

Linguistics in English Language Education Study Program Curriculum: Students' Reflection

Yohanes Heri Pranoto

English Language Education Study Program
Musi Charitas Catholic University, Palembang, Indonesia
herpran10@gmail.com
heri_pranoto@ukmc.ac.id

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Abstract: Linguistics has become the content subjects of English language education students and has been adopted in curriculum of English language education study programs. Big questions simply occurred is why they should learn applied English linguistics. Linguistics, or applied linguistic in this context, is often used to refer to “the use of linguistic research in language teaching only, but results of linguistics research used in many other areas, especially English language teaching” (Khan, 2011). This paper investigates students' perception towards linguistics knowledge after they accomplish Introduction to Linguistics. It reports the students' experience in learning applied English linguistics and the advantages they take from learning linguistics in conjunction with their role as English teachers to be. A students' perception model is proposed to explain the objectives after they take Introduction to Linguistics. This paper concludes that learning linguistics in Introduction to Linguistics, as the first class of linguistics, typically gives them the experiences of understanding English, as their major, better. In addition, this reflection reinforces the existence of English linguistics in the curriculum of English language education study programs. The results of this paper contribute better designs of linguistics classes for EFL teachers to be in Musi Charitas Catholic University Palembang.

Keywords: linguistics, English teacher, curriculum and material design

Introduction

The problem of linguistics in language teaching has been discussed for many years. Researchers have been trying to find out the relationship between linguistics theory and language teaching. Even though some linguists argued that linguistics theory could not be regarded as the basis of a learning strategy (Johnson, 1967, & Lamendella, 1969), a number of benefits for English teacher students related to the general existence of linguistics in the curriculum have been reported. Meng (2009) expressed that the relationship of linguistics theory and language teaching is a dual one. In other words, the some theories in linguistics can be meaningful in the language teaching and learning. Pragmatics, for instance, has implications in language teaching (Oller, 1970). It can help the efficiency of teachers' teaching and pupils' learning by sending and receiving effectively messages in the language. Meng (2009;85) said that “With the knowledge of pragmatics, people can explain some language phenomena clearly and accurately to make students have a deeper insight into the nature of the language. In addition, Widdoson (1978) stressed that the use of linguistics theories is as the guide for the language teaching.

Understanding the general relationship of linguistics theory and language teaching can not be discarded from its history. The history of those relationships starts from the years of Second World War. In these years, linguistics became a very important component in language teaching theory. During the war, America was in great need of soldiers knowing foreign languages. Bloomfield suggested that the only effective teacher should be the trained linguist working alongside the students, rather than language teachers. The reason is simply because trained linguist know how to guide the students learning from native speakers and how to teach the forms of the language (Bloomfield, 1942, as cited by Meng, 2009).

This short history is merely just to emphasize that there has already been close relationships between linguistics and language teaching in the language pedagogy. This belief has been handed over by English language educational activists and English as foreign language (EFL) teachers, like in Indonesia. Linguistics in general has become the content subjects of English language education students and has been adopted in curriculum of English language education study programs. Big questions simply occurred is why they, the English teacher students, should learn applied English linguistics. Linguistics, or applied linguistic in this context, is often used to refer to “the use of linguistic research in language teaching only, but results of linguistics research used in many other areas, especially English language teaching” (Khan, 2011).

A preliminary study was conducted to analyze the documents of curriculum of three English language education study programs, one in Yogyakarta and two in Palembang, Indonesia. The English Language study programs insert linguistics theories in the subject distributions in their curriculum. One breaks the linguistics into four main sub-linguistics, phonetics, phonology, morphology, and syntax. Those are distributed in four different semesters. Meanwhile, other two study programs distribute the sub-linguistics materials in three semesters. Introduction to Linguistics was available in the semester 3, Phonetics and Phonology was in semester 4, and Morphology and Syntax was in semester 5. One other subject, Semantics and Pragmatics was available as the elective subject in semester 6.

Schmitt (2013) argued that “Applied linguistics is using what we know about language, how it is learned, and how it is used”. Taylor (1975) pointed out that “Some specific linguistics knowledge is required by the language teacher for assessment, for choosing learning activities, for course planning and design”. Moreover, Meng (2009) believes that linguistics guide the development of language teaching theory. On the other hand, learning a language teaching theory can directly assist the students answer questions about the nature of language.

Considering all arguments on the relationship of linguistics theories and language teaching, the history of utilizing linguistics in the field of language teaching, and the current curriculum of English language study programs, this paper investigates students' perception towards linguistics knowledge after they accomplish Introduction to Linguistics with two credits. It reports the students' experience in learning applied English linguistics and the advantages they take from learning linguistics in conjunction with their role as English teachers to be.

Participants

The current study took place in the English Language Education Study Program at Musi Charitas Catholic University, Palembang, Indonesia. The aim of the study was to investigate the perceptions of the students about the relevance of learning linguistics for the English teachers' to be. Specifically, the students were reflecting the importance of learning linguistics and the existence of linguistics subjects in English language education study program curriculum.

The participants were 15 third-semester students. They were from two classes; twelve students were from morning session class, and three students were from evening session class. The teaching and learning materials were just the same

Method

Research Model

A students' perception model is proposed to explain the objectives after they take Introduction to Linguistics. 15 third semester students were the sample of the study. at the semester test, a reflective question is distributed. The question is to gain the students' perception about the relevance of learning linguistics for them.

Data Collection Procedures

Firstly, the students accomplished fourteen meetings in Introduction to Linguistics (the detailed syllabus of the course are mentioned in previous heading). During the semester, the students understand some concepts about nature of language, history of language, phonetics, phonology, morphology, syntax, semantics, and pragmatics. On the fifteen meeting, the students were given two reflective questions about pedagogical linguistics. Pedagogical linguistics is the term used to relate the linguistics to the context of learning especially for the students in performing their role as English teachers.

The first question was purposed to investigate the students' agreement towards the existence of linguistics in the curriculum. The students simply needed to mention if they agreed that the students were required to learn linguistics. The second question was to investigate the reasons they agreed or disagreed. Giving the reasons, they could explore what they was thinking of the course.

Introduction to Linguistics IKK1217

Course Description

Introduction to Linguistics is the first course of linguistics in the study program and for the third semester students. This course mainly deals with the nature of human language, grammatical aspects of language, the psychology of language, and language in society. Topics include linguistics knowledge, language and grammar, brain and language, morphology, syntax, language meanings, phonetics, phonology, sociolinguistics, language acquisition, language processing, language change, and language in society.

Learning Outcomes

By the end of the course, the students acquire to:

1. Understand various concepts of language and primary issues in linguistics
2. Know the importance of linguistics knowledge and theories to the teaching of English
3. Conduct (simple, straightforward) analysis on language structure

Lesson Plan

The following is the lesson plan, consisting of competences of each meeting, learning materials distribution, and learning indicators. At the first meeting of the semester, the students get the general views about what linguistics is and about what they are learning during the semester since linguistics is something new to get to know. Therefore, the syllabus is presented in this meeting. On the second meeting, they learned linguistic knowledge presented by the lecturer. In this presentation, the students are to observe how to conduct a presentation.

The learning strategies applied in the classroom are students' presentations, discussions, and lectures. Before taking turn to presentation, the students get some guiding questions, so they can hit upon some key points of the materials presented by their classmates. The lecturer is paying attention on the students presentation, on what the group present and on what the audiences question.

Results and Discussion

Course Design

The course is designed in the form of semester lesson plans. This form covers the goals, the indicators of achievement, the learning activities, and the students' evaluation rubric. Moreover, this semester lesson plan is equipped with an assessment rubric. The course is generally designed in accordance with its status as a compulsory subject comprising with two credits, so the students may effectively obtain information about English language in the linguistics view point. The materials were broke into sub-materials based on the linguistics branches in Fromkin, Rodman, and Hyams' 2011. This was to make the students more easily understand the concepts of the linguistics theory. Meanwhile, group presentation was used as the learning strategies as it was in mutual accord with the students' characteristics. Nevertheless, the students got the good model of presentation from the lecturer so they could gain the optimal achievements by the end of the semester.

Students' Reflection

For the purposes of this study, data are reported in descriptions, the students' reflections. The students wrote down their reflections towards two guiding questions. The first question was to quest for the students' views on the existence of the linguistics in the curriculum, while the second question was addressed to direct the students' perception on the real implications of learning linguistics in the English language teaching.

Student I said that learning linguistics was important. Learning linguistics could give them the experience of learning language scientifically. This argument showed that learning linguistics was relevant for Student I. In the introduction to linguistics, Student I learned word formations in the topic of morphology and word meanings in syntax. Apart from that, linguistics materials complement the materials the students learn in other subjects, such as structure subjects.

Firstly, Student 2 said that linguistics gave the experience of learning the English language theoretically and practically. Student 2 can thoroughly improve their ability in pronunciation and grammar mastery. Student 1 also criticized on the student book used, which should be simplified for better understanding.

On the other hand, Student 3 concluded that the course was able to improve the quality of teaching process. Student 3 reflected that learning presuppositions could improve the sensitivity in understanding the pupils' conditions at the time they were learning. Meanwhile, syntax gave Student 3 better understandings on English structure, and learning Phonetics could help Student 3 pronounce English words clearly and correctly.

In addition, Student 4 had the same idea as Student 3 that linguistics could be helpful in both learning English and teaching English. Student 4 likewise argued that linguistics had direct relationships with language teaching, translations, and book writings. Being specific to the English teacher students, linguistics could help Student 4 improve their English language competences.

Student 5 reflects that learning linguistics was necessary for English teacher to be. Student 5 learned how to sounds English words clearly in phonology, sentence and phrase structures in syntax, and utterance meanings in semantics. The knowledge was very meaningful for Student 5 in order to be a good and skilful English teacher someday.

Student 6 remarked that linguistics had a close conjunction with English learning activities. It improved the quality of confidence and communication, which could indirectly influence the calibres of teaching. Moreover, learning linguistics also helped Student 6 predicts some problems which might come in teaching and learning process.

Student 7 argued that learning linguistics was merely about learning a language scientifically, which are important to be learned by the English teacher students. Student 7 assumed that linguistics theory is meaningful to understand what students say, mean, and want. In the reflection, Student 7 explained some linguistics terms theoretically.

Student 8 said that learning linguistics gave the experiences of learning deeply about the knowledge of the language. In order to be a good English teacher, Student 8 argued that linguistics is one of the language theories that Student 8 needed to comprehend.

Student 9 did not give the agreement or agreement towards the importance of learning linguistics for English teacher students. In Introduction to Linguistics, Student 9 learned the English language scientifically which could help Student 9 become creative, innovative, and adaptive in the English teaching.

Student 10 assumed that the materials learned in Introduction to Linguistics had a close connection with language teaching and learning. For example, in Morphology, Student 10 got to know words compositions and how to use words correctly and appropriately in utterances. In addition, learning syntax gave the experiences of how to formulate sentences. How to pronounce words and stress sentences correctly was learned in Phonetics and Phonology. Overall, in Student 10's view point, all the materials were beneficial for performing a good English teacher's roles.

Student 11 believed that linguistics learned in Introduction to Linguistics could be beneficial to enact a good English teacher. Some significant materials were the history and improvement of English language, words pronunciation patterns, the use and usages of a language, and sentence formulations, where all could be taught to the learners.

Student 12 just mentioned the same idea. Student 12 got the advantages by learning morphology, phonetics, and syntax, which all were applicable in the real English teaching and learning.

One of the hand, Student 13 did not give a vivid agreement on the implication of linguistics theory for English language teaching. Otherwise, Student 13 said that some linguistic materials could be implemented in teaching, such as how to catch what students imply, how to analyze students' writings, and how to make correct English sentences.

Student 14 did not give the statement of agreement as well. Student 14 mentioned that linguistics had close relation with sentences and words. In addition, Student 14 also learned the language meanings, so understanding students' hopes and willingness became easier.

Student 15 believed that learning linguistics simply assisted Student 15's English language competences and language teaching competences. Student 15 felt improved in pronunciation and English sentence structure. It emphasized that linguistics was meaningful to learn, especially for better understanding of the (English) language.

From all students' reflections, there were some important points which could be made. The reflection showed that 80% of the students agree that learning linguistics is relevant. The relevance is derived from the students' agreement toward the question. The students believe that linguistics carries the science of the language. 14%, Student 8 and 15, of the total respondents, emphasized that language competence obviously becomes the basic reasons of the linguistics inserted in the curriculum. By this subject, they obtain knowledge about language deeply. Meanwhile 73% of the total respondents argue that learning linguistics promotes their role as English language teachers to be. It signifies that the students can take the advantages of learning linguistics by connecting the knowledge they obtain to their roles in the future. This reflection clearly strengthens the

existence of linguistics in the English language education curriculum in two ways, the relevant knowledge and skill in English language, and meaningful materials in language teaching competences.

Focusing on the reasons of agreeing or disagreeing the presence of linguistics materials in the curriculum, 100% of the total respondents described that learning linguistics had rightly given the empowerment of English language competences which could be implemented extensively in the language teaching areas. Phonetics and phonology, for instance, assisted the students in pronunciation and sounds production, though they had been learning English pronunciation in the Pronunciation subject. In addition to phonetics and phonology, morphology and syntax, as the two other branches of the linguistics, seemed to supplement the presence of five structure subjects, distributed thoroughly from semester 1 to 5. All of it obviously showed that linguistics was applicable in the field of teaching and effectively gave the experience of good English language competences.

Conclusion

Linguistics is still considered as a valuable content material for English teacher students. The students' view points about the linguistics learning in semester 3 and the materials and course design developments were simply to depict how the role and existence of linguistics should be empowered. The design and distribution of the linguistics course or courses might vary from one study program to others. Nonetheless, some common linguistics theory branches, for example, Phonetics and Phonology, Morphology and Syntax, are the compulsory ones to be inserted in the curriculum, while Semantics and Pragmatics, and Sociolinguistics, becomes the optional ones. Those elective courses are purposed for the students wishing for advanced learning of the linguistics. It could be the reason for some study programs for not inserting those elective courses into their curriculum.

Students reflected that linguistics was definitely important and meaningful to be taught in English language education study programs, where English teacher students took their undergraduate degree in English language education. Linguistics inserted in the Teacher training and education curriculum is merely to help the students know English language linguistically, and perform the English teacher's roles well. A gentle suggestion, the courses should reflect the existence of linguistics for the purpose of improving the students' quality as a teacher, especially where English as a second language and foreign language. For better achievement, simplified student books are required. These books hopefully can help them understand the materials easier. For further research, school English teachers could be kindly invited as the respondents to find the further perception the real implication of linguistics learning in the real English teaching. This could be conducted by effective collaboration and cooperation with English teachers in junior and senior high schools.

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Appendix

Table 1 The learning materials and competences of Introduction to Linguistics IKK1217.

Meeting (1)	Competence (2)	Learning Material (3)	Indicator (4)
1	Students are able to 1) Understand the goals of the course 2) Know the materials and books they are having 3) Know the learning strategies during the course	Syllabus and Materials distribution	Students are able to: 1) Share what the goals of the course are 2) Mention the materials of the course 3) Negotiate the learning strategies
2	Students understand the following concepts: 1) Knowledge of the sound system 2) Knowledge of words arbitrary relation of form and meaning 3) Creativity of linguistic knowledge 4) Knowledge of sentences and non sentences 5) Linguistic knowledge and performance	Linguistic Knowledge	Using their own words, the students explain their understanding about knowledge of the sound system and words arbitrary relation of form and meaning, creativity of linguistic knowledge, knowledge of sentences and non sentences, linguistic knowledge and performance.
3	Students understand the following concepts: 1) Descriptive, prescriptive, and teaching grammar 2) Language universals 3) Animal language	Grammar and Language Universals	Students are able to explain or answer the questions about descriptive, prescriptive, and teaching grammar, language universals, and animal language.
4-5	Students understand the following concepts: 1) Human brain 2) Autonomy of	Brain and Language	Students are able to explain or answer the questions about human brain, autonomy of language, and

Meeting (1)	Competence (2)	Learning Material (3)	Indicator (4)
	language 3) Evolution of language		evolution of language
6	Students understand the following concepts: 1) Speech sound 2) Phonetic alphabet 3) Articulation phonetics 4) Phonetic symbols	Phonetics	Students are able to explain or answer the questions about speech sound, phonetic alphabet, articulation phonetics, and phonetic symbols
7	Students understand the following concepts: 1) Phonemes 2) Distinctive features 3) Pronunciation of morphemes	Phonology	Students are able to explain or answer the questions about phonemes, distinctive features, and pronunciation of morphemes
8		Midterm Test	
9-10	Students understand the following concepts: 1) Words of language 2) Words classes 3) Word formation 4) Word coinage	Morphology	Students are able to explain or answer the questions about words of language, classes, formation, and word coinage
11-12	Students understand the following concepts: 1) Sentence structure/patterns 2) Grammaticality 3) Phrase structure 4) Lexicon 5) Sentence relatedness 6) Sign language syntax	Syntax	Students are able to explain or answer the questions about sentence structure/patterns, grammaticality, phrase structure, lexicon, sentence relatedness, and sign language syntax
13	Students understand the following concepts: 1) Dialects 2) Lingua franca 3) Pidgins and creoles 4) Styles, slang, and jargon 5) Language, sex, and gender	Sociolinguistics and Language in Society	Students are able to explain or answer the questions about dialects, lingua franca, pidgins and creoles, styles, slang, and jargon, and language-sex-gender
14	Students understand the following concepts: 1) Stages 2) Learning vs. acquisition 3) Theories of child 4) Biological foundations of language acquisition 5) Second language	Language Acquisition	Students are able to explain or answer the questions about stages, differences between learning and acquisition, theories of child, and biological foundations of language acquisition, and second language learning

Meeting (1)	Competence (2)	Learning Material (3)	Indicator (4)
	learning		
15	Students understand the following concepts: 1) Sound change 2) Phonological change 3) Morphological change 4) Syntactic change 5) Lexical change 6) Genetic classification	Language Changes and Pedagogical Linguistics	Students are able to explain or answer the questions about sound change, phonological change, morphological change, syntactic change, lexical change, and genetic classification
16		Final Test	

Table 2 The Student 1's reflection

St. 1	I understand the importance of learning linguistics for me. I can understand about language science.
	Learning linguistics give some experiences about English language. Morphology gives me clear knowledge about word formation, especially on topics bound and free morphemes. I also learn about language meanings, that I never get before in English class.

Table 3 The Student 2's reflection

St. 2	In learning Introduction to Linguistics, I get much knowledge I need as an English instructor in the future.
	At the beginning the (learning) materials are more theoretical, but approaching to the end, the materials become more practical. The materials are beneficial to be taught to learners especially for speaking and pronunciation improvement and grammar and structure mastery. Phonetics and phonology chapters cover the understanding on phonetic alphabets and how to pronounce words correctly. Meanwhile, in the chapters of syntax, semantics, and pragmatics, I can deepen my mastery in English sentence structure. Otherwise, I think the book of reference is a bit difficult to understand. A gentle suggestion, the simplified book is needed.

Table 4 The Student 3's reflection

St. 3	There are several points I got from Introduction to Linguistics which, I think, are beneficial in teaching process.
	1- Presupposition. I learn how to be more sensitive in understanding the students' condition at the time they are learning. 2- Syntax. The most English material I teach is structure, so by learning syntax I can enhance my English structure mastery. This will help me be more confident. For example, I get to know that the main role of adjectives is to complement nouns and pronouns. 3- Phonetics. In applying teaching techniques, I need to communicate to the learners. By learning phonetics, I can learn how to pronounce the English words and phrases correctly, along with correct articulation and stresses.

Table 5 The Student 4's reflection

St. 4	I believe there are several things I learn which are helpful in teaching and learning process.
	I get to know how knowledge system is structured, how to transfer knowledge, and how the knowledge is changing. I do believe that linguistics has direct relationship with language teaching, translating, writing books. For teachers, learning linguistics can definitely improve the language competence.

Table 6 The Student 2's reflection

	Based on my experience, learning linguistics is a pleasure and necessity. I think it is very important for English language teachers to learn linguistics.
St. 5	Phonology is a branch of science teaching me sounds of English. I learn morpheme structure in morphology, and phrases and sentences in syntax. Meanwhile, I learn more about language and utterance meanings in semantics. Therefore, learning linguistics is very important for the students of English language study program. I can apply my knowledge of linguistics to my students.

Table 7 The Student 6's reflection

	Learning linguistics is very beneficial for me. It has very close conjunction with my daily activity, especially in my daily learning.
St. 6	After learning linguistics, I think I can improve my English communication skills. Learning linguistics is one of the ways I get to improve my confidence as an English teacher. I can communicate to my students effectively. Principally I learn phonetics, phonology, morphology, syntax, semantics, etc. Besides, I learn some aspects which are important to anticipate the problems in teaching and learning process.

Table 8 The Student 7's reflection

	I think learning language science is very important for everybody, especially for me as an English teacher to be.
St. 7	I learn that the human is the only being speaking with language. Learning linguistics helps me understand what my students say, mean, and want. In introduction to linguistics, I get acquainted with several terms, such as phonology, semantics, and morphology. In phonology, I learn sound patterns. In semantics, I learn the language meanings. In morphology, I learn words compositions.

Table 9 The Student 8's reflection

	As a future teacher, for example an English teacher I think it is really important to study and understand deeply about the knowledge of the language
St. 8	<p>When I learn this knowledge (linguistics), I realize that linguistics is one of the important studies I should learn. What is Linguistic? Why it is important for us as a future teacher?</p> <p>First of all, Linguistic is the study of: how is such a knowledge system structured, how it is acquired, how is it used in the production and comprehension of messages, how does it change over time. Linguistics is the study of human language. Linguists are concerned with a number of particular questions about the nature of language. So in linguistics we should follow the rule, the structure of a language. In this part we learn about how to apply or use English in our class.</p> <p>Second, what are the contents of linguistics? At the first chapter we learn about the beginning and the knowledge of language, and then we connect this part with brain and the evolution. There are also important contents of linguistic: Morphology, Syntax, Phonetics and Phonology. Morphology is the study of the formation of words. Syntax is the study of formation of sentences. Phonetics is the study of speech sounds in their physical aspects. The last is phonology, is a study of speech sounds in the cognitive aspects.</p> <p>All of the contents above are really important, of course for English teacher. When we have to and will teach new students we must learn and understand this content. Linguistics is really important to contribute not only to the fields of education but also to other fields including sociology, psychology, law, medicine, technology and communication. So in order to teach people, we have to understand first about the materials, it will be a shame for a teacher for not knowing this knowledge. For this reason, Linguistics is really important for us, especially for teacher.</p>

Table 10 The Student 9's reflection

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St. 9	In linguistics, we learn a language scientifically. We learn anything of language. Through this course, I learn the importance of learning a language. I can learn how to be more creative, innovative, and adaptive (in teaching English).

Table 11 The Student 10's reflection

	There are several things I got during the course, especially things which have close relationship with language teaching and learning.
St. 10	Morphology, I know kinds of words and word compositions, and how to use words differently in sentences and utterances. Syntax, I can learn how to formulate sentences correctly and contextually. Phonetics and phonology, I learn how to teach my students pronounce English words correctly and stress words and sentences correctly. The meaning of language, I can teach my students how to mean the utterance and how to question and answer.

Table 12 The Student 11's reflection

	Learning linguistics can help me become a good English teacher.
St. 11	So far, I learn 1) the history and improvement of language, 2) how to pronounce words correctly so I can teach my students pronunciation well, 3) how to use language appropriately, 4) how to formulate sentences, so i can teach my students how to make sentences well.

Table 13 The Student 12's reflection

	Learning linguistics is very important for me as an English teacher to be.
St. 12	Even I learn theories, i get the advantages of learning linguistics. By learning morphology, I can teach my students to arrange words correctly in a correct sentence. I also learn the sound of language in phonetics. Letter on in can teach my students how to sounds the words correctly. In syntax, I learn the sentence patterns of language. I believe the knowledge is applicable in the real teaching and learning process.

Table 14 The Student 13's reflection

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St. 13	One of the content subjects in Semester III is Introduction to Linguistics. In this subject, I learn how to analyse sentences, and I practice a lot how (to) make correct English sentences. Other thing I learn from this class is I get familiar with how to imply meanings in utterances. As the result, I can know and understand what people imply of what they are saying. In the teaching learning context, it can merely help me to understand my students well.

Table 15 The Student 14's reflection

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St. 14	Linguistics has close relationship with sentences and words, how words form sentences. In the linguistics class I also learn about the meaning of the language. By understanding the meaning, I can understand what my students really want from me.

Table 16 The Student 15's reflection

	It can assist my understanding on both English language competence and language teaching competence.
St. 15	Firstly, I thought linguistics was challenging to learn, for the hand book was thick. ☺ By the end of the semester, I was thinking my understanding about words pronunciation and English structure improved. Here I feel linguistics is merely an extra subject available for better understanding of the language.



Figure 1 The picture showed one of the learning activities, which is the students' presentation on the sub-topics of linguistics materials. The students are divided into 8 groups. They, in groups, take turn to present certain specific materials, and their friends give comments, questions, or suggestions. This method is believed to be very effective in overcoming the students' passiveness and boredom in comprehending the theoretical materials of linguistics. To support learning, the classroom is equipped with a LCD projector, student computers, and a whiteboard.