
| RESEARCH ARTICLE

Linguistic Approach in Teaching English as a Second Language: Annotated Bibliography

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| ABSTRACT

The linguistic approach to teaching English as a Second Language (ESL) focuses on understanding and applying insights from linguistics, the scientific study of language, to enhance the teaching and learning of English. The linguistic approach involves teaching English by understanding how the language functions—its phonology (sounds), morphology (word formation), syntax (sentence structure), semantics (meaning), and pragmatics (language use in context). Sometimes the definition of learning ESL can be misunderstood, as many people think it is just a matter of grammar. This paper will show how teaching can be effective for ESL learners and how linguistically it works with students by understanding students' learning capabilities through an analysis of scholarly research.

| KEYWORDS

Linguistics approach, Phonology, Morphology, Syntax, Semantics

| ARTICLE INFORMATION

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Introduction

I am being judged as a Bangladeshi student for pursuing a master's in English in the U.S.A., since English is used nationwide. I am also being questioned about how English is being taught. So, I have chosen this topic to explain that teaching English does not depend solely on vocabulary and grammar practice, and to explore how teaching methods can effectively use linguistic approaches for ESL learners. As an English student, I can observe how this is used worldwide and explore different sectors of English, including writing genres, history, and sociolinguistics. So, for ESL students, English instruction is needed to guide them in practicing vocabulary and grammar, and exploring. Otherwise, ESL learners cannot understand which knowledge is practical. For example, through English teaching sessions, we can understand the differences between academic and non-academic words.

Simultaneously, as an ESL learner, I have had opportunities to observe both traditional English classes, where grammar and vocabulary are taught, and linguistically oriented English classes, which focus on the connection between mental processes, attitudes, and the mind. Most substantively, I experienced some literature classes in the MA program in which students compare and contrast their acquired knowledge with other things, which are called cognitive approaches. So, I think this is an effective method for ESL learners because teachers can understand how much they can learn. For instance, not all ESL learners have the same ability to learn English, so the teacher can finalize the teaching process by analyzing their linguistic capabilities.

One of my sources discusses how children's performance in second language acquisition is better than adults' and the connection between the human brain and language-learning ability, stating that one factor is age (Roohani). Similarly, our textbook discusses learning strategies, particularly the critical-age hypothesis in language learning. On page 332, the authors mention that "other factors may inhibit adult language learning: distractions, fear of embarrassing ourselves by making mistakes, more limited exposure" (Curzan and Adams).

I wish I could explain the connection between teaching and linguistics in the Bangladeshi educational context since English is taught as a second language there. I have noticed that, in some cases, most instructors apply general pedagogical principles consistently. For example, I observed the English classes of two secondary courses (7 and 8) to compare secondary- and advanced-level English classes. I noticed that both classes followed the translation method, translating English languages into the mother tongue. My question is whether all students in those classes had the same ability.

To achieve my purpose, I will first describe the significance of HUNG's cognitive linguistic approaches for explaining the differences between instruction-based and non-instruction-based classes. Furthermore, I will show how linguistic approaches would be practical for teaching methods, analyzing Hashemian and Fadaei's article. Then, I will discuss Chen's article about cognitive processes in teaching. After that, I will analyze Roohani's article about human languages and the human age to examine learners' abilities.

Lastly, I will analyze Shelestyuk's article on how English should be used, arguing that all languages are equal. This article will clarify how we help create diversity by exploring the English language and its genres. Moreover, I will try to make everyone aware that studying human language does not mean we pressure anyone to use the standard form or modern dialects. Instead, we analyze everyone's accents in this language, and linguistic approaches help to create diversity among students by examining students' learning abilities.

Methodology

A linguistic approach to teaching English as a second language (ESL) applies the scientific study of language to the classroom, focusing on the structure, function, and systems of English. This can involve a variety of methods, such as using the direct method to teach exclusively in English, relying on the audio-lingual Method's pattern drills and habit formation, or using Communicative Language Teaching (CLT), which prioritizes real-world communication and interaction. The goal is to create effective teaching materials and strategies by understanding the language's underlying principles. The linguistic approach uses methods based on analyzing language structure, including its sounds, vocabulary, grammar, and patterns. In the grammar-translation method, sentences are translated between the L1 and English, and vocabulary and rules are memorized, with linguistics contributing to the memorization of syntax, morphology, and grammar. On the other hand, the contrastive analysis method defines the practice lesson plan based on expected errors.

This paper examines articles by scholars on teaching English to clarify how it should be taught practically in the classroom. In the first and third articles, scholars use a cognitive linguistic approach to teaching, with the third focused explicitly on vocabulary instruction. Additionally, the second and fourth articles use an analytical-linguistic approach, and the fourth article focuses on pronunciation teaching. The last article explores the eco-linguistic approach in teaching and teaches how language expresses our culture.

Result and Discussion

Hung, Bui Phu. "A Cognitive Linguistic Approach to Teaching English Idioms to EFL Students: Experimental Results." 3L: *Southeast Asian Journal of English Language Studies*, vol.25, no.2, 2019, pp. 113–126.

Summary

Hung uses the cognitive approach, which defines the mental connection; the traditional approach, meaning teacher instruction; and the control approach, meaning no instruction, to investigate EFL students' long- and short-term memory of English idioms, and which method is an effective teaching method. For this study, the author chooses English idioms to teach for two reasons: a) sometimes, idiomatic expressions create misunderstanding between two different speakers, and b) idiomatic expressions are arbitrary; arbitrary defines the complexity of understanding the situation where the speaker uses idioms randomly. Furthermore, the author applies theories of cognition, which are effective because they relate to the concept of semantics, which helps combine words and context through daily human experiences. For example, according to Hung, love is a journey; here, love is compared to a human life journey, with love experiencing both positive and negative experiences.

To conduct this research, the study used 12 idioms related to money to teach and examine differences among three groups of Vietnamese college students. Firstly, two studies were used: the pilot study (in which teachers were trained) and the main study (in which students were examined). In the pilot study, this research used cognitive treatment (CL) for one group and traditional (TG) for another to revise teachers' performance and instructional procedures for the main study. After that, in the primary survey, fifty college students were examined and taught using three teaching methods: cognitive (CG/CL-based), traditional (TG-based), and control (CT-based). Initially, this study used pedagogical treatments, such as warm-up, instruction, drill, and speaking practices, in the traditional and cognitive methods. In contrast, the control method was experimental without explicit instruction from the instructor. In the same way, this study used three instruments, multiple choice, gap fill, and translation, to examine

students' receptive and productive knowledge in three teaching methods. Most importantly, despite the exact instructions for multiple-choice and gap-fill, translation instruction differed between traditional and cognitive methods. In the conventional approaches, students were asked to find the meaning and translate it into Vietnamese (their native language). In contrast, students were asked to paraphrase these idioms into English and apply them to different contexts in the cognitive methods, where feedback was mainly focused on idiomatic expressions rather than spelling, grammar, and so on. On the other hand, students were instructed to learn idiomatic expressions independently using the control approach.

The author found that tradition and cognitive methods had a greater impact on students than the control approach, even though students were taught the same six idioms across the three approaches. Since teachers instructed, traditional and cognitive methods effectively helped students learn target idioms. In the conventional process, students could produce idiomatic expressions but could not retain them for long because they could not translate them into the target language. Students showed no significant change in the control treatment, as they tried to learn idioms without instruction. In contrast, the cognitive method was effective for learners because it explicitly provided all instruction in English, and students could memorize words for a long time using mental images, since they translated those words into the target language after the teaching session.

Analysis:

I have found similarities with another article I selected for this project. According to Chen, semantics is one of the outcomes of cognition. Chen discusses a cognitive approach to English vocabulary and notes that cognition and semantics are connected through a metaphor in which human thoughts and behavior rely on other things. For example, he uses the phrase "legs of the chair" (Chen 99), referring to human legs, to help students understand the meaning of support. Likewise, Hung presents the same concept in the cognitive teaching method: the use of a metaphor. Using metaphor, humans can encode their experiences in terms of other things, thereby establishing a semantic relation that helps others interpret words (Hung 116).

Additionally, I have found some similarities with myself: I was taught English vocabulary and idioms in college using grammar translation and cognitive methods. In grammar-translation teaching methods, I translated all these into Bangla. Still, I could not remember them later because all the instructions were given in Bangla, and I could not use them in other contexts. In contrast, I could memorize those words by translating them into English and applying them to different contexts after practicing. If we translate the words into foreign words, we can easily use the same word for the various concepts of the target language.

Moreover, I share the author's views on this study and agree with the author's findings. The CL-based method implicitly enhances students' free-thinking skills, enabling them to explore beyond the syllabus (Hung). For instance, in my literature classes, I use implicit approaches, practicing similar terms in different contexts, and I have noticed I can remember them for a long time. If my professor discusses one poem in class, I practice another by the same author or from the same period so I can relate the themes. CL-based teaching approaches are similar to implicit methods because both support students' effective learning and enable them to retain information for a long time.

Hashemian, Mahmood, and Batool Fadaei. "A Comparative Study of Intuitive-imitative and Analytic-linguistic Approaches towards Teaching English Vowels to L2 Learners." *Journal of Language Teaching & Research*, vol. 2, no.5, 2011. pp. 969–976, ISSN 1798-4769.

Summary:

In this empirical study, in teaching pronunciation, Hashemian and Fadaei use two approaches, intuitive-imitative and analytic-linguistics approaches, to explore how teaching pronunciation develops L2 learners' communication skills globally and investigate which teaching method is effective for L2 learners. The authors mention two assumptions about L2 pronunciation difficulties: sometimes L2 pronunciation is too tricky for EFL speakers to produce native-like sounds, and pronunciation cannot be practiced according to rules. Simultaneously, the authors offer two positive perspectives on pronunciation: it can improve speaking skills and phonological accuracy. Furthermore, this research states that a finite number of sounds, accent patterns, and sound clusters can produce an infinite number of pronunciations, so they selected pronunciation instruction to examine the effectiveness of teaching strategies.

In methodology, this research surveyed two classes in Iran; each class used 20 students, and students were taught English vowels. Since the participants were elementary L2 learners from Isfahan language school and aged 13-18, Persian was used for explanations. After that, the authors divided these classes into A and B, and the intuitive-imitative method was used in class A, whereas class B used the analytic-linguistics approach. Both classes used the book "How to Teach Pronunciation " by Kelly (2000), and in class A, the authors used a CD of this book, while class B used two vocal charts of phonetic description and characteristics. In class A, students were asked to listen and imitate the pronunciation, rhythms, and sounds of L2 without explicit instruction in the intuitive-imitative approach. For example, students imitated sounds whatever they heard from the CD, such as centering diphthongs and closing diphthongs of English vowels, where some vowel words and examples were given, such as i:/ /u:/ /ɑ:/ /ɔ:/ /ɜ:/, and examples are key, food, class, and all. In contrast, this research notes that brief instructions, such as the phonetic alphabet and articulatory descriptions, were used in class B. For example, class B used charts of phonetic explanation, where the characteristics of vowel sounds were given, such as rounded: the lips are pushed forward and the shape is circular

(e.g., /u/). In both types, L2 learners practiced phonetic sounds of pure vowels and diphthongs, and an audio recorder was used to record students' information and produce five pure vowels and five diphthongs. However, this research used different teaching methods in class B, including direct and communicative methods, in which the teacher described the vowel's manner and place of articulation and then practiced with learners.

The authors found in class A that the significance score was higher for diphthongs, which means there was a significant difference between pure vowels and diphthongs. So, the findings of this study agree that imitation was effective for the pronunciation of diphthongs, a combination of two vowels, since they imitated all sounds. In contrast, in the analytic approach (class B), students pronounced pure vowels more than diphthongs because of the two-vowel characteristics of these combinations. More importantly, this study found that analytics was the most effective for teaching pronunciation, as most students mispronounced some vowels and diphthongs in the intuitive-imitative approach. Since every description was given in class B, students used their place of articulation and tongue position (rounded, spread, unrounded, front vowels, back vowels, and so on) during pronunciation. So, class B had the chance to use teacher instruction and a brief explanation from the charts.

Analysis:

Hashemian and Fadaei note that teaching pronunciation can immediately improve students' speaking (970). As an international student in the U.S.A., I agree with this sentence. For instance, I used to think about correct pronunciation before speaking. Since I am working on IPA transcription in my linguistic class, where the instructor describes the phonetic place and manner of articulation of words, I am getting used to correct pronunciation. I have realized that my speaking skills are improving quickly because I can now pronounce some appropriate words.

On the other hand, Chen uses a direct method that defines task-based methods and states that, with teacher guidance, students must engage with the different tasks to distinguish and compare them later (96). This direct approach is similar to Hashemian and Fadaei's analytic linguistic system, which uses a task-based approach to improve the effectiveness of skill learning. Using implicit approaches, both techniques help students learn foreign languages effectively.

Moreover, I have learned many things from task-based methods, such as transcribing my name, Sadia, and understanding which syllable is stressed. So, practicing different sounds of any word is more effective for communication, and analytical teaching can guide proper practice. In our linguistics class, we do not imitate sounds; in contrast, we try to understand the place and manner of articulation and produce other sounds ourselves. We can also observe other students since we are some students from different countries in linguistic classes, and our accents differ. For instance, in our linguistics class, we practiced some sounds, but I have noticed differences in sound patterns, such as in the word "booths." This word can be pronounced in two ways: voiced and voiceless. For instance, the middle syllable "th" can be voiceless and voiced depending on the pronunciation pattern. Both are correct if we use the proper place and manner of articulation.

Chen, Yanqing. "A Cognitive Linguistic Approach to Classroom English Vocabulary Instruction for EFL Learners in Mainland China." *English Language Teaching*, vol. 2, no.1, 2009, pp. 95–100.

Summary:

Chen discusses vocabulary learning and teaching criteria for EFL learners using cognitive linguistic approaches to determine how the cognitive approach, as part of human mental processes, helps expand students' vocabulary knowledge. Since vocabulary does not follow the rules like grammar, one word cannot be applied to another. The author notes that vocabulary is like a self-learning process and that teachers sometimes cannot decide which teaching approaches to use. This paper focuses on vocabulary because EFL learners must know words before speaking a foreign language, and then they need grammatical rules to combine those words appropriately. Besides, this paper focuses on vocabulary instruction in the context of English learning in China, as learners there are EFL students, and their English language courses mainly focus on grammar rather than vocabulary. The author points out three reasons for vocabulary choice among South-Western Chinese students: vocabulary measures English proficiency, learners of EFL sometimes forget these items quickly, and learners of EFL want to expand their vocabulary. Using a cognitive linguistic approach, this article discusses three principles of teaching vocabulary: a) categorization, which means distribution into similar groups, such as word class, b) prototype, which means synonymous, and c) metaphor, comparing to other things, so that learners can learn vocabulary efficiently.

Furthermore, this article discusses several problems of learning vocabulary in the Chinese context. Firstly, vocabulary learning faces a categorization problem, since EFL learners learn words through labeling, which means they treat an image as the concept. For instance, if a child learns that a dog has four legs, they recognize that all four-legged animals are dogs. Secondly, vocabulary undergoes a network-building process; for example, sometimes children cannot understand that the apple is a subcategory of fruit or of animals. After that, the author notes that English has specific vocabulary for different relatives, while Chinese has many

words for family members. Lastly, this article addresses the term 'false friends' in vocabulary learning: words that look similar but are not meaningful and do not fit the situation appropriately. For example, the author gives examples of Polish and English words, such as the word "pupil," which has two different meanings: "students" in English and "favorite" in Polish.

Most substantively, the author suggests three possible teaching principles in vocabulary teaching based on CL in the Chinese context: a) focusing on basic vocabulary-level categories, b) prototype, and c) metaphorical. In the first principle, the author suggests using the most common words or the most significant words, since a single vocabulary can be used across multiple categories. For example, a dog can be categorized as an animal, a puppy, or a dog, and standard features can help determine which category is most appropriate. The prototype defines the semantical relation to the categorization in the second principle. For example, birds are characterized by traits such as laying eggs, beaks, wings, and so on, and penguins also have these features. So, semantics helps clarify the situation: where the bird is used and where the penguin is. Additionally, the author notes that prototypes can be applied to polysemous words, meaning that a single word can have related meanings. For example, the word "hold" can be used in different contexts if the concept is clear. In the third principle, the author says that metaphors can help specify vocabulary and be recognized for a long time, since they are commonly used in daily life, behaviors, and so on.

Analysis:

Chen mentions that "without proper vocabulary, nothing can be understood" (95). I strongly agree with this sentence because I have much experience with it. For instance, whenever foreigners talk with a rickshaw driver in Dhaka, the capital of Bangladesh, they say "Koto taka," which means how much. Because foreigners cannot use complete sentences in Bangla, they try to adopt some vocabulary to help local people understand. If they use "how much" in English, rickshaw drivers cannot understand since most of Bangladesh's drivers are illiterate. So, vocabulary is more important than grammar and rules when communicating with others.

Moreover, this article focuses on the cognitive approach because it addresses human behavior and attitudes. Similarly, Hung provides information on cognition and uses this approach to teach English idioms. English idioms also do not follow the same rules as grammar, so they require specific techniques to memorize them long-term. Hung also notes that Cognitive linguistics takes a semantics-motivated, usage-based approach to language, explaining idioms as examples of conceptual metaphors (114). According to Hung, the cognitive approach helps learners understand the concept semantically, and they can apply the same idioms in different contexts or expand their knowledge. In the same way, Chen uses three principles based on cognitive psychology to help students learn vocabulary semantically.

Both articles focus on cognition, and Chen notes that "language is essentially metaphoric" (99), meaning that language can be compared to everyday human behavior and that concepts can be specified semantically. For example, a leg can have different meanings: a human's leg, a table's leg, or an animal's leg. If the concept of the leg as "the support system" is clear, learners can apply it in different contexts. Similarly, Hung states that "idioms are generated as a result of a metaphorical conceptualization" (116), suggesting that idioms can be taught through human experiences. For instance, "Love is a journey" (Hung 116); the metaphor of a journey can be applied to love, since it involves both positive and negative experiences.

Roohani, Ali. "A comparative study of intuitive-imitative and analytic-linguistic approaches to teaching pronunciation: does age play a role?" *The Asian EFL Journal Quarterly*, vol. 1, no.1, 2013, pp.87-127.

Summary:

In this article, Roohani uses two teaching approaches, intuitive-imitation and analytic linguistics, and combines one personal factor, age, to investigate four research questions: is there any effect of intuitive-imitative teaching on EFL learners' pronunciation, is there any effect of analytic-linguistics teaching on EFL learners, how do these approaches differ from each other, and how does age make a significant difference in both directions of teaching. To explore this research, the author examines pronunciation teaching in Iran and identifies two reasons for choosing it: Iranians are unable to communicate meaningfully as non-native English speakers, and they are not conscious of accents, even though they have separate teaching sessions for grammar and vocabulary. Then, he notes that pronunciation and listening are connected through a communicative approach. For example, if pronunciation variables, such as rhythm and intonation, are not perfectly pronounced, the listener cannot understand the meaning of the word.

To conduct this study, the researcher used 50 Iranian EFL students, divided into 25 females and 25 males from Tolu Language Institute. In this study, participants were selected from 103 EFL samples: 30 were 13-16 years old, and 20 were 16-20 years old. This study used several tests in the procedure: first, before instruction, a proficiency placement test was used to assess their language proficiency, consisting of 20 multiple-choice listening items, 20 multiple-choice reading items, and 30 multiple-choice language items. Secondly, a pronunciation test was used to examine participants' pronunciation ability before and after the instructions. It used 60 words from their English language teaching materials, such as comprehensive, sit, again, cook, etc., and

each item received one mark for proper pronunciation. Two non-native Iranian professors investigated the process, as they had sufficient knowledge of English phonology. Next, the author conducted a pilot study to test the scoring procedure using English words. In the next step, they used a pretest to evaluate the previous pronunciation test, in which participants were asked to pronounce the presented words. In the fifth step, this study aimed to ensure that two native speakers would follow all data-collection instructions. Most importantly, participants were divided into two groups: one received intuitive-imitative instruction (II) and the other received analytic-linguistic instruction (AL). In both approaches' sessions, students were asked to repeat what they heard in the intuitive-imitative method. In contrast, in the analytic-linguistic process, this study provided brief instruction on the place and manner of articulation, features of voicing, lip position, and so on, using a table of articulatory descriptions of English sounds.

The findings showed no significant change in students' scores on the proficiency placement tests, as students were evaluated before instruction. In the pronunciation placement test, students showed considerable improvement after instruction in intuitive and analytic approaches. For example, according to the first and second research questions, students pronounced consonants and pure vowels better after instruction in both methods. Subsequently, in a pilot study, participants scored higher on analytical than on intuitive tasks. For instance, students had good pronunciation in analytical approaches since the teacher used brief instructions. Lastly, this study found that younger participants' scores (13-16) were higher than those of older participants (17-20) in each group, as indicated by the last research question, which examined age differences across both teaching methods.

Analysis:

Roohani mentions a close relationship between pronunciation and meaning-making (88). I like the idea of this research that pronunciation should also be taught in class. If anyone pronounces incorrectly, there will be miscommunication between the listener and speaker. I have some experience with this, but I would like to mention one thing here. In my literature class (ENGL 5620), I presented "Ode to Niagara" by José Maria Heredia and mispronounced the poem's name. I pronounced "odd" instead of "ode" since I stressed the last sound of "d." So, the meaning was changed because these two words have different meanings. After my instructor notified me of this issue, I realized there is also a difference in the first vowel sound of "o." So, "odd" defines a negative meaning, whereas "ode" defines a poetic term.

Hashemian and Fadaei focus on pronunciation in teaching because pronunciation can increase speaking skills and phonological accuracy. They also mention that accents do not follow the same rules as grammar. Besides this, Hashemian and Fadaei found that analytics is more effective than intuition, as they also included brief explanations in their analytical method (969). Similarly, Roohani mentions that analytical approaches are practical for teaching and practicing pronunciation.

However, this study claims that children sometimes acquire more knowledge than adults. I do not know if there is any scientific reason against this claim, but I cannot entirely agree. I believe the learning process is not age-dependent, and everyone can start at any stage. In contrast, I think the learning process should be accurate. For example, I noticed that some seniors' English proficiency is too good in the U.S.A., like their children's.

Shelestyuk, Elena. "Exercising Eco-Linguistic Approach in Teaching English: Proposed Conventions for TESOL/TEFL Pedagogy." *The Third International Conference on Current Issues of Languages, Dialects and Linguistics*. Vol. 31, no.1 (2020), ISSN: 2717-2643.

Summary:

In this article, Shelestyuk discusses the linguistic ecology approach to clarify how the English language should be treated universally and why linguistic and cultural diversity should be maintained. He also notes that according to UNESCO, language diversity helps to create unity by maintaining cultural equity worldwide. The author focuses on global language usage worldwide to address ethnolinguistics, the relationship between languages and cultures. Despite being used globally as a lingua franca because of its prestigious usage for international communication, this research points out some negative points of the English language: firstly, English is recognized as more prestigious as a lingua franca and creates cultural discrimination, such as when it mixes with another territory for global communication, and native languages are less recognized. Then, sometimes, it can be responsible for language death; for example, most second-generation people do not want to use their native language because they are mentally set on using English in every situation. So, the author introduces the ethnolinguistic approach, which holds that English should not be in a superior position; instead, it should be considered marginalized.

In methodology, the author briefly discusses the negative issues of teaching a second/ foreign language in English based on this article's TESOL/TEFL analytical observations. Firstly, the author notes that inner-circle countries, such as the U.S.A. and the U.K., influence the cultures and languages of other countries. For instance, the outer or expanding circle's languages, such as Bangla, Hindi, and others, follow the inner circle's rules in speaking or writing instead of thinking broadly. This study also notes that the

grammar-translation method is dominant in global language instruction, as it relies on the first language to teach the second. Furthermore, global language instruction sets some criteria for teaching English: the teaching style can be reorganized, with inner-circle countries influencing it, and immersion, which involves communicating and using gestures, such as role-play, dialogues, visualization, and playing language games in English rather than translating. Additionally, the English language causes attrition, the loss of non-prestigious languages and dialects from different cultural perspectives. For instance, the outer circle and expanding circle's vocabulary and dialect style are sometimes rejected since everyone from other territories tries to follow the English territory's accent and style, and adopts their vocabulary.

The author suggests possible solutions to promote diversity across the country's languages. Firstly, the principle of synergy, communicating with more cultures, would help to reduce the obstacles between two or more languages. Secondly, he suggests improving the practice of national or native languages through communication alongside English. Thirdly, native words should be expanded so that the native language can have independent meanings. Fourthly, he notes that economic factors are essential for the practice of the national language. For example, if we allocate resources to expand our vocabulary and idiomatic expressions, our native language will remain alive. Then, he mentions that immersion, thinking about the concepts, and using different language expressions should be moderate in native or national languages. For instance, we are usually conscious of foreign/second-language learning, so we must have the same feelings about native languages. After that, the author suggests that the English language should be used for internal communication, but we must consider our culture. For example, we need observation so that no prestigious language can influence our native language. He then suggests that English textbooks can be standardized nationwide. For example, suppose English is a second language for learning. In that case, the book can include native traditions in English so that students can learn English and their own culture at the same time.

Analysis:

I have a favorable opinion of this article because I believe diversity can decrease cultural discrimination. For example, sometimes, we feel discrimination as Bengalis when we visit any foreign country because we think foreign cultures, such as those of the inner circle countries, are more prosperous than Bengali culture. Furthermore, the author mentions, "Take care of your language" (Shelestyuk 53). I agree with this statement since our language represents our culture. For example, as a Bengali, I represent Bangla culture using the Bangla language. So, I also think that if we are not conscious of our language in any foreign country, we might face language death and the loss of our culture. The author also suggests that English should be learned through one's own culture. I like this idea. For example, if our textbook presents our cultural history in English, learners can learn about cultures and the English language simultaneously.

Moreover, I did not find any similarities with other articles in this annotated bibliography on the Linguistic teaching approach project, as they discuss effective teaching methods for EFL learners. Roohani discusses how English should be taught, but focuses on one EFL country. Similarly, he talks about lingua franca and how English should be used. Roohani's concept is similar to Shelestyuk's, as both focus on English language usage. However, Shelestyuk discusses the universal usage of the English language. So, I think both share similar concepts, but the contexts are different.

Conclusion

Linguistics is required for English language teachers, as it helps them explain English components and structures to pupils. Every language has a linguistic system or norms that may be learnt in terms of phonology, morphology, syntax, and semantics. English language teachers, on the other hand, should be integrated with other subjects such as psychology, education, cognitive science, anthropology, language acquisition, sociology, bilingualism, and language teaching. Knowing the students is critical for teachers in establishing suitable classroom environments; the teachers must be compassionate and patient with their students and be able to put themselves in their students' needs. In general, the goal of English teachers is to prepare students to communicate effectively and eloquently in both spoken and written formats. To accomplish this goal, the teachers must recognize that pupils are not blank slates waiting to be filled with information. Similarly, one of my articles shows that "language attitudes are considered both psychological attitudes and subjective evaluations" (Busra p. 08), meaning that teachers can serve as coaches, mediators, or consultants. However, they must allow pupils to explore, ask questions, and share their opinions. Teaching English as a foreign language necessitates a wide range of skills and tactics. An English teacher is supposed to be familiar with the pupils, the teaching objectives, the subject matter, specific teaching methods, and a broad general knowledge.

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