



Designing Applied Linguistics Course for a Postgraduate Class: A Case Study in Literature Major

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ABSTRACT

The present research aims at designing an applied linguistics course for the students of literature at the post-graduate level. The inclines of English linguistics and literature are: one is related to the immaculate hypothetical evidence, while the other is related to culture, society, and art, and the various results it can envision which brings it under a specific arrangement. In this study, the researchers refine different hypotheses and theories instead of the issue of further developing exercises and instruction modules. Content Analysis (Lasswell, 1968) has been used as a tool for data collection and the framework applied for this study is Syllabus Designing (Nunan, 1998) because to design a course, syllabus designers animate the feelings, needs, and musings of their students by engaging them in different activities. This can occur if instructors separately investigate standards and examinations with abilities. They, at that point, then made an English Literature class that would be met with a course in building hypotheses, methods, and theories about their experience and the discoveries of their associates (for example, Nunan, 1998; Widdowson, 1984; Candlin, 1984; Nunan and Carter, 2001etc.) in attempting to concentrate in this new era. By then, they are associated and adjusted to the English (literature) courses of consenting to the writer's experience and consenting to the requests of certain researchers who wanted to have a critical application of applied linguistics (Pennycook, 2021). The result shows that a teacher who knows about the reasoning for the plan of the schedule can show what, why, when, where, and how much for the class to instruct much better and all the more proficiently. The research is intended to direct teachers to a basic appraisal of thoughts and the educated application regarding their study halls.

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1. Introduction

Applied linguistics is an interdisciplinary field that recognizes, examines, and tackles real language-related issues. A portion of the controls identified with applied semantics is training, brain science, correspondence studies, human studies, and social science. The primary spaces of applied phonetics are bilingual and multilingual, discussion investigation, contrast semantics, numerical science, etymological assessment, entryway humor, talk examination, language training, second language procurement, language arranging and strategy, etymology Includes, artistic style, language educator instruction, common-sense science, and scientific medication. A reasonable history of the field of applied linguistics can be found in the principal issue of the Language Learning: A Journal of Applied Linguistics around 1948. Although there are other practical beginning stages, particularly according to a British

perspective, this date intently coordinates with most conversations of the beginnings of applied phonetics.

During the 1950s, the term was intended to mirror the bits of knowledge of practical linguists, for the most part, material straightforwardly to second language instruction and, at times, to issues of primary language capability and the craft of language. Widdowson (1984) contends that a specific heading of correspondence, generally centered on information and unwavering quality of normal language, is probably going to misjudge the factual reason for the language homeroom setting and disregard the powerful system of language instructing. He additionally contended that applied linguists should uphold instructors in all parts of Hymes' (1972) idea of informative skill, adjusting phonetic cognizance, like grammaticality, connotation, legitimacy, and joining models from demonstrated models (Widdowson, 1984).

Another accentuation on language instructor training has been a development to connect with educators in the act of activity research. The pattern to prepare educators with intelligent works on looking at the viability of instructing and learning in nearby homeroom settings will increment throughout the following decade. Applied semantics depends on certifiable language-driven issues and concerns (principally connected by bottom-up issues including language use, language evaluation, language contact, multilingualism, language strategy, and language teaching). Notwithstanding, there is likewise the acknowledgment that such bottom-up issues have an exceptional reach, which will, in general, weaken a typical reason with training. Applied Linguistics for the most part coordinates other disciplinary information past phonetics with an end goal to tackle language-based issues.

Applied literature can be seen as an endeavour to deliver writing and make it valuable in individuals' everyday lives as a result of the snare of complete conjecturing. Applied literature, similar to some other point in the present scholarly setting, can have numerous acknowledgments. An interdisciplinary and inter-textual analysis is a method of applying literature to the issues of the living. Affected by social examinations, comprehension of writing is unique if culture is extraordinary. Diverse arrangement infers various premises and assumptions of the subject, and furnishes a visually impaired fix with prevention to everybody, including analysts, from seeing the truth of the world. The application writing ought to be a relevant action and the exploration that upholds this adds to the viewpoint of a steady idea wherein writing, proficiency, perusing, composing, and information are not fixed. Apperceptive examination can lead specialists nearer to the universe of life, and there is a nearby experience with each with regards to their utilization and hypothesis.

The experience between present-day Western culture and native culture was considered on account of crude and unskilled culture trying to challenge the Western viewpoint of education and the printed idea of writing, dispensing with unskilled societies in the abstract examination region. Accordingly, alone applied literature dependent on Western scholarly hypothesis has no space for a culture with a solid oral inclination. The investigation of Applied Literature treats writing and its topic as though it were a known objective/thing remaining there for use. Relevant information and individuals' comprehension of writing, a long way from certain presumptions and biases, are important to viably manage writing with the end goal of legitimate application.

The excuses for our peers who teach English literature are as follows: The embodiment is that there are two unique fields. One clarified the unadulterated hypothetical premise, while the rest was associated with culture and its numerous potential outcomes, making it too oppressive to even think about bringing into a specific arrangement. Courses in English training are regularly teacher-oriented and non-text-based, however, English is, for the most part, an artistic analysis that isn't restricted to message-based strategies and can be overseen through self-sufficient learning in an assortment of approaches. In any case, the reader-response course, history, and legitimate significance, and psychological methodology resemble some other. All things considered, the mission of a teacher is to do different refreshed hypotheses in a system that he thinks and is more viable.

In Pakistan, English language courses are principally given at the undergrad level, yet some other courses are also given at the postgraduate level, for example, Business

Administrations and Science Management. At the General University, English projects are for the most part overseen by every organization of the Department of English. Guest educators were employed to show English because the exercises of Core of the Department of English are perceived to show language across English Linguistics and/or in English Literature. When in doubt, there are typically determined long periods to show English at the undergrad level. There are certain syllabuses for English Linguistics and Literature.

In case there is no fundamental English educator from the overall college, which gives an English program, the Department itself design a syllabus for the students. Assessment Practices in all cases center around the substance appraisal of content, for example, Major Correspondences or brilliant passages rather than etymological innovation. In the public area schools, the English is chiefly contracted and packed utilizing the Grammar Translation strategy through the Urdu and the Local Language in study halls. In non-public schools, English authoritatively has instructive media. In any case, nonetheless, that the utilization of at least one shared dialect isn't legitimized, instructors in this manner don't concede that they don't utilize them in the classrooms.

Macaulay (1835) anticipated that blood and shading are Indian; however, taste, assessment, and scholarly English, decipher the information learned by individuals in a class, share it with others, and advantage the local area. All things being equal, individuals in this class figured out how the British utilized language training and financial matters as devices to fabricate power control and influence. Then, when individuals from this class held onto control of Pakistan, they maintain semiotics and presently utilizing this social semiotics to keep up with power, and in doing as such they kept up with and extended provinces. Colonized people groups and colonized social classes both inside and outside the state progressive legislatures of Pakistan keeps up with the strength of the English language. This is somewhat done by building up arrangements, syllabus, and practices that require the general population to learn English effectively. By doing as such, the public authority likewise keeps up with its force and notoriety. Likewise, the Pakistani elite class realizes that keeping up with English (for instance, distinguished by one of the two languages recognized in the draft educational program of Pakistan in 2020). The frontier strategy that exists and stifles the native people groups' framework proceeds in English.

The educational program incorporates the philosophical, social, and managerial components of the instructive program. This is given by the scholastic and advanced education boards of dynamic bodies and is conceivable if all colleges should consent. It's anything but a sub-part of the curriculum design; it determines which units are to be instructed, lastly how to show the methodological units (Allen, 1984). Also, the chance of a detachment between content, i.e., curriculum and strategies, and even evaluation is being addressed. Thus, Widdowson (1984) contends that syllabus designing is a system for curricular exercises, where references are thought to represent a danger to training when seen as an outright standard overseeing what to realize. As indicated by this definition, we comprehend that educational program is adaptable and change is lasting. The educational program is to choose materials dependent on the reason, length, and level of the course, as indicated by Allen (1984).

The purposes behind ignoring English literature in general, and particularly showing approach, have consistently been a worry, and one of its significant parts is curriculum development or syllabus designing. Planning a syllabus, or having elevated standards, implies that the course instructor knows what, why, and how to instruct. Then, the researchers are building hypothetical structures, profiting from the thoughts of different researchers in issues of the subject plan and educational program improvement. The instructors then, at that point made an English Literature class that would be met with a course in building hypotheses about the experience and the discoveries of the researchers in attempting to concentrate in this new era. Syllabus designing is principally viewed as worried about the choice (selection) and assessment (grading) of content.

1.1 The Problem of the Case Study

There was a constant hole between the two majors in English language, English Literature, and Linguistics teaching. The latter may positively be of worth previously, like technique, testing, phonetics, and so on, as the present scholastic circumstance works in multiple areas. Consequently, what is in plain view here isn't to offer an interdisciplinary

program, yet how to use different methodologies and approaches of English teaching to support our academic strategies. Syllabus designers need to animate the feelings and musings of their understudies. This was found by the teacher on the topic of inspiration. Etymology and the theory of language were blended in with artistic analysis during the last century, utilizing formalism, structuralism, and post-structuralism. Also, the development of fictional language in the literary world played an important role in describing to the artificial language and the imagined language together. Different typologies of literary world like auxlangs, conlangs, phono-aesthetics, loglangs, and many more aids to combine imagined language to the different experiential, ideational, rhetoric, and aesthetic effects of the learners.

As a postgraduate student, the researchers want to highlight the issues of applied linguistics as it does not practice the problems at deeper level such as critical pedagogy, critical thinking, critical approaches to literary texts, society, race, gender, culture, and many more. The researchers think that the text investigation of artistic works needs to manage punctuation, language, and construction to get what text advises us. Courses in English Language Teaching are not educator-driven (teacher-oriented), text-based, and more ordinary, but rather English literature isn't restricted to message (text) based systems, however with peruser response, undeniable or writer planned academic criticism. It could be supervised without help from anyone else to concentrate on various methodologies. Regardless, in literature, the teacher's task is to do other overhauled speculations of his method to mastermind his own, more practicable. In this regard, the present research aims at designing an applied linguistics syllabus for the students of literature at the post-graduate level.

1.2 The Objective of the Case Study

The main objective of the study is to design an applied linguistics course for the students of English literature at the post-graduate level. By catering to the needs of the learners, one can design a course that is according to the learner's autonomy and the learner's negotiation. The study is significant as it adds to individual intellectual and expert turn of events, to obtain the capacity to utilize English, in actuality, realities, and disposition data, to build confidence and self-worth, to foster the abilities and skills, record, and use data from different hearing and composing sources, and to foster the capacity of English as an archive. By using this syllabus, the students of literature will be better able to tackle the art, literary movements, culture, society, power structures, and other genres of literature. Additionally, this study helps in increased shots at getting, fellowship, and collaboration with individuals who use English utilizing a typical language, to develop Critical Thinking, Master Learning Methods, and Technology, to develop Techniques and Attitudes to utilize English for imagination (literary purposes). Moreover, it utilizes English for innovative purposes, to create and keep up with relational connections, and to give direction on how this is accomplished.

1.3 Thesis Statement of the Case Study

Designing Applied Linguistics Course for a Postgraduate Class: a Case Study in Literature Major

1.4 Significance of the Study

The motivation behind this study is to include language instructors in courses of ceaseless expert turn of events. This research intends to direct teachers to a basic appraisal of thoughts and the educated application regarding their study halls. This arrangement gives intend to professors to start to lead the pack in training arranging. Focus on researching analysis as the reason for the powerful activity; one accepts that the improvement of language schooling started with the free endeavours of instructors in the homeroom. This autonomy is achieved by forcing fixed thoughts and working with refined articulations. This can occur if instructors separately investigate standards and examinations with abilities. The researchers' motivation is to give direction on how this is accomplished. The researchers want to accentuate how to detail the intricate components in its incorporated teaching plan. All together for language teaching to be a genuinely proficient undertaking, it requires steady experimentation and assessment concerning specialists proceeding education.

1.5 Delimitation of the Case Study

The study is limited only to the students of English Literature at the postgraduate level in Pakistan.

2. Literature Review

Syllabus designing has been the debate for many scholars and researchers ranging from objectives to the evaluation. Widdowson (1984) remarks that it represents a danger to instructional method when seen as a system for curricular exercises and not as references but rather as supreme principles for figuring out what to realize. As indicated by this definition, we comprehend that the educational plan is adaptable and change is lasting. As per Allen (1984), the determination of materials depends on the curricular objectives, span, and level of the course. An issue starts with an ensuing definition that decides the talk or educational plan in content, design, part, and organization. Indeed, late examinations have eliminated the limit between the curriculum and syllabus design advancement.

From that point, the educational program incorporates the philosophical, social, and managerial components of the instructive program. This is given by the scholastic and advanced education boards of dynamic bodies and is conceivable if all colleges should consent. It's anything but a sub-part of the curriculum design; it determines which units are to be instructed, lastly how to show the methodological units (Allen, 1984). Also, the chance of a detachment between content, i.e., curriculum and strategies, and even evaluation is being addressed (first you need to know what a schedule is. Definitions are consistently disputable. Thus, Widdowson (1984) provides a system for curricular exercises, where references are thought to represent a danger to training when seen as an outright standard overseeing what to realize. The educational program is to choose materials dependent on the reason, length, and level of the course, as indicated by Allen (1984).

Notwithstanding, the conventional wording varied somewhat between the three. There, the educational plan incorporated the philosophical, social, and administrative elements of the instructive program. Generally, this is given by the scholastic and advanced education councils of dynamic bodies and is conceivable if all colleges should go along. Nonetheless, the schedule, in a piece of the educational plan, indicates how to show a few segments, lastly, the approach reveals to us how to show the segments (Allen, 1984). In any case, questions were raised about the substance, in particular the prospectus and technique, just as the chance of detachment between appraisals (Candlin, 1984). In this way, not exclusively is the limit between the educational plan and the curriculum an issue, yet it additionally makes it hard to recognize the syllabus and the strategy. Hence, it is hard to recognize educational plan and system, just as paying little mind to educational plan and subject limits.

Syllabus designing is principally viewed as worried about the choice (selection) and assessment (grading) of content. The curriculum is regularly alluded to as the planning and development of Curriculum, that is, curriculum advancement, execution, scattering, and assessment. It identifies with the substance of the whole educational program. Harsh (1984) supplanted the idea of techniques in schedule, with the assistance of schedule creators, which came to be viewed as a method by which educators can accomplish some level of accomplishment. The robust between the necessities of what's more, the student's motivation (as a social being and as a person) also, the exercises that occur in the study hall (Yalden, 1984) is just a structure inside which to lead educational plan exercises. It represents a danger to schooling in particular on the off chance that it's anything but a flat-out rule for choosing what to realize, not a reference point where direction can be taken (Widdowson, 1984).

One can do that as well; inquire as to whether it is so natural to isolate what we call the technique or methodology of what we call content, or on the off chance that it is inescapable that we carry the rating to the conversation (Candlin, 1984). In all syllabuses, the mental cycle of language, adapting in a roundabout way communicates certain presumptions of instructive and social cycles in the study hall (Breen, 1984). The syllabus designing is an exceptionally broad idea that incorporates contemplations for the general complex of philosophical, social, and authoritative components that add to the arranging of instructive projects. Curriculum design, then again, alludes to the subparts of the educational program that identify with the determination of which unit is educated (not quite the same as the showing strategy, which involves technique) (Allen, 1984). Languages are extremely intricate, and since it's anything but conceivable to show everything simultaneously, to be fruitful in

training, the reason, capability, and term of the choice of this are made during the prospectus arranging stage.

Languages are for the most part characterized through correspondence and/or frameworks of sounds, words, rules, and so on (Mahboob, 2019). English pioneer powers (like other colonial powers) by and large extended high upright and scholarly experiences into Europe, particularly Britain. They overlooked, disregarded, and obliterated the nearby writing, science, and information. For instance, there are not many records or source offended parties of old South Asian writing today (all annihilated or plundered during the British period). The greater part of the set of experiences right now accessible was made or supported by the British. Given the objectives of the British, there is little motivation to accept that these chronicles depend on genuine occasions, information, occasions, or messages, which have been additionally changed through schools and books throughout the long term. In the short-term, all things considered, Britain designed the story to help its states. A large portion of the present Pakistanis is just acquainted with the set of experiences that started these states and pilgrim times for the Pakistani area. This is basically because of the obliteration of admittance to the vast majority of the first sources and messages (Mahboob 2019a, 2019b).

3. Methodology

The study has been planned within the broader paradigm of qualitative analysis. *Content Analysis* (Lasswell, 1968) has been used as a tool for data collection and analysis. Content analysis is an exploration instrument used to decide the presence of specific words, subjects, or ideas in certain qualitative and subjective information (for example, text). Utilizing content investigation, analysts can evaluate and break down the presence, ideas, themes, and connections of specific words, subjects, or ideas. Information sources can emerge out of meetings, open-finished inquiries, field notes, discussions, or in a real sense any event of correspondence language (like books, expositions, conversations, paper title texts, discourses, media, authentic records). *Critical Applied Linguistics* (Pennycook, 2021) has been used as a primary tool as it questions the issues of language use, society, culture, power, politics, education, and many more at the broader level in a critical way. The table given below shows what is already presented (Applied Linguistics) and what is actually recommended (Critical Applied Linguistics):

Table 1:

Sr.No.	Applied Linguistics	Critical Applied Linguistics
3.1	What is Applied Linguistics?	Why Critical Applied Linguistics?
3.2	Theories of language learning	The politics of knowledge
3.3	Syllabus designing	Critical applied linguistics in the curriculum
3.4	Error analysis	The politics of difference
3.5	The nature of approaches and methods in language learning	The politics of language
3.6	Product and process-oriented syllabus	The politics of text and pedagogy
3.7	Applied linguistics in simple terms	Applied linguistics with an attitude

4. Theoretical Framework

The framework applied for this study is *Syllabus Designing* (Nunan, 1998). Syllabus designing is principally viewed as worried about the choice (selection) and assessment (grading) of content. It is regularly alluded to as the planning and development of curriculum, that is, curriculum advancement, execution, scattering, and assessment, and it identifies with the substance of the whole educational program. Curriculum development deals with the implementation, management, planning, administration, and evaluation of the content. Planning a syllabus, or having elevated standards, implies that the course instructor knows what, why, and how to instruct. Then, the scientist is building his hypothetical structures, profiting from the thoughts of different researchers in issues of the subject plan and educational program improvement. He then, at that point made an English Literature class that would be met with a course in building hypotheses about his experience and the discoveries of his associates in attempting to concentrate in this new era. In this regard, the researchers consulted different articles and texts to design an applied linguistics course for the students of English literature at the post-graduate level.

5. Discussion and Findings of the Case Study

In this paper, in accordance with ongoing patterns in the social and humanities that should be an impact-driven movement as in it should profit both society and people in application, theory, and practice (Fulcher and Davidson, 2007.) As per these patterns, *Applied Literature* has achieved interdisciplinary acknowledgment in the clinical humanities. For instance, if a medical care proficient needs the meaning of a day-to-day existence that needs her life, what is the exclusion in her professional preparation: professional preparing? It takes out all that makes us interesting people. Where do we comprehend (in professional projects) and train for agony and delight? Where would one be able to get standards and models for forming intentions, life designs, objectives, feelings, perspectives, and characters? Where to think and engage about reason, objectives, and way of life? Where do you get your point of view on your own life, the existences of the other individuals, and the connections between them? These things don't simply occur, is the thing that we needed to accept (Clouser, et. al., 2014). The utilization of such writing to beat the deficiencies of medication transforms writing into a more genuine subject for teachers of the world due to the interdisciplinary idea of such a methodology according to the perspective of applied literature. Literature ought to be the subject of innumerable understandings and definitions. The description of the above-mentioned table is as follows:

5.1 Applied Linguistics

Applied Linguistics is an interdisciplinary field that recognizes, investigates, and proposes language-related issues, all things considered. The fields of study connected with applied linguistics incorporate instruction, brain science, correspondence studies, humanities, and social science. *Critical Applied Linguistics* is a way to deal with language use and discovering that joins nearby language conditions to more extensive social foundation. It is best perceived as the convergence of different spaces of applied language working under express basic names, including critical discourse investigation, critical education, critical teaching method, or critical language testing. They follow significant basic standards, like women's activist or hostile to bigoted training, yet don't utilize similar names. In the accompanying area, the specialists give an outline of this work prior to examining different issues and challenges, including the battle for the importance of the expression "critical", and inquiries concerning the need and relevance of the work past real analysis of (non-Western) harmony that long last, the scientists examine how CALx opens up numerous better approaches for contemplating applied phonetics, introducing applied linguistics more extensively with another range of issues connected with language, governmental issues, personality, morals, and contrasts.

5.2 Applied Linguistics isn't a Discipline

Applied linguistics isn't a discipline that applies language hypothesis to a particular field or uses it as a device for philosophical control to take care of issues, for example, social screening techniques, work on differentiating etymology, criminological phonetics, stylistics, talk investigation, psycholinguistics, and sociolinguistics; a method for building social connections. On the other hand, in critical applied linguistics, the distinctive political perspectives have various ideas of how power can be partitioned, seized, or rearranged. The political domain is starting to give a significant similitude to the possibility of power. Does empowerment mean the transfer of power? Or then again does it mean helping other people seize, spread, partition, merge or reallocate power? These inquiries mean the various understandings of what power is, the manner by which it works, and the methodologies we should embrace when confronted with it. The researchers trust that to foster this perspective on language we want to gain from post-structuralist contemplating power and language and work towards a more context-oriented comprehension of force relations. For instance, assuming we perceive that men have power women, we want to ask how it functions, how it occurred and what methodologies we ought to embrace to react to it. Like in *Modern Critical Theories*, Feminist theory deals with language and sexual orientation deny men of force and give ladies more power so they resemble imparting capacity to men or heading out the kinds of force that give men the domain. The significant job of language in building and keeping up with power relations, then, at that point, want to ask how power functions in the state. Would it be a good idea for us to change society first? How to change language? Is it to give individuals admittance to a solid type of language? Would we be able to change the way? Language is utilized to change the manner in which power is delivered, and this is what exactly the politics of knowledge is.

5.3 The Researchers depict the parts of a Proper Curriculum

In such a manner, Nunan (1998) checks Objectives, Resources, Steps, and Assessments as parts, as yet considering Mills title, reason, foundation, issue portrayal, steps, assets, and appraisal. The experience of the writer and his companions shows that another significant parcel is the declaration of instructors' assumptions, and the rule ought to be clear. To determine *Sonnets* composed by teachers as tests, they should be clarified to understudy toward the start of the course (Showalter, 1984). Then again, *Fiction* in the process decides the number of pages per meeting to incorporate. It would be of extraordinary assistance if it likewise included giving advanced or audio-visual files to every meeting, extra readings, and sites.

Before continuing ahead to the methods, some significant focuses remain. In the first place, the schedule planner or a syllabus designer (definitely) has no interaction instructor (Yalden, 1984). In this regard, the associates can find support from companions who spend significant time in English instruction. Second, scoring is to put together the substance of the talk, from simple to troublesome. Then, necessities investigation should be performed before fostering the educational program and planning the schedule (Nunan, 1998). To clarify the exhibition section, the accompanying *Integration*, which alludes to the coordination of abilities, like technology, into the general schedule plan or syllabus design (Chang and Kuo, 2009), ought to be completely inspected. At long last, *Sequencing Syllabus* is the request for subject substance as indicated by trouble, recurrence, or student needs (Nunan, 1998).

The enormous contrast between *language subjects and literature syllabus* is the circumstance of distribution. Indeed, for the Literature course, it is totally important to advise learners regarding the substance before the semester since *Fiction and Drama* books are long and time and power are absent. In verse, the length might be significant; however, the greatest issue is readiness. Educators ought to request that the readers read *Sonnets* before the meeting to discover new words. This research arrives at a characterization that helps instructors about what the syllabus and curriculum plan need and what they are focusing on, which schedule is reasonable for the course educated by the educator. The first of the types, called *Grammatical Syllabus* or *Additive Syllabus*, presents each thing, in turn, to set up the establishment for the last mentioned, before continuing ahead to the following thing (McDonough, 1981). Plans of this sort of material can be founded on themes, topic, setting, and circumstance (Nunan, 1998). For instance, it very well may be an abstract analysis that causes it to appear to be difficult to show *Structuralism* while learners are ignorant of *American and Russian Formalism*. Or then again teach destroying when there isn't anything thought about *Structuralism*.

5.4 Synthetic and Analytic make a Twofold

They show various parts independently (Wilkins, 1976). The distinction between this and the last one is the need and presence of each request. An illustration of these sorts is *Ph. D. Abstract analysis and Shakespeare analysis*. If you change "subjectivity" to "rivalry" in the two topics of the basic interaction, nothing will occur. Along these lines, until now, the progressions are dreary on the off chance that we initially encouraged pilgrim thoughts to arrive at the issue of analysis. Also, changing the request for Shakespeare's time and dramatic directions may not bring about a debacle. In compositing, the synthetic analysis is isolated into singular things. Students need to reintegrate the segments. For instance, if a *Ph.D. scholar of Literary Criticism* indicates that an understudy ought to apply the analysis shows "writer" and "peruser" or "race", "gender", and "rivalry" together to make an article, a manufactured or synthetic syllabus will be made. *Literary policies (critical literacy)* are an indispensable piece of the social annihilation of individuals just as sexual orientation in the public eye. Literacy is related with material, racial and sexual mistreatment of ladies and addresses ladies' expectations of break. For women, this is seen as a danger, and the craving to learn English means going to class to enter a world that guarantees change, putting all that they know in question.

The most applicable method used is *Culture Response*. Clarified by planning a multicultural syllabus to suit all understudy interests (Ostrowski, 1994), including writing made explicitly for ethnic minorities or in minorities (Willis, 1994). Planned thusly, the schedule not just spurs the learners to discuss their starting points, yet in addition, guides them to concentrate better and all the more unhesitatingly about the subtitles of the subject. Since the communication between the peruser and the content makes meaning, the teacher here permits the learners to respond and interface with the content. This likewise empowers the understudy's *Top-Down Processing* to identify with what the learner thinks about the data. Text determination is particularly significant in such a manner; as such, the content that can be perused elaborately is awesome. Writing is a talk of the principles of an extraordinary language and because of this; one can foster the reader's powerlessness in a one-of-a-kind method of abstract language by contrasting non-literary and literary writings. This identifies with *Bottom-Up Processing*, for example deciphering of language things on a page. The rule that text investigation ought to be joined with examination of creation and utilization rehearses has not been very much applied in practice. *Critical discourse analysis* focuses more on the top-down or hierarchical relationship of control than the bottom up relationship of obstruction, congruity, and acknowledgment.

5.5 Stylistics

Another methodology which the researchers found is *Stylistics*. Stylistics is a methodical method of inspecting how text design language will make certain implications. The act of vigilance understudies about complex decisions in the text hold meanings. It ought to be noticed that such exercises should be planned and designed which are based on stylistic devices and which tend to explore the effect of these choices on the meaning of the text. *Active Learning* is another approach and it is literary alter ego which was brought into the world with writing. This is because it coordinates self-governing learning materials (Rowntree, 1986). In this pass, the instructor will help the student discover away all through the subject by rehashing the suitable areas in the treatment exercise. The students can comprehend the hypothesis, yet for the most part, have issues applying basic techniques. We take part in exercises to chip away at the theme without basically finding out about it. The explanation is that the foundation information guides you before you start the exercise. Among different tips are point portrayals that can be related to what the student knows. As an example, allude to his structuralism to clarify Barthesian post-structuralism. Give movement criticism so you can choose for yourself if you are adapting viably. At last, if it's not too much trouble, help by summing up what you have realized toward the end of the exercise.

Go the other way and make an alternate sort of plan called *Chronological Syllabus*. If withdraws from current verse to the works of art, the way is time series, yet not recorded. Thusly brings both language and topic forward-thinking, suggested for a superior comprehension of the *poetry courses* (Lockward, 1994). After understudies have adjusted to the city's construction and environment, educators can get back to BA. Rookies who are not acquainted with English will deal with issues on the off chance that they follow the authentic rules. A large portion of the most intriguing work in *post-structuralism* went unrecognized (in linguistics). The theoretical structure of linguistics as a science (in linguistics) is as yet legitimate in the areas of *sociolinguistics* and *applied phonetics*. The chronological intricacy among phonetics and expansionism (both "inside" "outside") still saturates the "unprejudiced" arrangement of grouping and naming. *Critical Language Project* should go past basic perusing, examination, and deconstruction exercises to give a report on elective types of social association. Nonconformists appear to work with the understanding that making rules or assumptions unequivocal is an infringement of liberal standards and limits the opportunity and independence of the individuals who are expressly uncovered. It enables the learners by engaging them to free themselves by finding, fundamentally looking at, and creating options in contrast to the common shows of the academic talk local area. Perusing the world consistently goes before understanding words, and perusing words implies continually perusing the world. Notwithstanding, it tends to be additionally said that perusing a word goes before perusing the world as well as some type of composing or modifying, i.e., changing it through cognizant practice, and this powerful development turns into the focal point of the world.

5.6 Process-oriented Syllabus and Product-oriented Syllabus

There are another parallel; *Process-oriented Syllabus* and *Product-oriented Syllabus*. A product-oriented syllabus spotlights the information that students should get because of the

instructions given to them. Process-oriented syllabus centers around the learning experience (Nunan, 1998). Understudies have insight in progress if there are different seminars on topics or themes, for example, what's more, *Curriculum Simple Poetry, Introduction to Literature 2, and Advanced Poetry*. The process-oriented syllabus of a teacher should not surpass the requirement for a cycle. At the point when it resembles Alfred Tennyson's *Hawk*, it's useful for the initial step, simple poetry, however T.S. Eliot's *The Love Song of J. Alfred Prufrock* can find a way into the following stage, and John Milton's *Paradise Lost* finally, there are a few extracts. Indeed, the curriculum design and the syllabus design are interconnected here. For instance, regarding educating *Heaven Lost* in B.A., it's anything but conceivable to make the important perusing term with unimportant issues and other basic points of view as a main priority. Thusly, it ought to be set in different courses in the educational program. Then again, the school of writing is the lone interaction that impacts writing during the time spent training, so a product-oriented syllabus is required to study literature.

To put it plainly, *Formalism* is at times reasonable, however Philip Stevick models for *Smaller than Expected Novels*. Consequently, when one shows a novel with this methodology, one utilizes a procedural one. Likewise, there are no non-social or cultural-free subjects (Jordan, et. al., 2008), so, the social response or cultural response syllabus ought to be considered in showing all the information. Another model is if the chronicle novel has not been researched exclusively for recorded methodologies or *New Historicism*, or if by some stroke of language poetry, *Post-modern* reading has been investigated. The researchers have offered new sorts of talks to address the issues of English writing. One can be analogized. A few cycles, like *Literary Criticism 1*, need to consider in near studies like Aristotle, Plato, Coleridge, and Wordsworth, and there are numerous masterminds. In cases like this, M.A. applies a similar cycle makes a generous commitment to analyzing *Lacan, Kristeva, and Freud's hypotheses*. Additionally, in the school of writing, the joint investigation of *Neo-colonialism and Sentimentalism (Romanticism), Surrealism and Naturalism and Realism and Dadaism* make it simpler for the readers to comprehend.

With a short investigation of the Bachelor of English (Norton Anthology), the researchers first investigate Old English and the Middle Ages to arrive at the *Renaissance*. The researchers comprehend that the contrast between this schedule and added substances is history. From that point, if the understudies didn't wipe the way for the following stage that would be humiliating; however here if the authors were not utilizing Old English, innovation would perceive that the learners don't surpass. The same thing happens when the researchers educate books, shows, short stories, and so on such as Salinger's *The Catcher in the Rye (1951)*, understanding steers clear of Hardy's *Tess of the D'Urbervilles (1891)*, yet they are an issue of history, and we show them thusly.

5.7 A Central Position in Method Description

A central position in method description is involved by the distinction between the way of thinking of showing language at the hypothetical level and the series of subordinate methods instructing language. In applied linguistics, various methodologies and strategies are joined in the conviction that they have totally different attributes as far as their objectives, presumptions regarding how a subsequent language is learned, and favoured showing techniques, and that assuming language adapting should be improved, it will come through figuring out how to change and further develop philosophies. The shift from philosophy to the discourse mirrors a craving to foster scholarly practices that incorporate more complex investigation of the determinants of thought and conduct than is conceivable with terms like belief system. The possibility that there is something in the text hanging tight is unequivocally the suspicion post-structuralism is attempting to bring out. Critical applied linguistics is basic way to deal with the text which requires some sort of instructive activity that thinks about how understudies can move to oppose and change the talks that shape their lives.

6. Conclusion

The result shows that a teacher who knows about the reasoning for the plan of the schedule can show what, how, when, where, and how much for the class to instruct much better and all the more. What is recommended is Critical Applied Linguistics which aims at the practical implication of Applied Linguistics at the broader level such as society, politics, pedagogy, gender, power structures, culture, and many more critically. How to text design

language will make certain implications and how language is critically related to the issues at the broader level. Where would one be able to get standards and models for forming intentions, life designs, objectives, feelings, perspectives, the existences of the other individuals, and the connections between them? The act of caution understudies about complex decisions in the text (literature) hold meanings. It ought to be noticed that such exercises should be planned and designed which are based on stylistic devices and which tend to explore the effect of these choices on the meaning of the text. Ensure you are more effective to know whether you need to present or not. One can get the proposed effect and input all the more sooner.

Applied linguistics is considered to be a bunch of political abilities and is restricted to socially nonpartisan ideas of decisive reasoning. Conversely, Critical Applied Linguistics dismisses the idea that social relations are equivalent and spotlights on the issues of "access, power, imbalance, freedoms, shamefulness and sympathy". It is a proclamation of persistent doubts and questions about the suppositions and practices of applied linguistics. It is the problematization of the given issues, for example, sex, nationality, sexuality, primary language/non-local speaker issues, race, and phonetic privileges. This study is challenging, and the reader is acquainted with an assortment of hypothetical ideas like subjectivity, logic, comprehensiveness, getting and execution. This work will be substantially more helpful to the active trainer showing their training in an effective way. Critical applied linguistics analyzes how instruction, guideline, language learning and use are connected with the acknowledgment, maintenance, and proliferation of the appropriation of force in the public arena.

A significant stage in applied linguistics centers around the issue of power when worked out, repeated, and opposed in regions connected with language learning, for example, language strategy and arranging, language codification, language educating, language learning and language testing. Its purpose is not just to comprehend and clarify how power is built and practiced through language, yet additionally to change rehearses and enable those who are in danger of harsh practices. The purpose of language-based issues, in reality, is unpredictable and troublesome. It appears to be just suitable that applied language specialists look for organizations and community research if these issues are to be tended to adequately. This critical use of applied linguistics aims to focus the issues in the use of language and the extent to which the use of language is helpful in figuring out the issues critically which is a turning point. It is helpful in dealing with the critical issues of politics, power, gender, culture, society, and education in this era. Applying Linguistics to a Literature class would build hypotheses about the experiences and the discoveries of researchers in attempting to concentrate the problems of this new era.

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