

Does Linguistics really matter? The Significance  
**Does Linguistics really matter? The Significance of a  
Linguistics Theoretical Background in Instructors'  
Preparation for ESL/ESP University Classes**

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**Abstract**

The training that instructors go through to get ready for teaching ESL/ESP is referred to as ESL/ESP instructors' preparation. Holliday, A. (2005) emphasized the significance of the linguistic theoretical background in instructors' preparation when he stated that instructors should advance their understanding of the linguistic theoretical background in order to understand how the teaching/learning process functions and to explain why it doesn't. Thus, linguistics theoretical background provides answers to issues relating to language, particularly those that pertain to how students learn English as a Foreign Language, how students learn technical writing, and how it is taught inside the class. Prospect ESL/ESP instructors who apply for work at Delta University for Science and Technology (Which has different faculties in multiples majors varying between Medical and Engineering majors) receive four weeks of academic instruction inside the faculty of Arts (English Language Department), followed by practical training, before starting their jobs in teaching undergraduate students in Medical and Engineering faculties. The purpose of the practical training is to provide these prospect ESL/ESP instructors the opportunity to put all the linguistics theoretical background they have learned into practice and evaluate the worth of the theoretical training. The primary goal of this study is to examine instructors' perceptions of the value of language proficiency both throughout their practical training and

during their careers as ESL/ESP instructors. A descriptive-analytic research approach was used on fifteen ESL/ESP prospect instructors to achieve the study's goal. In addition to a framework of the course content, the prospect instructors were exposed to the period of the training. An online survey asking about the core questions of the study received responses from the participants. The findings showed that there was a greater understanding of the value of the linguistics theoretical background in ESL/ESP instructors' preparation. The participants acknowledged a dire need for linguistics training programs in the future to provide a secure teaching/learning atmosphere that enhances rather than inhibits students' development.

**Keywords:** Linguistics Theoretical Background in teaching ESL/ESP, ESL/ESP Instructors' Preparation, Framework for Linguistics content for teachers, Applied Linguistics.

### المخلص:

يشار إلى التدريب الذي يجتازه المدربون للاستعداد لتدريس اللغة الإنجليزية كلغة ثانية و اللغة الإنجليزية للأغراض الخاصة على أنه إعداد لغوي للمدربين كما أكد هوليداي ، أ. (٢٠٠٥) حيث أشار إلى أهمية الخلفية النظرية اللغوية في إعداد مدربي اللغة عندما ذكر أنه يجب على المدربين تطوير فهمهم للخلفية النظرية اللغوية من أجل فهم آلية عملية تدريس اللغة بما فيها عملية التعلم وشرح أسباب معوقاتنا. من هنا ، توفر الخلفية النظرية في علم اللغويات إجابات للقضايا المتعلقة باللغة ، لا سيما تلك التي تتعلق بكيفية تعلم الطلاب اللغة الإنجليزية كلغة أجنبية ، وكيف يتعلم الطلاب الكتابة الأكاديمية ، وكيف يتم تدريسها داخل قاعات المحاضرات. يتلقى المدربون المحتملون لتدريس اللغة الذين يتقدمون للعمل في جامعة الدلتا للعلوم والتكنولوجيا (التي تضم كليات مختلفة في تخصصات متعددة تتنوع بين تخصصات الطب والهندسة) أربعة أسابيع من التدريس الأكاديمي داخل كلية الآداب (قسم اللغة الإنجليزية) ، يليها التدريب العملي ، قبل بدء عملهم في تدريس طلاب البكالوريوس في كليات الطب والهندسة. الغرض من التدريب العملي هو تزويد هؤلاء المدربين المحتملين بفرصة تطبيق الخلفية النظرية اللغوية التي تعلموها ووضعها في إطار التنفيذ وتعزيز قيمة اللغويات في تدريس اللغة. الهدف الأساسي من هذه الدراسة هو فحص آراء المدربين لقيمة إتقان النظرية اللغوية خلال تدريبهم العملي وأثناء حياتهم المهنية كمدربين للغة. تم استخدام منهج البحث الوصفي التحليلي على خمسة عشر من المدربين المحتملين لتدريس اللغة لتحقيق هدف الدراسة. بالإضافة إلى إطار يشمل محتوى الدورة التدريبية للمدربين المحتملين مع تخصيص فترة زمنية مناسبة للتدريب. تم إجراء استطلاع رأي عبر الإنترنت للمدربين المحتملين يشمل الأسئلة الأساسية للدراسة لجمع الردود من المشاركين. أظهرت النتائج أن هناك فهماً كبيراً لقيمة علم اللغويات في إعداد مدربي اللغة الإنجليزية كلغة ثانية و في تدريس اللغة الإنجليزية للأغراض المهنية. أقر المشاركون بالحاجة الماسة لبرامج التدريب التي تشمل علم اللغويات في المستقبل لتوفير جو تعليمي آمن يعزز تطور الطلاب بدلاً من تثبيطه.

### الكلمات المفتاحية:

أهمية علم اللغويات في إعداد مدربي اللغة ، إطار عملي لمحتوى اللغويات لمدربي اللغة، اللغويات التطبيقية.

### **Introduction:**

Being an ESL/ESP instructor involves particular preparation and expertise. This occupation should seek to uphold such values as well as possess them (Dekeyser, Robert, 2003). For new instructors, teaching English as a foreign language has always been a difficult challenge. EFL instructors should be well-prepared or empowered before or throughout the execution of their teaching career since their language knowledge and abilities constitute the essential components of successful foreign language instruction (Ellis, Rod, 2012). Meaning that the prospect instructors must integrate their various abilities and talents because they are entering a new setting for which they were not prepared for.

At Egyptian universities, students need to have knowledge of English to read, comprehend, and learn from scholarly documents because most scientific publications are written in English and a significant portion of the information stored in the world's electronic scientific content is in English. The ESL/ESP course is a compulsory and a pre-requisite of the curriculum of the universities in Egypt in order to address the needs of the university students who want to utilize English in a professional setting and for professional objectives.

The training that the prospect instructors receive before they start instructing is referred to as the prospect instructors' preparation. Incorporating classroom teaching, language skills, practical experience, teaching proficiency, general awareness, and instructional approaches are all part of modern ESL/ESP teacher education programs (Ossa, M.P. 2012). English language teacher training programs frequently incorporate modules or subject-related content. Other linguistic disciplines include pragmatics, discourse analysis, stylistics, psycholinguistics, sociolinguistics, applied linguistics, cognitive linguistics,

### **Does Linguistics really matter? The Significance**

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phonetics, phonology, semantics, applied linguistics, cognitive linguistics, language acquisition, and syntax (Daniel, D. 2013).

Despite the best efforts of the teacher-training program, there have consistently been indications that new instructors are having difficulty to balance between theory and practice (Sanchez, M.T., Garcia, O., & Solorza, C. 2018).

Faculty of Arts at Delta University developed a module for the training ESL/ESP instructors which they go through to become competent instructors for ESL/ESP students in the faculties of medicine and engineering. Over the course of five weeks of theoretical and practical modules, the modules established an English teaching experience. Following the practical training that is planned in the final week before the teachers complete their training, ESP (undergraduate) students receive their usual academic education. The former includes courses in introduction to linguistics, phonetics, and phonology, morphology and syntax, sociolinguistics, and psycholinguistics, as well as the teaching methods needed for their future jobs as ESL/ESP instructors. Novice trainers put the obtained theoretical knowledge into practice during practical training. Teacher-trainees met and evaluated the criteria of the skills and knowledge already obtained throughout their pedagogical training at the Faculty of Arts during the course of around five weeks including most of the linguistic theories applied to teaching topics.

This study offers a comment in which we sought to ascertain novice instructors' perceptions of the value of linguistic expertise both throughout their practical training and during their ESL/ESP teaching careers. This study aims to determine whether ESL/ESP teacher candidates are aware of the main goals of linguistics theoretical training, to ascertain whether they are aware of the role that linguistics theory knowledge plays during their practical training, and to confirm whether or not they see

the value in maintaining their linguistics knowledge through teacher education future programs.

## **I. Literature View**

### **A. Teacher's Training**

Faculties of Education and faculties of Arts (English Language Departments) at Egyptian universities train future English language instructors. They receive a thorough education there that will help them to practice their career in the future. The elements that make up their training are “Content knowledge and pedagogical content knowledge which remain key bases of language teacher education,” claims Yasemin. B. (2013). Krashen, Stephen D. (1985) states that in order to create content knowledge in teachers' training, three separate categories must be focused on: subject-matter knowledge, pedagogical content knowledge, and general pedagogical knowledge.

These interconnected areas of knowledge that form the framework of teachers' training help to produce successful teaching. In keeping up with this idea, Ossa, M.P. (2012) applies Krashen's categories to the field of English teacher preparation. These categories of English Language Teachers' training are described by this researcher as he illustrated:

- Knowledge of the subject matter related to theoretical linguistics like; syntax, phonology, semantics, pragmatics, and literary and cultural characteristics of a language which he referred to as “content knowledge”.
- A specialized understanding of teaching a second language is what is meant by “pedagogic content knowledge” (grammar, speaking, listening, reading, writing.),
- Extra knowledge encompasses the understanding of several fields, such as linguistics, sociolinguistics, psycholinguistics, etc., that influence language

## **Does Linguistics really matter? The Significance**

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instructors' approaches to the teaching and learning of a second Language. (Ossa, M.P. 2012)

The above-stated competencies serve as the cornerstones of teachers' training. This means that in order to teach English, one must possess a number of qualifications, such as linguistic competency, an understanding of various notions, and a comprehensive theoretical background, in addition to the fundamentals of teaching a second language Cook, Vivian, (2008). The content that expands teachers' awareness should be taught in teachers' training programs.

### **B. The significance of a Linguistics Background in a Teacher's Preparation**

As has been suggested above, the foundation of an effective teaching process is the "content awareness" in the teachers' training. This point is clearly underlined as Holliday, A. (2005) stated that to be a competent ESL/ESP teacher, one must have academic studies in English language and linguistics, as well as teaching methodology training. However, the English language and linguistics receive far more attention.

It may be inferred that as the primary elements in teachers' training importance is given to theoretical and applied linguistics knowledge. Holliday A. (2005) emphasized the significance of theoretical and applied linguistics knowledge in teachers' training when he stated that instructors should advance their understanding of linguistics in order to understand how the teaching/learning process functions and to explain why it doesn't. The competent ESL/ESP teacher of English requires academic studies in English language and linguistics to be a professional in this profession, as well as pedagogical practice to be a teacher. But out of the two, English language and linguistics are given a considerable amount of attention.

Why should instructors care about their understanding of linguistics is the question posed here. Ellis, Rod. (2005) proposed

that Linguistics trains one to be aware of the mostly unconscious information we have about language, as well as the patterns that can be observed in specific languages. Jan. B. (2012) goes on to state that The ongoing innovations in linguistic theory, language teaching theory, and the constant changes in the language itself necessitate the ongoing study of language. Language instructors must maintain their understanding of linguistics in order to perform their duties effectively.

Smith, T.M. & Ingersoll, R.M. (2004) suggested what they call “An Ideal Introductory Course in Linguistics” to help ESL/ESP student instructors get this expertise. They claim that the following attributes should define the course they study:

- should provide not only a fundamental overview of the key fields of linguistic study (such as phonetics/phonology, morphology, syntax, and semantics),
- but also, a discussion of those fields that are inextricably linked to the first: sociolinguistics, pragmatics, and discourse, first/second/multiple language acquisition, psycholinguistics, etc.

The need for ESL/ESP instructors to be equipped with linguistic knowledge to address issues with language acquisition in the classroom when they arise is therefore evident. Nancy. H.H& Sandra. L.M. (2010) claimed that ESL/ESP instructors must study the rules before class.

## **II. Methodology**

### **A. Research questions and study objectives:**

This study seeks to determine the value of linguistics knowledge in ESL/ESP instructors’ preparation. It was investigated how much novice instructors at the Faculty of Arts (Delta University) are aware of the value of linguistics background role not only during their practical training but throughout their careers as ESL/ESP instructors as well in order to obtain insights from the terrain via a genuine context. This



### **Does Linguistics really matter? The Significance**

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may aid in determining the training programs that pre-service teachers require to maintain their linguistics knowledge up to date. We strayed from the following research questions in order to accomplish the study's objectives:

1. How do aspiring ESL/ESP instructors feel about the linguistics material they are exposed to throughout their theoretical training at the Faculty of Arts (Delta University)?
2. Are aspiring ESL/ESP instructors aware of the goals of the theoretical linguistics background they have acquired?
3. How do aspiring ESL/ESP instructors view the importance that linguistics theoretical background plays in their on-the-job training?
4. How do aspiring ESL/ESP instructors think linguistics theoretical background is useful in their professional training?

To build models of linguistic theoretical background, encompassing phonetics, phonology, morphology, syntax, and semantics, a linguistic theory is designated as the area of linguistics that is most interested in the current inquiry. The policies and practices are intended to provide novice instructors with the information, attitude, behaviors, and skills they need to perform their duties successfully not just with undergraduate students but also in the broader community of teaching. As a result, "a student attitude" relates to the student's perceptions of the value of linguistics expertise in instructors' training.

#### **B. Targeted scale of research, Research framework, and Methodology for Data Extraction**

A descriptive-analytic study design was implemented on fifteen (15) ESL/ESP novice instructors in the Faculty of Arts at Delta University to investigate the aforementioned topics. In

order to produce accurate answers, a quantitative data analysis process was used to examine the data from an online survey.

The online survey was distributed to fifteen (15) novice English instructors majoring in teaching ESL/ESP in the department of English in the Faculty of Arts at Delta University of Egypt, to begin collecting data. The selection of this sample was justified by the fact that all respondents to the survey were novice English instructors who had just begun their practical training after graduation during the academic year 2021–2022. The following Google link was used to post the online survey: <https://forms.gle/owZbfCLjfciaysit5> and the same URL was used to save the online comments.

The survey was administered right after the training concluded to ensure the collection of accurate data, and to be able to evaluate the hypotheses made in a favorable environment (the Training Expertise). The survey had fifteen (15) items, ranging from Likert scale items to open-ended question items, and began with a synopsis describing the aim of the survey to the enrollees. In the open-ended question, each enrollee had the option to answer in his or her own way rather than according to the established answer categories. In the Likert scale questions, enrollees were allowed to indicate their level of agreement or disagreement to a claim (Haight, Carrie E., Herron, Carol and Cole, Steven P. (2007).

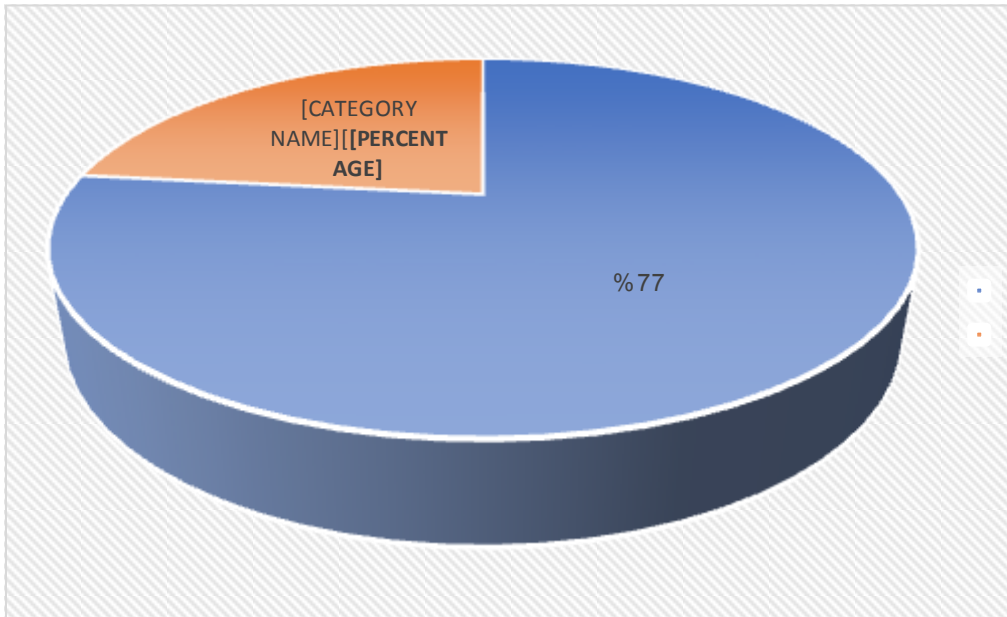
### **III. Findings & Discussion**

In the first question when enrollees were asked whether they are graduates of the Faculty of Arts or Faculty of Education 3.45% answered as (graduates of the Faculty of Education) and 11.55% answered as (graduates of the Faculty of Arts). In terms of the enrollees' exposure to linguistics material at their faculties, most instructor-trainees were exposed to linguistics content during the course of four years, whether it be phonetics, linguistics, phonology, etc. Some of them claim to have been exposed to the material for three years.

### Does Linguistics really matter? The Significance

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A sizable percentage of respondents (77%) answered that they were likely to appreciate the linguistics topics presented during their theoretical training when questioned about it in question number two (Q2). However, a negative sentiment was conveyed by the remaining 23% of respondents (see figure 1).



**Figure 2: Novice Instructors' Perceptions of the Content in Linguistics**

Novice instructors who provided positive perceptions about the Linguistics background they acquired through their academic education have some arguments to support their position. "*Linguistics materials are essential to my academic work*", which was one of the responses; that by learning linguistics they actually reflect on the fundamentals of the language they are learning which they will later teach. Another person said, "*It definitely helps me comprehend all the theories and concepts associated with language use and usage. We have*

*been presented to several theories and points of view offered by pioneers in the subject, thus the information is engaging*". Another response was *"We learned about the many languages and became acutely aware of the connection between language and society thanks to sociolinguistics"*.

Those who showed a negative attitude toward the linguistics material relied on a few factors to support their claims, particularly those that connected to the nature of linguistics issues and how they are presented and taught. An enrollee stated: *"I think that it's dry material that simply delivers theoretical information without practice,"* while another added: *"the topic is not extended in an entertaining way."* One of the enrollees said that he had begun to value linguistics theory right before his graduation. In his words, *"in my fourth year, the content of linguistics started to become a bit clear. Prior to this, I had no idea how important that topic was"*.

When the enrollees were questioned about the applicability of linguistics courses, the answers above were supported. The table below summarizes their replies to the third question, "Do you believe that the content of the linguistics courses is...?"

**Q7. Do you believe that the content of the linguistics courses is (You can choose all that apply)**

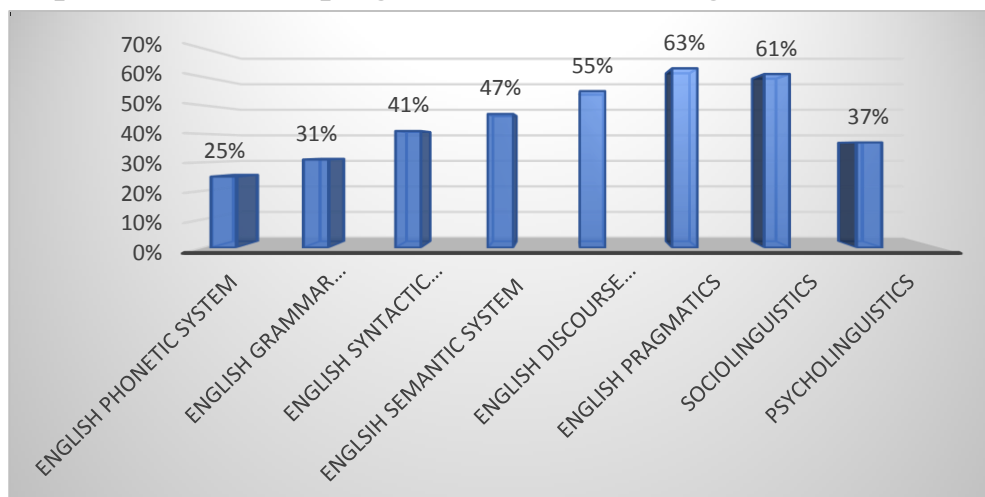
Choices	No. of Enrollees	Percentage
Practical	7	45%
Impractical	4	23%
Easy to Learn	6	41%
Dry	6	39%
Difficult	2	15%

**Table 1: Enrollees' perspectives on the practicality of linguistics course**

**Q3. The linguistic training at the Faculty of Arts at Delta University focuses on expanding students' knowledge of ...**

To get to the bottom of things, the enrollees were asked if they were aware of the major focus on linguistics training during the four weeks of theoretical instruction at the Faculty of Arts at Delta University. Figure 2 illustrates how diverse and comprehensive the content of the linguistics training at the Faculty of Arts at Delta University's expertise is.

**Q4 The Faculty of Arts Linguistic Training Places a Special Emphasis on Developing Students' Knowledge of...**



**Figure 2: Primary Goals of Linguistics Training**

The Linguistic content received at Faculty of Arts, Delta University for the novice trainees who were surveyed focuses on the following topics as pinpointed above: helping them learn English pragmatics (63%), sociolinguistics (61%), discourse structure (55%), English semantic system (47%), English

syntactic system (41%), psycholinguistics (37%), English grammar (31%), and English phonetic system (25%).

#### **Q4 This linguistic theoretical background I've gained will help me as a future ESL/ESP instructor to...**

The following table provides a summary of the replies to the question that sought to determine whether the trainees are aware of the advantages a future ESL/ESP instructor may obtain from the learned linguistics knowledge.

Choices	No. of Enrollees	Percentage
Grasp the theoretical facets of language teaching/learning process	10	65%
Learn the theoretical basis of teaching language skills	6	39%
Acquire the practical basis of teaching language skills	4	25%
Utilize theoretical rubrics in correcting language learners' errors	4	27%
Gain understanding of the language teaching methodology	4	29%
Others	1	7%

**Table 2: The amount of Linguistics Theoretical Background Acquired Helps Future Trainees to...**

It is clear from Table 2 that a significant portion of enrollees (65%) believe that having a background in linguistics gives them awareness of the theoretical facets of language teaching and learning. This knowledge makes 6 novice instructors (39%) are aware of the theoretical foundations of teaching language skills. For other candidates, it rather increases their understanding of the theoretical foundations for correcting language learners' mistakes (27%), the practical basis for teaching language skills (25%), and the methodology of language teaching (29%). Only 1 enrollee thinks about other advantages.

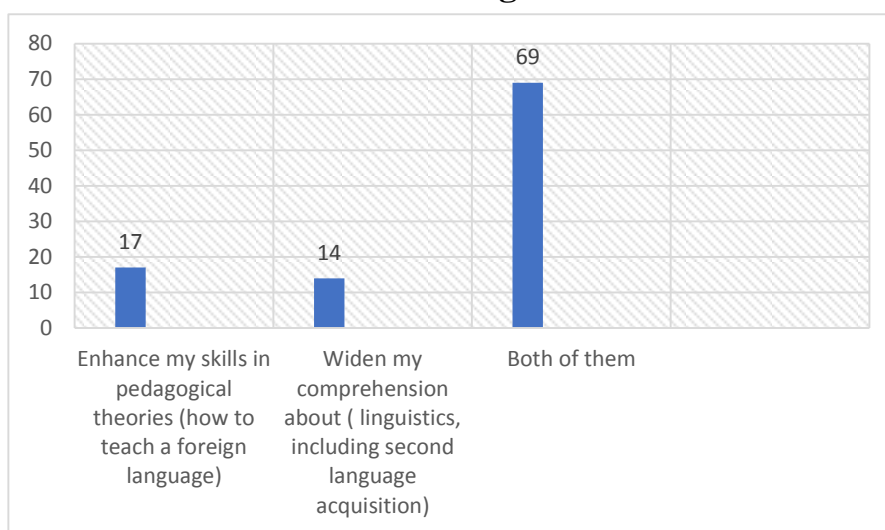
### Does Linguistics really matter? The Significance

Question 8 was put out to learn more about the participants' tendencies during their theoretical instruction.

**Q8 During my linguistics theoretical training I was more inclined to**

Figure 3 shows the replies from the enrollees.

**Figure 4 Enrollees' Tendencies towards the theoretical training**



**Figure 4 Enrollees Tendencies towards the theoretical training**

According to Figure 4, most of the enrollees (69%) are more inclined in honing their abilities in both the pedagogical theories and the Linguistics Theories. *“Due to their interdependence, I became interested in both during my training”*, one of the enrollees claims, *“It would be challenging for me to understand how to teach this foreign language without establishing my abilities in the linguistic aspects”*. Nevertheless, approximately equal numbers are more interested in honing their knowledge of pedagogical theories (17%) or linguistics theories (14%). Some of the enrollees made remarks to support their

interest in honing their pedagogical or linguistics theories abilities.

One of them argues that his interest in pedagogy sprang from his studies at the Faculty of Education: *“I was interested in how to teach a foreign language. Since I intend to teach English, I need to understand the principles, the processes, and the best ways to excite my students”*. Another enrollee added, *“We need to build our knowledge of pedagogical theories in order to be successful in our careers as teachers.”* One of the participants who is a graduate of the Faculty of Arts claims, *“I was more interested in strengthening my abilities in the linguistic theories since it helps me to grasp the fundamentals in teaching the foreign language.”*

The purpose of Q9 is to determine how much the candidates profit from the Linguistics theoretical background during their practical training at the Faculty of Arts. The table below summarizes the replies from the enrollees.

**Q 9. Linguistics Theoretical Background Significance for Enrollees in their Training.**

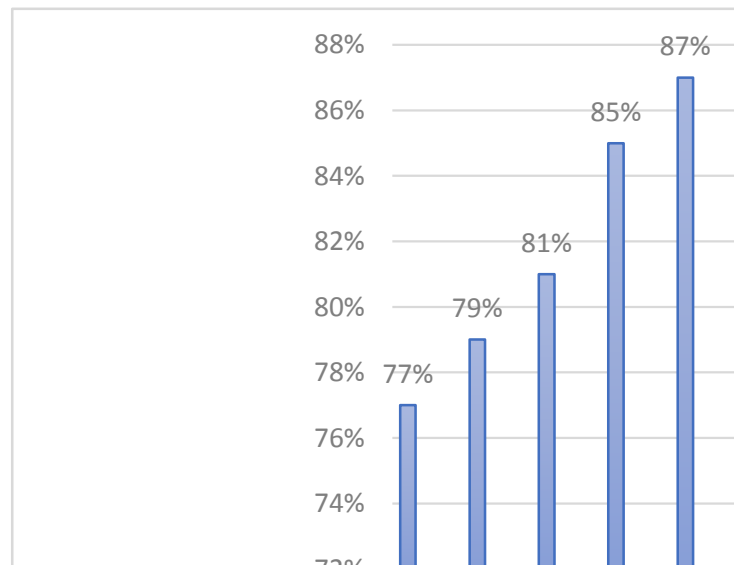
Choices	No. of Enrollees	Percentage
Spot my students' language errors	10	65%
Illustrate the errors	7	47%
Attempt to treat linguistic problems students suffer from	8	56%
Learn how ESL/ESP should be instructed to students	7	46%
grasp how the teaching/learning process is implemented	8	55%
Others	0	0%



**Table 3. Linguistics Theoretical Background Significance  
through Practical Training**

As can be seen from the statistics shown above (table 3) that throughout the practical training, the enrollees make use of their theoretical understanding of linguistics. It enables instructors to identify linguistic mistakes made by their students (65%), and it may even provide them with an explanation (47%). More than half of them (56%) concur that being familiar with linguistic theoretical background helps them solve language-related issues inside the class, this percentage matches other enrollees (46%) regarding the way they envision how English should be taught. Additionally, it helps them understand how teaching and learning work as they begin to assume the role of instructors inside an ESL/ESP class.

All these advantages encourage the enrollees at faculty of Arts at Delta University to be interested in acquiring this information. To get a deeper understanding of the problem, we required from the enrollees to explain why they wanted to increase their knowledge of linguistic theory and why this information was crucial for teacher preparation. The results of the enrollees are highlighted in the table below.



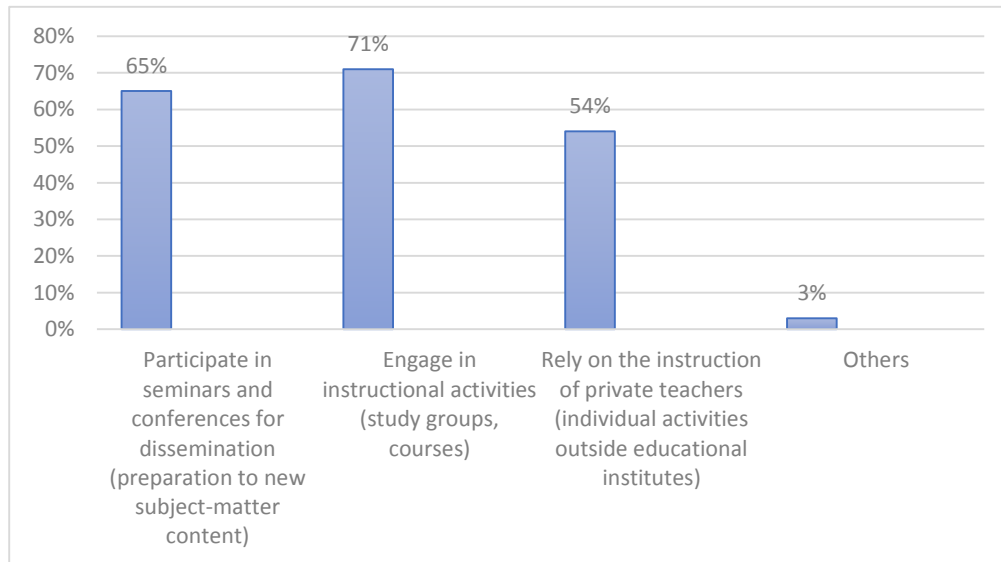
**Figure 4: The Significance of the Linguistic Theoretical Background for ESL/ESP Instructors**

The enrollees who were asked showed an increased understanding of the importance of the linguistic theoretical background and its components in the ESL/ESP training, as seen in figure 4. The impact of the instructor's understanding of phonetics (77%), phonology (79%), morphology (81%), syntax (85%), and semantics (87%) were given almost equal weight.

When asked how prospect instructors might apply high standards of instruction and be successful in the classroom, the enrollees demonstrate their willingness to employ all methods necessary to enhance their linguistic theoretical background and rejuvenate it.

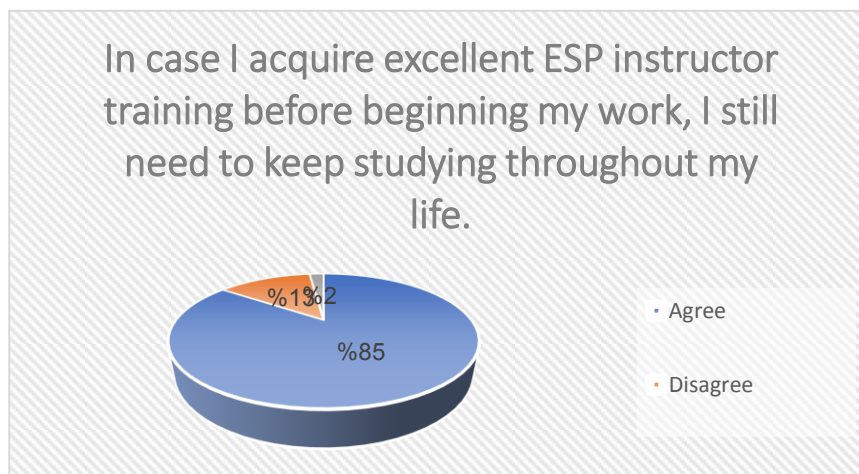
## Does Linguistics really matter? The Significance

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**Figure 5: Future Aspirations of Enrollees in ESL/ESP Training**

The aforementioned figure offers convincing proof of the enrollees' future aspirations to increase their understanding of the linguistic theoretical background in order to guarantee excellent instruction. A sizeable majority of the participants demonstrated that they were prepared to engage in participation of conferences and workshops (65%), as well as engaging in activities inside the ESL/ESP class (71%). Some people like relying on their own self-training plans. More significantly, the majority of teacher candidates (85%) demonstrate their agreement with the necessity of lifelong learning so that they can stay constantly informed (see figure 6).



**Figure 6: The mentality of future ESL/ESP instructors concerning continuous learning**

The ESL/ESP prospect instructors had a positive attitude toward the linguistic theoretical background offered during their theoretical training at the faculty of Arts – Delta University and showed increased knowledge of the use of linguistic theory in their future training. One of them adds, “*We built the basic skills of the linguistic theory in the first two weeks, and during the last two weeks we have been focusing more on establishing teaching abilities.*” “*My training at the faculty of Arts- Delta University has given me a firm foundation in both the theoretical practices and the content, enabling me to be an effective linguistic and practical EFP instructor in the future.*” Such claims demonstrate the enrollee’s heightened awareness.

Nevertheless, they complain that the linguistics modules they were exposed to throughout their theoretical training lacked imagination. This conclusion confirms the claims made by Gass, M.S& Selinker, L. (2008). Although the theoretical background is a part and parcel of training ESL/ESP instructors, it is not integrated into actual teaching. The prospect ESL/ESP instructors who were questioned provided remarks to support their allegations. “The concept of creativity is absent from linguistics

### **Does Linguistics really matter? The Significance**

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courses and attempting to teach it in a solid theoretical mode without application is partially ineffective. A prospect instructor said that the manner it is taught undermines its value.

Furthermore, students are fully aware that the linguistics content they studied before graduating is geared at expanding their understanding of English language structure. It was proven that understanding linguistics is a must for encouraging language development in modern schools. *“This program helped me grasp the nature of language, how to learn it, and how to present it in an appropriate progression”*, says a prospect ESL/ESP instructor. *“Linguistic includes massive knowledge from which we may gain numerous abilities,”* the prospect ESL/ESP instructor claims.

Numerous researchers have verified these results Jack, C, R. & Richards, (2010). Jack, C, R. & Richards, (2010) & Garcia O., & Solorza c., (2018) aimed to investigate the utility of linguistics content for language in ESL/ESP classes whose primary goal is to instruct the language. The significance of linguistics theoretical background in ESL/ESP instructors’ training was found. The researchers also offer a series of suggestions for enhancing linguistics content for ESL/ESP instructors which will be suggested below.

#### **IV. Training Program Design**

A training program design presents one of the biggest difficulties in teaching any topic. The latter is a crucial element in ensuring an effective teaching and learning process. Training program design is defined by Brown, H.D. (2000) as “the process by which the raw data concerning a learning requirement is interpreted to construct an integrated set of teaching-learning experiences, whose ultimate goal is to guide the trainees to a certain state of knowledge.” However, there is uncertainty over what should be regarded as vital elements in this program when it comes to the design of the ESL/ESP course.

Any training program development should start with a description of the program objectives, which outlines the goals and outcomes of the program (Long, M.H. 2001). One should enquire about three questions in an effort to provide some light on the principles, ideals, and objectives that guide the program. Long, M.H. posits the following questions: “To whom the program is directed? What is the content of the program? and What kind of teaching and learning methods will be implemented in the program?” (Ibid: 187). First, the program’s target audience’s level is determined, such as elementary, intermediate, or advanced levels. The second question also establishes the audience and the type of the program. To illustrate, should one choose an English training program for broad reasons or one for specific objectives? The third query alludes to the technique and approach of the program creator.

ESL/ESP is a method of teaching languages that is based on a needs analysis of the learners’ requirements. For the simple reason that “ESL/ESP” teaching and materials are built on the outcomes of needs analysis” (Patten and Williams, 2003), the latter is, if one may say, the mirror reflecting the ESL/ESP course. Since instructors’ understanding of the unique demands present in a certain institution, profession, or individual is prioritized, identifying the learning needs prior to any teaching/learning process is actually a prerequisite (Richards, Jack C. 2001).

The ESL/ESP training program is structured to meet specific linguistic requirements that trainees have stated in the survey in accordance with their areas of interest; however, identifying these needs in ESL/ESP is considerably different (Richards, Jack C. 2001). This variety may be the result of changes made to the needs analysis process throughout time. Richard claims that this process, which has changed over time, has a variety of features. Early requirements analyses concentrated on the lexis and syntactic characteristics of a

### **Does Linguistics really matter? The Significance**

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specific register, which led to the development of the distinctiveness of scientific and technical variants of English. The pragmatic aspects of text structure are no longer as important for researchers to evaluate throughout the requirements analysis process in favor of a greater emphasis on the function the text serves in a particular social setting.

A predetermined number of questions are presented in order to provide the necessary data upon which critical teaching/learning decisions are made (Patten and Williams, 2003). Discovering **(a) What students need to do with English** and **(b) Which skills learners need to master come first**. Lastly, they ask about **(c) Which genres they need to master, either for production or comprehension objectives**. Accordingly, a requirements analysis is never finished without looking at the target scenario, learning situation, and current situation of the learners.

#### **A. How ESL/ESP University Instructors Contribute in the Teaching Classes:**

The function that the ESL/ESP university instructor is given expands the educational environment that is designed to meet particular learning demands. The added teaching responsibilities handled in an ESL/ESP university environment transform the instructor from a simple educator into a *specialist*. Gass, S& Selinker, L. (2001) outline four main duties that an ESL/ESP university instructor does entirely and comprehensively.

First and foremost, an ESL/ESP specialist is a curriculum creator and content facilitator. This ESL/ESP instructor serves on many levels. According to Brown, H.D (2000), in addition to the regular tasks of teaching, the ESL/ESP instructor will have to deal with students' disparate levels, curriculum framework, content modification, and assessment. The challenge for ESL/ESP university instructors lurks in customizing resources that match students' individual linguistic levels in their scientific

majors, which is not the case for ESL school teachers, who must adhere to a regulated linguistic mentoring approach and official scholastic resources that are suggested to all students based on their grade and age.

Secondly, a university ESL/ESP instructor is a *cohort*, in which he frequently interacts with topic specialists to meet the requirements of students. There are some facets of collaboration. For example, the intended learning outcomes (ILOs) of a pre-designed program give the outline which assists a university ESL/ESP instructor in comprehending the curriculum and the tasks required from ESL/ESP learners in a clear way of an educational cohort.

The third duty assigned to a university ESL/ESP specialist is “*research*” because usually, the shortage of existing ESL/ESP university teaching resources pushes the university ESL/ESP instructor to create customized materials. “ESL/ESP instructors must be knowledgeable of and connected to research,” assert Patten and Williams, 2003. Hence an ESL/ESP university instructor would accomplish multiple mentoring responsibilities.

A university ESL/ESP instructor’s fourth task is to form an “*assessment*”. How he could measure if the ILOs are met, how far the degree of competencies are achieved, and an action plan for crucial changes in future ESL/ESP courses. There are two forms of assessment involved: student evaluation and curriculum appraisal. Evaluating students’ communication skills and determining if the curriculum accomplishes its ILOs or not. The continuous appraisal that goes beyond the conclusion of an academic semester assists professors in changing their curriculum to enhance the outcomes of their courses. (Cook, V. & L. Wei, (2009).

### **B. University ESL/ESP Instructors Training Program Outline:**

To assist university ESL/ESP instructors in overcoming obstacles they would face while teaching, the focus should be



### Does Linguistics really matter? The Significance

directed toward searching for appropriate training programs. The primary focus of the university ESL/ESP training program is those challenges originating from the gap which needs to be filled between linguistics theoretical background and application inside the lecture hall which may require specific attention in designing a training program. Brown, H.D (2000).

#### C. Training Program Outline

Module Number	Topic	The Linguistic Theory Applied	Number of Sessions
Module 1	<ul style="list-style-type: none"><li>Introducing the Purpose of The Curriculum, its Description, and Suggested Studying Plan</li></ul>	-	1
Module 2	<ul style="list-style-type: none"><li>ESL/ESP Instruction Methodology and Techniques</li></ul>	-	1
Module 3	<ul style="list-style-type: none"><li>Lectures Preparation</li></ul>	-	1
Module 4	<ul style="list-style-type: none"><li>Teaching Pronunciation</li></ul>	Phonetics and Phonology	2
Module 5	<ul style="list-style-type: none"><li>Teaching Structure Related to Scientific Textbooks</li></ul>	Syntax	2
Module 6	<ul style="list-style-type: none"><li>Teaching Vocabulary and Methods Of its Acquisition</li></ul>	Morphology	2
Module 7	<ul style="list-style-type: none"><li>The Lecture Hall Management Strategies and Verbal Interaction with University Students.</li><li>Students' Motivational Strategies.</li><li>Acquiring Communication Skills.</li></ul>	Discourse Analysis	3
Module 8	<ul style="list-style-type: none"><li>How to Integrate Literary Reading in ESL Learning</li></ul>	Stylistics	2
Module 9	<ul style="list-style-type: none"><li>How to Teach Writing a Coherent Piece of Writing</li></ul>	Text Analysis	2
Module 10	<ul style="list-style-type: none"><li>How to Assess Students? What are the Common Rubrics of Evaluation?</li></ul>	Error Analysis	2
Module 11	<ul style="list-style-type: none"><li>Practical Implementation of the Program Content</li></ul>	-	1

Along with this training, the ESL/ESP trainees acknowledged the relevance of linguistics theoretical background significance in their profession as ESL/ESP trainers; yet, they wanted extra time allocated for training to be able to apply the

theoretical part comprehensively. ESL/ESP prospect trainers as recorded in the survey found in the linguistics theoretical background training how to address specific issues in the lecture hall that are related to students' language acquisition. A trainee commented *"Once you are confronting a student, you should be aware of the techniques to employ to control your teaching process, particularly the first few times. The Linguistics theoretical background rubrics are major weapons to utilize, of course, you cannot go to war without weapons"*.

This supports the results of earlier investigations (Nancy. H.H & Sandra. M, 2010; Jan. B, 2012). "An ESL/ESP instructor who is able to appreciate how a language works would be able to understand what his students struggle with while dealing with the language," claims Laviosa, Sara, (2014). ESL/ESP instructors need to grasp how language works, but students do not. Linguistics can assist language instructors to think critically and creatively about language, enabling them to create the most useful and effective language teaching methodologies (Jan. B, 2012).

Additionally, it has been confirmed that ESL/ESP instructor candidates reported a serious desire to keep their linguistics theoretical background current. According to one of them, learning the language itself is more crucial than learning how to teach because the latter comes with time and experience. Your responsibility as a potential ESL/ESP instructor is to provide students with accurate information and direction. This supports the idea that "the continual changes in the language itself need the permanent study of language" (Jan. B, 2012).

#### **V. ESL/ESP Trainers Candidates Suggestions:**

- More projects or activities should be assigned in the lecture to help students grasp each course, putting linguistics theory into practice.

### **Does Linguistics really matter? The Significance**

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- What an ESL/ESP candidate trainer really needs is experts who are fully aware of how to conduct a course efficiently. The next step is to increase the student's knowledge and enthusiasm toward linguistics.
- The concept of innovation is absent from linguistics courses. It became more theoretical and didactic courses rather than practical.
- When simplifying linguistic theories, innovative tools and procedures should be implemented. It should be learned in actual life circumstances, such as walking outside and observing how people use language.
- Sociolinguistics and psycholinguistics should receive more attention in linguistics curricula because they are very helpful to ESL/ESP candidate trainers when it comes to teaching English to university students in different faculties.

### **VI. Conclusion**

The purpose of this study, as stated at the outset, is to ascertain whether ESL/ESP candidates are aware of the significance of linguistics expertise in teaching English. It was unexpected that the respondents would have a distinct opinion on the significance of this matter and how much they connect their value as potential ESL/ESP instructors with having a linguistic background before teaching. The statistics imply that they have opinions on the goals of the theoretical training they got at Delta University for Science and Technology (Faculty of Arts) and how their understanding of linguistic theory guides them during their practical training that are highly clear and precise. This insight makes it preferable to reiterate Smith, T.M & Ingresoll, R.M's statements to close out our discussion (2004). Future educators must understand how language functions as a system to make wise teaching decisions.

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