tongue and second language

Davies (1999) pointed out that the term applied linguistics is a component of linguistics. He says that applied linguistics as an activity of linguistics, sheltering under its umbrella and drawing on it for inspiration and status. It has been suggested that all those who are involved in this broader sense are “applied linguistics”. Indeed this broad interpretation must necessarily incorporate linguistics teacher who, after all, spend their professional lives working with language. Just as anyone who plays cricket is a cricket-player, so, the argument goes anyone who does applied linguistics is an applied linguist. There are many different branches in applied linguistics.

### Brushwood of Applied Linguistics

Applied linguistics is just another area, part of linguistics, just as text linguistics is. The reality is that, these apparently equal sub-disciplines have very different theoretical status. Pit Corder (1973), an important innovator in the field, took the view that there could be no theory of applied linguistics and that the applied linguist was a ‘consumer of theories’ from elsewhere. According to him, applied linguistics mediated between linguistics and language teaching. He took disjunctive view, regarding applied linguistics as the application of linguistics : ‘I am enough of a purist to believe the “applied linguistics” presupposes “linguistics”; that one cannot apply what one does not possess”. Brushwood of applied linguistic are,

- **Language Teaching**: it is the practice of creating an environment conducive of language learning by the use of appropriate instrumental methodologies.
- **Language Learning**: it is the process of mastering a language, either the mother tongue or second or foreign language.

We know that there are different methods of teaching language but in applied linguistics it consists of four different methods of language teaching.

### **Linguistics and Language Teaching**

The need for the linguistics oriented teaching was greatly felt during the Second World War. The Allied forces while thrusting forward in the occupied areas found that the armed forces required a basic knowledge of the language of those areas in order to have a verbal access to the population that came across. Such a facility could bring the local population closer to the armed personnel. The concerted efforts of the linguists were badly needed to have some basic courses formulated and put across the soldiers before they were deployed in certain specific areas. The linguists mostly relied on the pattern practice process by which the learners were given a very short course which proved to be very effective. Robert Lade (1964) had been of the view that “linguists insisted on the imitation and memorization of basic conversational sentences as spoken as spoken by native speakers by native speakers. They also provided the distinctive elements of intonation, pronunciation, morphology, and syntax..... the powerful idea of pattern was developed”. This meant the exposition of the learners to the target language. The target language learners have been consistently and constantly fed with the various structures of that language. While learning, the learners floundered and floundered in certain areas. This led the linguists to penetrate deep into the working and functioning of the languages and spotting the areas where a non-native speaker seemed to commit error. This necessitated a detailed linguistics analysis of the languages. This sort of analytical studies showed that the structures of the languages differ significantly. There is divergence between two linguists group while learning other language. Linguistic analysis of the languages and subsequent lesson planning led to the evolution of graded lessons which emphasized on proper pronunciation, right alignment of words in sequence and the appropriate selection of lexical items. Repletion of selected patterns and structures assumed an important role in the gradation of lessons. In order to make the learning process simpler, it required to know the similarities and dissimilarities between the mother tongue and the target language. This had resulted in an appraisal of the planning of lesson on the basis of a contrastive analysis of the systems of mother tongue and target language. Charles Carpenter Fried (1945) had detailed the significance of contrastive analysis as far back as 1945 regarding the teaching materials.

### **Disparate approach in language teaching:**

Language teachers adopt various methods in the teaching of second language and foreign language and methods are,

1. Grammar-translation or traditional method
2. Direct method
3. Audio-lingual method
4. The oral approach

The journal deals with clear cut explanations about the different methods of language teaching in applied linguistics.

### **Grammar-translation or traditional method**

This method is characterized by its insistence upon the rule of grammar based on memory and reasoning. The foreign language learner is expected to acquire by rote paradigms

(repetition of sounds), inflections or whatever morphological features are distinctive of the target language. The bilingual dictionary and the grammar book are important aids in translation. Attention is centered on analysis and praising. The learner is expected to reason our grammar rule before putting them into application.

Training in audio-lingual skills is treated to some extent if at all. Language learning itself is attempted mainly through paper work. If the grammar-translation method were specifically designed to investigate only the material resource of written language, then it might be an acceptable means for achieving its aim. But depend this method in the teaching and learning of a foreign language can only spell trouble and lead to frustration. It is a carry-over from the days when the classical (“dead”) languages were the staple of education and were studied by the elite for purely academic purposes. With the advent of linguistics and the gradual realizations that language is sounded, first and foremost, it is increasingly difficult to formulate an effective pedagogical technique that did not take this new science into consideration. From then on, it became self-evident of enlightened language teaches that the traditional grammar-translation method.

### **The direct method**

Dissatisfaction with the translation method and the meager result obtained which led eventually to the development of the direct method. Proponents of this method felt that the teaching and learning of foreign language would achieve better result if they were patterned on the priorities followed in the acquisition of the native tongue. Translation was therefore discarded. The one identifying features of the direct method is the language is learned in contact as well as in context; that is, from the earliest stages, the student is led to use the target language as much as possible within meaningful situation. The vocabulary taught refers to object that are present in the classroom or are part of the student’s immediate personal experience. Association of words and sentences with meaning is achieved through dramatization. In fact, the situational element is the very fabric of the direct method. A number of other methods, bearing different means but built along closely related lines, also use the same approach. After the direct method comes the audio-lingual method.

### **The audio-lingual method**

The audio-lingual method, like direct method has a goal very disparate from that of the grammar-translation method was urbanized in the United States during World War second. At that time there was a need for people to gain knowledge of foreign language rapidly for military purposes. The grammar-translation method did not train people to use the target language was the goal of the direct method, there was at that time thrilling new ideas about language and learning emanating from the discipline of descriptive linguistics and behavioral psychology. These ideas led to the development of the audio-lingual method. Some of the principals are similar to those of direct method, but many are different and have been based upon conceptions of language and learning from those two disciplines. Next to audio-lingual approach comes the oral approach method.

### **The oral approach method:**

This approach is entirely different from direct method and

audio-lingual method. Fires, a pioneer in the diffusion, claims. "The oral approach is primarily a name to describe the end to be attained in the first stage of language learning rather than a descriptive limitation of the permissible devices to attain the end".

As implied, the oral approach is concerned with linguistics rather than pedagogical factor in foreign language learning. According to its principles, oral approach, while being essentially audio-lingual, does not necessarily reject reading and writing priori, if we have any help in the acquisition of foreign languages. But actual practice, these skills comes after the first stage of learning. Time and effort have been devoted to mastering the basic structural pattern with only a limited vocabulary. The aim of the oral approach is to train the learner to "produce (the required response) orally, automatically, and without hesitation" in the presence of approximate stimulus.

### **Conclusion**

This journal is mainly dealing with what was meant by language and the concept of linguistic in it. Applied linguistics play a vital role with language teaching and this periodical contains with the disparate approaches of language teaching in applied linguistics is included in it.

### **Footnotes:**

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