
RESEARCH ARTICLE

Language Reconciliation: Is It Theoretical, Applied or L2 (ESL/EFL) Curriculum & Instruction?

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ABSTRACT

The current study aimed to demonstrate the importance of including the specialization of Curricula and Instruction of teaching English language under the general umbrella of the major of Applied Linguistics at the Faculties of Education in Egypt at the Governmental Universities. This will have several benefits, whether academic, economic or affective. The study included 50 Faculty Members specializing in Curricula and Instruction of teaching the English language selected from different Egyptian Governmental Universities at the Faculties of Education, in addition to 10 Faculty Members specializing in Applied Linguistics in the English language nominated from the Governmental Faculties of Arts at the Egyptian Universities. The study employed two instruments: TEFL Applied Linguistics Questionnaire (TALQ) and TEFL Applied Linguistics Semi-Structured Interviews (TALSSI). The data was analyzed via descriptive statistics. The study findings demonstrated the consensus of the study participants on the academic, economic and affective significance of including the major of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics in Egyptian Higher Education Governmental Institutions. Thus, it became very highly recommended and indispensable not to separate the two majors of Curricula and Instruction of TEFL and Applied Linguistics within the Egyptian Governmental Faculties of Education.

KEYWORDS

Curricula & Instruction; TEFL; Applied Linguistics; Teaching Methods

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1. Introduction

The relationship between theoretical linguistics and applied linguistics with their various branches is an intervening relationship. Several linguists have a misunderstanding that L2 (ESL/EFL) curricula and instruction do not fall under the general umbrella of applied linguistics. The current study is an attempt to correct this misconception and demonstrate that curricula and instruction of L2 (EFL/ESL) come under the general umbrella of applied linguistics. The current research employed a mixed approach of qualitative and quantitative analyses for handling the collected data.

As stated by Robins (1980), general linguistics is concerned with human language as a universal and recognizable constituent of human conduct and human abilities. Linguistics could be divided into interconnected branches such as internal or theoretical linguistics (Betti, 2021; Bussmann, 1998; Lyons, 1968; Nasr, 1980), applied linguistics (Aitchison, 2003; Corder, 1973; Crystal, 1992; McDonough, 2002; Spolsky, 2005; Wei and Cook, 2009) and educational linguistics (Hornberger, 2000; Davies, 2005; Hornberger and Hult, 2006).

Lyons (1968) defined theoretical linguistics as the scientific study of the parts of the language system, which comprises phonetics, phonology, morphology, syntax and semantics, pragmatics and discourse analysis. Additionally, Nasr (1980) indicated that the

closely related levels of linguistic study are phonology, which is divided into segmentals and suprasegmentals; vocabulary, which entails words; and grammar, which comprises the means by which relationships between words are shown.

Additionally, Bussmann (1998) stated that theoretical Linguistics is a branch of linguistics that concentrates on developing linguistic knowledge in general (e.g., what are the linguistic levels of any language) and concrete models in particular (e.g. how the phonemes are organized in a given language). In the same vein, Betti (2021) declared that any study is linguistic if it studies phonetics, phonology, morphology, syntax and semantics, pragmatics or discourse analysis theoretically, not practically, without any sort of application of linguistic theories in any of these fields. As for the application of linguistic theories, this is the concern of applied linguistics.

Cook (2012) indicated that it is not easy to set a definition for applied linguistics because applied linguistics means a lot of things to several people. Highlighting some of these definitions is very beneficial.

Several researchers, linguists and educationalists (e.g. Brumfit, 1995; Crystal, 1992; McCarthy, 2001; Wei and Cook, 2009) set a definition for applied linguistics as the correlation between knowledge, theory and practice in the field of language or the application of linguistics to language teaching. In other terms, McDonough (2002) stated that applied linguistics is the study of languages practical, real-world problems such as lexicography, translation and speech pathology, foreign and second language teaching and learning, translation, language planning and policy, language program evaluation, language assessment, specialized occupational language, and the communication related problems.

Numerous academics (Aitchison, 2003; Brumfit, 1995; Crystal, 1992; Hornberger, 2001; Wei and Cook, 2009) identified the main features of applied linguistics such as:

- It is interdisciplinary in nature; namely, it includes a wide range of disciplines: Psychology, Sociology and Pedagogy, as well as theoretical linguistics.
- It is related to language teaching and learning besides some other fields, including Lexicography, Stylistics, Speech pathology, Translation, Language policy and Planning.
- It is the bridge between theory and practice, as its main goal is to identify the problem in real-world language and recommend solutions.

It is shown that however closely related applied linguistics and language teaching are, they are not one (Brumfit, 1995, cited in Wei and Cook, 2009; Corder, 1973; Spolsky, 2005). Here comes the focus on the term of educational linguistics.

The main focus of educational linguistics is on language and education, as indicated by Hornberger (2001) and Spolsky(2005) that it incorporates the research instruments of linguistics and the other related disciplines of the social sciences so as to examine holistically the wide range of concerns related to language and education. As illustrated by Spolsky (2005), educational linguistics is an integrated field within the wider discipline of applied linguistics. Spolsky and Hult (2008) explained that he used the term educational linguistics because of his discomfort with the vagueness of applied linguistics as its scope encompasses a diverse range of research topics; language and education are just one among many. Thus, educational linguistics, which concentrates on language and education, for Spolsky and Hult (2008) emerged as a subgroup within applied linguistics, which can be defined as the use of linguistic theories, methods and findings in solving problems with language, particularly, the application of linguistics to language teaching (Aitchison, 2003; Davies, 2005). According to Hornberger and Hult (2006), some educational linguists consider themselves apart from the general umbrella of applied linguists (e.g., Van Lier, 1997), while others view educational linguistics as an autonomous field (e.g., Christie, 1997; Hornberger, 2001).

All this pushes the current research paper to shed more light on the interconnected relationship between applied linguistics, language education or educational linguistics and theoretical linguistics. The current study is an attempt to prove that the specialization of curricula and instruction of English language teaching is a part of the general umbrella of applied linguistics.

2. Literature Review

Several studies (e.g. Alduais,2012; Arens, 2021; Atmowardoyo, 2018; Dweik & Al-Barghouthi, 2014; Darus,2009; Elshahawy,2021; Farsani & Babaii, 2018; Khan, 2011; Kong et al. 2021; Kunitz et al.,2021; Kurowski, 2011; Mathkour, 2004; Moghadam &Meihami, 2016; Mostafavi, et al.,2021; Salah, 2012; Souad, 2011; Voegelin, et al., 2021; Taghizadeh & Mazdayasna, 2022; Xing, 2018; Waer, 2012; Wu &Hsu, 2016) have been conducted to demonstrate the interconnectedness between applied linguistics and English language curricula and teaching methods, or in other terms educational linguistics. All these studies and their results and conclusions confirm that English language teaching and learning comes under the general umbrella of applied linguistics.

After reviewing those previous studies, several axes became clear to the researcher. The first axis is that there is a close relationship between applied linguistics and all research topics related to teaching English and designing its curricula as a foreign or second language. Examples of these research topics discussed by these studies are the topic of educational linguistics or language teaching and TEFL contexts under applied linguistic theory as presented by some studies (e.g. Alduais, 2012; Khan, 2011; Kunitz et al., 2021; King, 2018).

To elaborate on one of these studies, Khan (2011) demonstrated the significance of applied linguistics in English language teaching as understood by almost all educators and educationists. The current paper is an attempt to explore the use of applied linguistics in the whole process of teaching/learning the target language (English). The study concluded that in the modern educational setting, the educator of the English language is supposed to know linguistics or applied English linguistics to show himself as an efficient English language instructor. According to the setting of running the current research paper, in most pedagogic situations in Egypt, the teacher of English is bound to make error/contrastive analysis between L1 (Arabic) and the target language (English) in order to develop a well-matched approach for each sub-aspect of the language, i.e., sound, grammar, spelling, meaning..... etc.

Secondly, the research topic of affective variables (i.e. motivation, anxiety, attitude, self-esteem and willingness to learn) and their impact on L2 (ESL/EFL) learners' achievement is presented by some more studies (e.g. Dweik & Al-Barghouthi, 2014; Elshahawy, 2021; Souad, 2011). To highlight one of these studies, the study of Dweik & Al-Barghouthi (2014) examined the attitudes of Jordanian graduate students towards native and non-native English language teachers. To achieve the aims of the study, the researchers used a student questionnaire, which was distributed to 100 participants who were selected on purpose. However, only 93 questionnaires were filled out and returned. The findings of the study demonstrated that participants believed that both native and non-native English language teachers had their merits and demerits. Native English language teachers were preferred for instructing pronunciation, oral skills, and culture, while non-native English language teachers were preferred by Jordanian graduate students for teaching grammar and writing skills.

Thirdly, the research topic of using English language teaching strategies and methods to enhance EFL learners' macro skills under the general umbrella of applied linguistics, as shown in the studies of Behtash et al. (2016), Kurowski (2011) and Wu (2016). To shed more light on this theme, the study of Behtash et al. (2016) demonstrated the impact of project work (PW) on the participants' speaking skills. The sample was selected from mixed-class students enrolled in a general English course in Islamic Azad University of Chabahar (IAUC). The pre-test was administered and indicated that the students were homogeneous. After that, one of the classes was assigned as a control group, and the other was the experimental group, which underwent the traditional teaching method (teacher-centered method) and PW (student centered method), respectively. After 10 sessions, the post-tests were administered to measure both groups' speaking achievement. The findings illustrated that the experimental group speaking performances were significantly enhanced after implementing the project work.

Fifthly, the theme of English for Academic Purposes (EAP) or English for Specific Purposes (ESP) is shown in the studies of Mostafavi et al. (2021) & Wu (2016). For more highlighting of this theme, the study of Mostafavi et al. (2021) is elaborated on. This research paper sought to evaluate the effectiveness of technical English pedagogy in the academic context of Iran. The study used a mixed evaluative framework. It investigated the courses' effectiveness, examining the attitudes of ESP instructors and engineering students toward three major domains, including needs satisfaction, content authenticity, and learner autonomy. To collect the required data, a researcher-made questionnaire was administered to 796 engineering students and 54 ESP instructors selected from 20 randomly-selected Iranian universities. A descriptive analysis of the survey data demonstrated an overall disagreement with the satisfaction of some learner needs, such as those related to the learning objectives, productive competencies, monitoring systems, and educational facilities.

Sixthly, the topic of second language assessment is shown in the studies of Joo (2021) and Taghizadeh & Mazdayasna (2022). To elaborate on this topic, the study of Taghizadeh & Mazdayasna (2022) was highlighted. This study investigated the nature and functionality of assessment training at Iranian state universities in developing the process of language assessment literacy (LAL), with a specific focus on the course instructors' pedagogical practices and assessment practices. One hundred three course instructors were surveyed through a set of open-ended questions, and two course instructors' pedagogical and assessment practices were observed throughout an educational semester. Based on the content and descriptive statistical analysis of the data, a lack of divergence in the instructors' teaching and assessment practices was observable, with the majority of the instructors adhering to traditional methods and showing no inclination to adopt innovative practices.

Seventhly, the theme of the impact of EFL learning on the first language as shown in the studies of Atmowardoyo (2018), Kong et al. (2021), Elshahawy (2021); Ma th ko u r (2004), Salah (2012); Waer (2012). This impact of L1 on L2 (English language) was demonstrated from different perspectives, such as pronunciation, writing, and committing errors in the target language because of the differences between the two languages, which are called interlingual errors (e.g., Darus, 2009). Furthermore, the phenomena

of code switching occur because of the interference of the two languages as well (e.g., Atmowardoyo,2018). Moreover, if there were similarities between the L1 and the target language, this was a positive interference (e.g., Elshahawy,2021), which showed the connection between competency in L1 (Arabic Language, Fus'ha) and mastery of the English language.

To highlight one of these studies, Kong et al. (2021) examined the impacts of EFL learning on written L1 Chinese at the lexical level. Two studies were conducted on 200 abstracts of MA dissertations written in Chinese, half on English literature written by Chinese-L1 English majors (EMs) and half on Chinese literature written by Chinese-L1 Chinese majors (CMs). The first study examined the differences between the two groups concerning the frequencies of nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions in the abstracts. The second study investigated the differences in the lexical complexity and diversity between the two groups. The findings revealed 12 significant differences in 27 investigated word classes and subclasses, as well as significant differences in lexical complexity but no significant difference in lexical diversity.

The second axis is that the majority of those researchers who carried out these studies had MA or PhD affiliation candidates, assistant professors, associate professors, or professors of applied linguistics and teaching English as a foreign or second language. Examples of these studies are the studies of (Alduais, 2012; Darus & Subramaniam,2009; Dweik & Al-Barghouthi 2014; Elshahawy,2021; Farsani1 & Babaii,2018; Khan, 2011; Kunitz et al., 2021; Kurowski,2011; Moghadam, 2016; Mohseni et al.,2021; Salah,2012; Souad,2011; Waer,2012; Xing,2022).

As shown from the objectives and results of the previous studies, they focused on topics and themes that are all included in the field of teaching English and designing its curricula, which, by extension, fall under the general umbrella of Applied Linguistics, the branch of educational linguistics, or curricula and instruction of L2 (EFL/ESL). In addition, those who carried out these studies attributed their affiliation to the field of Applied Linguistics - Teaching English as a Foreign or Second Language. All of this sustains what the current study claims: that the Curricula and Instruction of EFL in Egyptian Governmental Universities must be integrated under the umbrella of Applied Linguistics.

Furthermore, the current study benefited from the previous studies in determining the procedures for collecting the necessary data and the appropriate study instruments for it. Moreover, in the light of the previous studies, the aims, significance, and problems of the current study were indicated.

3. Research Aim

The current study aims to prove that the specialization of Curricula and Instruction of TEFL at the Governmental Colleges of Education in the Arab Republic of Egypt has to fall under the general umbrella of the major of Applied Linguistics.

4. Statement of the Problem

The problem of the current study crystallizes in proving that the specialization of Curricula and Instruction of TEFL at the Faculties of Education in the Arab Republic of Egypt must fall under the general umbrella of the major of Applied Linguistics, as it is predominant in the world since the inception of Applied Linguistics and its branches in the 1940s of the 20th centuries, including educational linguistics, i.e., curriculum and methods of teaching English language.

5. Questions of the Study

Based on the problem and purpose of the current study, the following main research question was formulated:

1- Why is it necessary to include the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics at the Faculties of Education in the Governmental Universities in Egypt?

Three sub-questions were created based on the study's main question:

2- What is the academic importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics at the Faculties of Education in the Governmental Universities in Egypt?

3- What is the economic importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics at the Faculties of Education in the Governmental Universities in Egypt?

4- What is the affective importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of applied linguistics concerning the enhancement of the motivation and attitude of the TEFL postgraduate students at the Faculties of Education in Governmental Universities in Egypt towards the specialization of Curricula and Instruction of TEFL?

6. Study Hypotheses

To address these four research questions, the study tested four research hypotheses as follows:

H1- There are several benefits of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics at the Faculties of Education in the Governmental Universities in Egypt.

H2- There is academic importance in including the specialization of Curricula and Instruction of TEFL under the general umbrella of Applied Linguistics at the Faculties of Education in the Governmental Universities in Egypt.

H3- There is an economic importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of Applied Linguistics in the Faculties of Education in the Governmental Universities in Egypt.

H4-Including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics for the TEFL postgraduate students in the Faculties of Education in the Governmental Universities in Egypt would increase their motivation and attitude towards the specialization of Curricula and Instruction of TEFL.

7. Significance of the Study

The significance of the current study stems from the fact that it would correct an educational path for the post graduate studies of the graduates majoring in the English language at the Faculties of Education in Egypt who wish to complete their higher studies in the specialization of Curricula and Instruction of TEFL. This is because the inclusion of the curricula and methods of teaching the English language under the general umbrella of Applied Linguistics, as it is customary in several universities in the world in Europe, America and Arab countries, would have a lot of benefits. There would be academic, economic and affective benefits for the higher education sector in Egypt in general and for the graduates of the Faculties of Education in the Governmental Universities in particular.

8. Delimitations of the Study

The delimitations of the current study were identified in the following:

1. The participants of the study included Faculty Members of varied academic ranks majoring in both Curricula and Instruction of TEFL and applied linguistics in the Faculties of Education and the Faculties of Arts at the Egyptian Governmental Universities,
2. The study was conducted with the aim of demonstrating the academic and economic benefits of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics at the Faculties of Education at the Governmental Egyptian Universities.
3. The study was conducted with the aim of indicating the enhancement of the motivation and positive attitude of the postgraduates' students majoring in TEFL because of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics at the Faculties of Education at the Governmental Egyptian Universities.

9. Methodology

9.1 Participants of the Study

The study included 50 male and female Egyptian Faculty Members with varied academic ranks (Assistant professors, Associate professors, Full professors) majoring in Curriculum & Instruction of TEFL from the Egyptian governmental Faculties of Education. In addition, the participants included more than 10 male and female Egyptian Faculty Members with varied academic ranks (Assistant professors, Associate professors, Full professors) majoring in Applied Linguistics from the Egyptian governmental Faculties of Arts. The participants were selected based on convenience or opportunity sampling to be the participants of the study, and that interprets the small number of the study participants.

9.2 Study Design

The present study adopted the questionnaire survey design. One experimental group of 50 male and female Faculty Members with varied academic ranks majoring in Curriculum and instruction of TEFL from the Egyptian governmental Faculties of Education. Furthermore, the participants included 10 male and female Egyptian faculty members with varied academic ranks majoring in applied linguistics from the Egyptian governmental Faculty of arts. The participants were selected based on convenience or opportunity sampling. To collect the quantitative data, the study employed the TEFL Applied Linguistics Questionnaire (TALQ) to be applied to the fifty faculty members majoring in TEFL.

In order to get the qualitative data, semi-structured interviews based on the participants' willingness and availability were conducted with the tenth Faculty member majoring in Applied Linguistics. The TEFL Applied Linguistics questionnaire was formed using Google Forms, and the link was sent to the selected participants in their personal e-mails to give their responses. The semi-structured interviews were held with the participants using the Zoom Platform. Figure (1) demonstrates the study design.

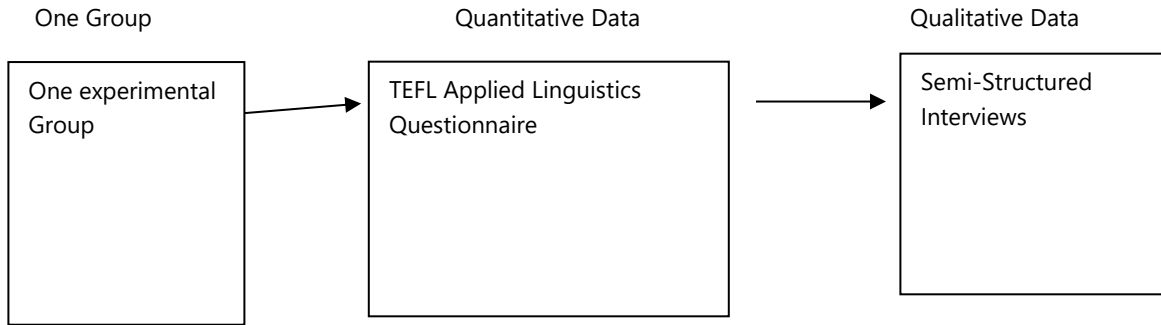


Figure (1): The questionnaire survey design of the Study.

9.3. Instruments of the Study

Two instruments were employed in the current research:

1) TEFL Applied Linguistics Questionnaire (TALQ)

The TEFL Applied Linguistics Questionnaire (TALQ) was employed to collect the required quantitative data. The TEFL Applied Linguistics questionnaire was formed using Google Forms, and the link was sent to the selected participants in their personal e-mails to give their responses.

The TALQ is designed based on demonstrating the academic, economic and affective significance of including the major of Curricula and Methods of English Language Teaching at the Egyptian Governmental Faculties of Education under the general umbrella of Applied Linguistics.

The TALQ was divided into three parts: Academic Significance (10 statements), Economic Factors (7 statements) and Affective Factors (7 statements). The questionnaire ranking scale was from the Likert Scale type and ranged from Always (5), usually (4), sometimes (3), seldom (2), and never (1). The participants were asked to tick the most appropriate option for each statement according to their views and beliefs

The obtained data was interpreted using descriptive statistics for the purpose of quantitative interpretation. Some useful resources were elaborated on in designing this questionnaire (e.g., Alduais,2012; Cook, 2014; Darus & Subramaniam, 2009; Khan, 2011; Mohebbi & Alavi, 2014; Xing, 2018)

2) TEFL Applied Linguistics Semi-Structured Interviews (TALSSI):

The semi-structured interviews included four questions concerning the importance of including the Curriculum and Instruction of TEFL under the general umbrella of Applied Linguistics from the academic, economic and affective perspectives of the students of the College of Education whose major is English language and intend to get masters or PhD degrees in the field of Curriculum and Instruction of English Language.

The interviews were conducted with ten Faculty Members based on their willingness and availability. The participants were male and female Egyptian Faculty Members with varied academic ranks majoring in Applied Linguistics from the Egyptian governmental Faculties of Arts.

The semi-structured interviews were held with the participants via Zoom Platform. The qualitative data obtained from the TALSSI interviews was used to support the TALQ quantitative data.

9.4. Validity and Reliability

The two study instruments of the TEFL Applied Linguistics Questionnaire (TALQ) and the TEFL Applied Linguistics Semi-Structured Interviews (TALSSI) were validated by 8 jurors of the Faculty Members specialized in the general field of Applied Linguistics: (2) in Sociolinguistics, (2) in Discourse Analysis and (4) in TEFL. The jurors' recommendations and suggestions on the two instruments were considered. As for the reliability of the instruments, the internal consistency of the coefficient reliability of the TALQ was found to be (.859), which is a good degree of reliability among the questionnaire items.

9.5. Pilot Study

The study instruments of the TEFL Applied Linguistics Questionnaire (TALQ) and the TEFL Applied Linguistics Semi-Structured Interviews (TALSSI) were piloted on ten participants rather than the participants of the study so as to:

Table (1): TALQ Reliability Statistics

Cronbach's Alpha	N of Items
.859	31

- 1- Allocate the appropriate time assigned for each instrument;
- 2- Be sure of the clarity and the unambiguousness of the words and phrases of the TALQ and the TALSSI for the study participants;
- 3- Indicate the internal consistency of the coefficient reliability of the TALQ, which was found to be (.859);
- 4- Determine the procedures that would be followed when using each instrument.

9.6. Procedures of the Study

- 1- Reviewing the literature review related to the relationship between Applied Linguistics and TEFL.
- 2- Highlighting the related literature that demonstrates how the Major of the Methods of Teaching the English Language (Educational Linguistics) is a branch of the general umbrella of Applied Linguistics, which includes other branches such as sociolinguistics, discourse analysis, psycholinguistics.... etc.
- 3- Showing the problem of the current study that the Faculties of Education in Egypt do not consider the Major of Curriculum and Instruction of English Language Teaching as a branch of the general umbrella of Applied Linguistics.
- 4- Designing the TEFL Applied Linguistics Questionnaire (TALQ) and the TEFL Applied Linguistics Semi -Structured Interviews (TALSSI) by the researcher with the help of some related resources.
- 5- Sending the TALQ to the study participants via their personal or academic e-mails.
- 6- Holding the TALSSI interviews with 10 male and female Egyptian Faculty Members with varied academic ranks majoring in Applied Linguistics from the Egyptian governmental Faculties of Arts according to their willingness, availability, and readiness to be interviewed. The Interviews were held via Zoom Platform between the researcher as the interviewer and the focus group participants.
- 7- The data obtained from the TALQ was interpreted quantitatively using descriptive statistics via the SPSS program. In the meantime, the data obtained from the TALSSI was employed for the purpose of qualitative analysis.
- 8- Both the quantitative and the qualitative data were used to answer the study questions and verify its hypotheses.
- 9- Recommendations and suggestions based on the study results were provided for further research in this area.

10. Results and Discussion

In order to answer the study questions and authenticate its hypotheses, the contemporary study employed the mixed approach by means of the SPSS statistics program (Ver.19) to investigate the data gathered from the TEFL Applied Linguistics Questionnaire (TALQ). In the meantime, the qualitative data was collected from the joint themes found among the participants' TEFL Applied Linguistics Semi-Structured Interviews (TALSSI).

10.1 To Answer the Study Questions and Prove its Four Hypotheses Statistically:

To answer the study's main question, which demonstrates the significance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of the major of Applied Linguistics in the Faculties of Education in Governmental Universities in Egypt, three sub-questions were answered.

10.2 To Answer the First Sub-question and Prove the Second Hypothesis Statistically:

The first question was answered by showing the academic importance of including the major of Curricula and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics as indicated in tables (1) and (2).

Table (1): Frequencies and Percentages of TEFL Faculty Members’ Perceptions of the TALQ Statements: Academic Importance.

Descriptive Statistics					
Statements	N	Minimum	Maximum	Mean	Std. Deviation
1-The definition of Applied linguistics is the study of language in relation to practical, real-world problems such as foreign and second language teaching and learning	50	1	5	3.11	1.084
2-Researchers on the field of education are a must in the field of Applied Linguistics.	50	1	5	4.92	1.158
3-In the modern educational setting, knowledge of Applied Linguistics is essential for English language teaching in general and for effective English teachers in particular	50	1	5	3.84	1.299
4-The formats of the English language curricula, English language materials, English courses, are influenced by applied linguistics.	50	1	5	4.21	1.074
5-Applied linguistics is not limited to language teaching; however, it involves some more fields including sociolinguistics, discourse analysis lexicography, stylistics, speech pathology, translation, Language policy and Planning.	50	1	5	4.94	1.096
6-For a large part of its history, Applied Linguistics was more or less synonymous with language education, especially English Language Teaching.	50	1	5	3.04	1.124
7-The relationship between applied linguistics and the major of curriculum and methods of English language teaching (CMELT) is not existing at all.	50	1	5	2.00	1.178
8-There is an interface between Language Education and Applied Linguistics; and it is equally unhelpful to view the two as entirely independent.	50	1	5	4.84	1.201

5. Note: 5=strongly agree 4= agree 3 =neutral 2= disagree 1= strongly disagree.

The five-point Likert scale is regarded as an interval scale. The mean is very significant for indicating the statistical interpretation. From 1 to 1.81, it means strongly disagree. From 1.81 to 2.60, it means disagree. From 2.61 to 3.40, it means neutral. From 3.41 to 4.20, it means agree. From 4.21 to 5, it means strongly agree.

In the first statement, the mean is (3.11.) Thus, it denotes that the majority of the Faculty Members of Curricula and Instruction of TEFL at the Faculties of Education in Egypt are neutral concerning the interconnectedness of Applied Linguistics with language teaching as it studies language in relation to practical, real-world problems such as foreign and second language teaching and learning. The second statement is (4.92.) Accordingly, nearly all the TEFL Faculty Members agree that researchers in the field of education are a must in the field of Applied Linguistics. In the third statement, the mean is (3.84), which means that the majority of the participants agree that the knowledge of Applied Linguistics is essential for English language teaching in general and for English teachers in particular. The fourth statement demonstrates the great influence of applied linguistics on the English language curricula formats and courses as its mean is (4.21), which means that nearly all the participants strongly agree that the formats of the English language curricula, English language materials, English courses, are influenced by applied linguistics.

The mean of the fifth statement (4.94) indicates that nearly all the participants are aware that Applied Linguistics is not just restricted to language teaching; however, it includes other disciplines such as lexicography, stylistics, speech pathology, translation, Language policy and planning, which is crucial for qualifying the EFL teachers as well. It is obvious in the mean of the sixth statement (4.4) that the majority of the participants agreed that for a large part of its history, Applied Linguistics was more or less synonymous with language education, especially English Language Teaching. The mean of the seventh statement (2.00) is an indicator that the study participants disagree that the relationship between applied linguistics and the major of curriculum and methods of English language teaching (CMELT) does not exist at all. This proves the opposite of the statement that the relation between applied linguistics and curriculum and methods of English language teaching (CMELT) is very strong, and their separation is indispensable. The mean of the eighth statement (4.84) is a strong indicator that the major of curriculum and teaching methods of the English language should be involved under the general umbrella of Applied linguistics, and nearly all the participants strongly agree that

there is an interface between Language Education and Applied Linguistics, and it is equally unhelpful to view the two as entirely independent.

For more validity and as support for the quantitative data collected from the TEFL Faculty Members concerning the answer to the first question, qualitative data was gathered through holding semi-structured interviews with ten Faculty Members specialized in Applied Linguistics in the Egyptian Faculties of Arts. The first question related to academic significance was: "Do you think there is a relation between the two majors of curriculum and teaching English language and Applied Linguistics? If yes, why? If no, why? Please speak freely". The answers to this question are demonstrated in Table (2).

Table (2): Samples of Participants' Semi-Structured Interviews Answers Concerning the Academic Significance Section

Participants	Answers
1	In my opinion the relationship between the major of teaching English as a foreign language and the science of applied linguistics is steady, as neither of which can be separated from the other. This because the field of applied linguistics, in its inception, was just focusing on finding the problems in teaching English as a second language and solving them for the purpose of effective instruction. This is however, applied linguistics includes other linguistic branches like sociolinguistics, language acquisition, psycholinguistics, and discourse analysis.
2	How cannot we say that the curricula and methods of teaching English language major is not part of applied linguistics, and at the same time, the teacher of English language would not be a competent teacher in his profession without his full knowledge of what are applied linguistics and its other branches like sociolinguistics?
3	Most of the research studies conducted in the field of applied linguistics since its inception in the middle of the twentieth century until it spread in most of the academic contexts all over the world at the end of the twentieth century was conducted in the field of teaching English language, its teaching methods and designing its curricula.
4	All the other branches of applied linguistics, such as sociolinguistics, discourse analysis lexicography, stylistics, speech pathology, translation, language policy and planning, focus on the four macro skills of listening, speaking, reading and writing.
5	Teaching English methods and its curricula connects between applied linguistics and theoretical linguistics. All this confirms the fact that it is impossible to state that L2 (EFL/ESL) cannot be included under the general umbrella of applied linguistics.

The thematic analysis of the results of the semi-structured interviews indicates that there are common themes among the participants, such as considering teaching the English language and designing its curricula as the cornerstone in applied linguistics and all its other branches, such as sociolinguistics, psycholinguistics, translation studies and discourse analysis. Furthermore, the qualitative data, besides the earlier obtained quantitative data, confirm the academic importance, including the major of Curricula and Instruction of TEFL at the Colleges of Education in Egypt under the general umbrella of Applied linguistics, thus answering the second question and verifying the second hypothesis.

10.3 To Answer the second sub-question and verify the third Hypothesis Statistically:

With regard to the economic importance of including the specialization Curricula and Instruction of TEFL under the general umbrella of the major of Applied Linguistics, This will lead to the answer to the third question: What is the economic importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of Applied Linguistics at the Faculties of Education at the Governmental Universities in Egypt? In addition, it will verify the third hypothesis: H3- there is an economic importance for including the specialization of Curricula and Instruction of TEFL under the general umbrella of Applied Linguistics at the Faculties of Education at the Governmental Universities in Egypt. All this is clearly demonstrated in Table (3).

Table (3): Frequencies and Percents of TEFL Faculty Members' Perceptions on the TALQ Statements: Economic Significance.

Descriptive Statistics					
Statements	N	Minimum	Maximum	Mean	Std. Deviation
1-Including the major of CMELT under the general umbrella of Applied Linguistics in Egypt, would prepare the TEFL postgraduate students to meet the professional standards for teaching English to language learners residing abroad.	50	1	5	3.41	1.144
2-Including the major of CMELT under the general umbrella of Applied Linguistics in Egypt, would help the TEFL postgraduate students meet the teaching/tutoring experience requirements preferred by hiring agencies inside Egypt.	50	1	5	2.76	1.080
3-The Applied Linguistics (TEFL-TESOL) Certificate is a direct requirement or preferred qualification for several jobs such as Teaching English as EFL or ESL.	50	1	5	4.10	1.199
4-Including the major of CMELT under the general umbrella of applied linguistics could lead to bringing more international students to study Applied linguistics- Teaching English as a foreign language in the Egyptian Universities, particularly, at the Faculties of Education which in turn will have economic income for Egypt.	50	1	5	4.70	1.249
5-TEFL Applied Linguists may work as academic researchers, teacher trainers, test developers, language policy consultants, translators, TV and newspaper journalists, tour guides and any public or private sector jobs that require good mastery of English language.	49	1	5	3.96	1.154
6-In today's world, with the increasing globalization, it has become critical to master the fours skills of English language which is the focus of the curricula and English language teaching major which comes under the general umbrella of applied linguistics.	50	1	5	4.06	1.114

Note: 5=strongly agree 4= agree 3 =neutral 2= disagree 1= strongly disagree.

The five-point Likert scale is regarded as an interval scale. The mean is very significant. From 1 to 1.81, it means strongly disagree. From 1.81 to 2.60, it means disagree. From 2.61 to 3.40, it means neutral. From 3.41 to 4.20, it means agree. From 4.21 to 5, it means strongly agree.

Concerning the first statement, the mean is (3.41.) This means that the participants agree that there will be economic benefit for including the major of Curriculum and Instruction of TEFL (CIT) under the specialization of Applied Linguistics as this will create work opportunities for the EFL graduates outside Egypt by providing them credit to teach English language learners.

The mean of the second statement (2.76) denotes that the participants were neutral regarding the magnitude of including the major of CIT under the general umbrella of Applied Linguistics in providing proper jobs inside Egypt for the EFL graduates and postgraduates. In the third statement, the participants agreed that an Applied Linguistics (TEFL-TESOL) Certificate is an essential requirement or preferred qualification for several jobs, such as Teaching English as EFL or ESL. This is evident in the mean, which is (4.10). From the mean of the fourth statement, which is (4.70), the majority of the participants strongly agreed that including the major of CIT under the general umbrella of Applied Linguistics could lead to bringing more international students to study Applied linguistics- Teaching English as a foreign language in the Egyptian Universities, particularly, at the Faculties of Education which in turn will provide a great economic income for Egypt.

The fifth statement gives a paramount magnitude for the TEFL Applied linguistics graduates in the Labor market. Its mean (3.96) indicates that the participants have a consensus that the TEFL Applied Linguistics graduates can get employed in several jobs as academic researchers, teacher trainers, test developers, language policy consultants, translators, TV and newspaper journalists,

tour guides and any public or private sector jobs that require good mastery of English language. The mean of the sixth statement (4.06) illustrates the agreement of the participants that mastery of the four macro skills of listening, speaking, reading and writing, which is the main focus of the CIT and Applied Linguistics, is essential for all the available jobs in the labor market nowadays.

What supports the statistical evidence of the economic importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of Applied Linguistics at the Faculties of Education in Egypt and increases the validity and reliability of the qualitative data obtained through the semi-structured interviews. They were held with the ten Faculty Members from the Egyptian Faculties of Arts who specialized in Applied Linguistics, as shown in the selected excerpts in Table 4.

Table (4): Samples of Participants' Semi-Structured Interviews Answers Concerning the Economic Significance Section

Participants	Answers
1	The inclusion of the curriculum and methods of teaching English language under the general umbrella of applied linguistics will have a great economic impact for the graduates of the Department of Curricula and Teaching Methods who hold master's and doctoral degrees because this will open several areas of work for them in the Egyptian universities and outside Egypt as well. Thus, the Egyptian economy will benefit greatly from that.
2	The inclusion of the CMTEL in applied linguistics in the Colleges of Education in Egypt will lead to making the program of curricula and methods of teaching English language being in line with the its similar programs in the first-ranked universities in the world, particularly the British and the American universities. Of course, this will bring more international students to the Egyptian universities to study this specialization in the faculties of education, and will certainly bring a great economic return to the Egyptian economy.
3	I do believe that if we open a track for Applied Linguistics- specialization of Teaching English Language alongside the track of Theoretical Linguistics and English Literature, this will be academically and economically beneficial for the graduates of this track, whether undergraduate students or postgraduates with master's and doctoral degrees. Moreover, the number of international students wishing to join the track of Applied Linguistics in the Faculties of Education in Egypt will also increase, which will bring high income from hard currencies to the Egyptian economy and to the Egyptian Universities. Also, the demand for graduates of this track, whether inside or outside Egypt, will be very high due to their high qualification and good preparation.
4	There is an important thing that must be focused on in this regard as well, which is to change the name of master's and doctorate certificates for the graduate students who hold the degrees of Master's and PhDs to be master or PhD in Applied Linguistics-Specialization of Teaching English Language instead of just master or PhD in Education- Specialization of Curricula and Methods of Teaching English. This will make the owners of educational institutions, whether inside or outside Egypt, prefer to hire the graduates of the Egyptian Faculties of Education to teach all branches of Applied Linguistics, such as the Four Language Skills, Error Analysis, Language Acquisition, Advanced Grammar, Composition and Essay Writing, as well as Sociolinguistics and Psycholinguistics.

The qualitative data obtained from the semi-structured interviews, in addition to the statistical data collected from the TEFL Applied Linguistics Questionnaire (TALQ) in the economic part, confirm the economic significance of including the major of Curricula and Instruction of TEFL at the Faculties of Education in Egypt within the general umbrella of Applied Linguistics. This answers the study's second question and verifies the third hypothesis.

10.4 To Answer the Third Sub-Question and Verify the Fourth Hypothesis Statistically:

In addition to the academic and economic importance of including the specialization of Curriculum and Instruction of TEFL under the general umbrella of Applied Linguistics, there is also the affective importance, as evidenced by the results of the TEFL Applied Linguistics Questionnaire (TALQ) related to the affective part, as indicated in Table (5).

Table (5): Frequencies and Percents of TEFL Faculty Members’ Perceptions on the TALQ Statement: Affective Significance Section.

Descriptive Statistics					
Statements	N	Minimum	Maximum	Mean	Std. Deviation
1-Expanding the field of the labor market in many areas for the masters and PhD. TEFL holders in Egypt. In return, this will generate a positive attitude among them towards the specialization of CMELT.	50	1	5	3.00	1.245
2- Encouraging the graduates of the CMELT to improve their linguistic level to be qualified to work in the several fields available to the graduates specialized in the Applied Linguistics branches.	50	1	5	4.96	1.177
3- Motivating the most competent graduates of the English language major to obtain their master’s and doctorate degrees in TEFL, which will have a great return in progressing the research process in this specialty.	50	1	5	3.18	1.304
4-Reducing the negative attitude towards the major of CMELT among the graduate students of English Language Departments who wish to obtain their master’s and doctorate degrees in TEFL.	50	1	5	4.02	1.220
5-Increasing the willingness and motivation of the graduates of High Schools to join the English Language Departments at the Faculties of Education in Egypt, rather than joining the same major at the Faculties of Arts.	50	1	5	2.98	1.270
6-Enhancing the self-esteem of the TEFL graduates of Faculties of Education, as this would change the academic community’s view of the TEFL Graduates of Faculties of Education that they are not qualified to teach the courses of Applied Linguistics	50	1	5	4.10	1.182
Valid N (listwise)	48				

Note: 5=strongly agree 4= agree 3 =neutral 2= disagree 1= strongly disagree.

The five-point Likert scale is regarded as an interval scale. The mean is very significant. From 1 to 1.81, it means strongly disagree. From 1.81 to 2.60, it means disagree. From 2.61 to 3.40, it means neutral. From 3.41 to 4.20, it means agree. From 4.21 to 5, it means strongly agree.

The mean of the first statement (3.00) indicates that the study participants were neutral concerning their views that positive attitudes would be created towards the specialization of Curriculum and Instruction of TEFL (CIT) for the English language graduates and post graduates in the Faculties of Education in Egypt because of expanding the field of the labor market in many areas for the masters and PhD. TEFL holders. The second statement mean (4.96) demonstrates that the majority of the study participants agreed that the graduates of CIT will be encouraged to improve their linguistic level to be qualified to work in the several fields available to the graduates specialized in the Applied Linguistics branches.

The mean of the third statement (3.18) illustrated that the study participants were neutral regarding the issue of motivating the most competent graduates of the English language major to obtain their master’s and doctorate degrees in TEFL, which will lead to advancements in the research process in the area of Applied Linguistics-Teaching English language as a foreign language. The mean of the fourth statement (4.02) demonstrated that most of the study participants agree that including the major of CIT in the specialization of Applied Linguistics will reduce the negative attitude towards the major of CIT among the graduate students of English Language Departments who wish to obtain their master’s and doctorate degrees in TEFL.

In the fifth statement, its mean (2.98) is an indication that the study participants were neutral regarding increasing the willingness and motivation of the graduates of High Schools to join the English Language Departments at the Faculties of Education in Egypt rather than joining the same major at the Faculties of Arts after including the major of CIT under the specialization Applied Linguistics at the Faculties of Education. Finally, the mean of the sixth statement (4.10) showed the agreement of the study

participants that inserting the major of CIT inside the specialization of Applied Linguistics will enhance the self-esteem of the TEFL graduates of the Faculties of Education in Egypt, as this would change the academic community's view of the TEFL Graduates of Faculties of Education that they are not qualified to teach the courses of Applied Linguistics.

In addition to the quantitative data obtained concerning the affective importance of including the specialization of Curricula and Instruction of TEFL under the general umbrella of Applied Linguistics, qualitative data was collected through the semi-structured interviews held with the voluntary sample from the Faculty Members in the Egyptian Faculties of Arts, as it is evident in the selected Excerpts in Table (6).

Table (6): Samples of Participants' Semi-Structured Interviews Answers Concerning the Affective Significance Section.

Participants	Answers
1	I believe that including the Curriculum and Methods of Teaching English Language in the Colleges of Education in Egypt under the general umbrella of Applied Linguistics will be a great motivation for the students of the Colleges of Education who graduated from the English language Department to complete their master's and doctoral degrees in this wonderful specialization that combines theoretical linguistics and applied linguistics together in one major.
2	This will change the view of the educational institutions and the academic community towards the graduates of the English language Department from the Faculties of Education as not competent in the English language compared to their counterparts from the Faculties of Arts, which will attract outstanding high school students and motivate them to join the Faculties of Education and complete their MA and PhD degrees in the field of English language teaching methods, which will benefit the level of the academic progress in this major.
3	Working on establishing a track for Applied Linguistics in the Departments of Languages within the Faculties of Education in Egypt will be a great achievement. This means that there will be three tracks: Linguistics, Literature and Applied Linguistics, which will include within it the specialization of curriculum and methods of English language teaching. Indeed, this will be a great motivation not only for the Egyptian students but also for the international students to join the track of applied linguistics-English language teaching.
4	Actually, changing the academic titles in the certificates of diplomas, masters and doctorate for the graduates of the Department of Curricula and Teaching Methods specializing in English language to a diploma, masters or doctorate in applied linguistics specializing in English language teaching, as it is applied in the international university programs around the world, will motivate the owners of educational institutions to employ those graduates and at the same time will motivate students to perform highly in this specialty.

The quantitative data obtained from the answers of the study participants to the TEFL applied linguistics questionnaire statements as shown in Table (6), and the answers to the semi-structured interview questions as demonstrated in table (6), all of which confirm the increase of the affective importance of the specialists in the field of English language towards the major of the Curriculum and Instruction of TEFL when it is included under the general umbrella of Applied Linguistics. This answers the third question and proves the fourth hypothesis.

10.5 To Answer the Study Main Question and Verify the First Hypothesis Statistically:

The quantitative and qualitative data collected from the study participants gave answers to the second, third and fourth questions related to the academic, economic and affective importance of including the specialization of Curriculum and Instruction of TEFL under the general umbrella of Applied Linguistics, respectively, and thus verifying the second, third and fourth hypotheses. All this answers the study's main question: Why is it necessary to include the specialization of Curriculum and Instruction of TEFL under the general umbrella of Applied Linguistics in the Faculties of Education in the Governmental Universities in Egypt? In addition to verifying the first hypothesis: There are several benefits for including the specialization of Curriculum and Instruction of TEFL under the general umbrella of the specialization of Applied Linguistics in the Faculties of Education in the Governmental Universities in Egypt.

11. Discussion

The quantitative data collected from the TEFL Applied Linguistics Questionnaire (TALQ) and the data gathered from the TEFL Applied Linguistics Semi-Structured Interviews (TALSSI) all confirmed the academic, economic and affective importance of including the major of Curriculum and Instruction of TEFL under the general umbrella of Applied Linguistics in the Faculties of Education in the Egyptian Universities either for the specialists in this specialty or the employers in the labor market. Of course,

several educational institutions all over the world have included the major of Curriculum and Instruction of TEFL as a branch of Applied Linguistics and have obtained numerous benefits.

Several studies confirmed this claim on the academic side (e.g., Alduais, 2012; Khan, 2011; Kunitz et al., 2021; Xing, 2018). These studies elaborated on the topic of educational linguistics or language teaching and TEFL contexts under the applied linguistic theory. Academically, the current study demonstrated that the majority of the participants agreed that the themes or topics of TEFL research are dominating or common in most applied linguistics research. The means (e.g. (4.92), (4.21), (4.94), (4.84)) of the statements in the TEFL Applied Linguistics Questionnaire in the academic significance part supports strongly this claim.

In addition to the quantitative data, the qualitative excerpts sustain the statistical data, as demonstrated in Table (2). Most of the qualitative data highlighted how all the branches of applied linguistics are related to the issues of teaching English as a foreign language and how the majority of research in applied linguistics concentrates on TEFL matters. For instance, one of the participants reported, "In my opinion, the relationship between the major of teaching English as a foreign language and the science of applied linguistics is steady, as neither of which can be separated from the other. This is because the field of applied linguistics, in its inception, was just focusing on finding the problems in teaching English as a second language and solving them for the purpose of effective instruction. This is, however, applied linguistics includes other linguistic branches like sociolinguistics, language acquisition, psycholinguistics, and discourse analysis".

Economically, the answers of the participants to the statements of the economic part significance in the TALQ proved that there would be invaluable economic benefits for Egypt and for the graduates of Curriculum and Instruction of TEFL (CIT) after including the major of CIT under the general umbrella of Applied Linguistics. This is clear in the means of the statements in Table (3) (e.g. (4.10), (4.70), (4.06)), which demonstrated the agreement of the majority of the participants on the statements. The most important economic benefit would be providing work opportunities for the graduates of CIT as the employers would be interested in employing them.

Another important economic benefit is that the international students would be very motivated to do their postgraduates in TEFL in the Faculties of Education in Egypt, which would be a very important source for bringing hard currency for Egyptian income. The qualitative data collected from TALSSI support these claims. For instance, as indicated in Table (4), one of the participants reported that: "The inclusion of the CIT in Applied Linguistics in the Colleges of Education in Egypt will lead to making the program of curricula and methods of teaching the English language being in line with its similar programs in the first-ranked universities in the world, particularly the British and the American universities. Of course, this will bring more international students to the Egyptian universities to study this specialization in the Faculties of Education and will certainly bring a great economic return to the Egyptian economy".

All this goes in line with several studies as mentioned earlier in the literature review (e.g. Alduais, 2012; Darus, 2009; Dweik & Al-Barghouthi 2014; Elshahawy, 2021; Farsani & Babaii, 2018; Khan, 2011; Kunitz et al., 2021; Kurowski, 2011; Moghadam, 2016; Mohseni et al., 2021; Salah, 2012; Souad, 2011; Waer, 2012; Xing, 2022). The majority of those researchers who carried out these studies had the affiliation of MA or PhD candidates, Assistant Professors, Associate Professor or Professor of Applied Linguistics and Teaching English as a foreign or second Language.

On the affective side, the collected data, either quantitative or qualitative, proved the positive attitude, the increase of willingness and motivation of the graduate students of the English language Department at the Faculties of Education in Egypt to get their master's and PhD degrees in the major of Curriculum and Instruction of TEFL (CIT). In the same vein, including the major of CIT under the general umbrella of Applied Linguistics will increase the self-esteem of the TEFL graduates as the academic community will change its view towards them and allow them to teach all the other branches of applied linguistics like the macro skills of listening, speaking, reading and writing; the error analysis courses, the advanced grammar courses; the composition and creative writing courses. This is very obvious in the means of the participant's answers as indicated in Table (5) (e.g. (4.96), (4.02), (4.10)).

What sustains this quantitative data is that most of the TEFL researchers feel proud and are very motivated to publish their TEFL research papers in Applied Linguistics Journals and write their academic rank affiliations on their research papers covers as Lecturer, Assistant or Associate or Full Professors of Applied Linguistics and Teaching English as a foreign or second Language. Examples of these studies are the studies of (Alduais, 2012; Darus & Subramaniam, 2009; Dweik & Al-Barghouthi 2014; Elshahawy, 2021; Farsani & Babaii, 2018; Khan, 2011; Kunitz et al., 2021; Kurowski, 2011; Moghadam, 2016; Mohseni et al., 2021; Salah, 2012; Souad, 2011; Waer, 2012; Xing, 2018).

Evidence from the qualitative data supported the quantitative data concerning the magnitude of including the major of Curriculum and Instruction of TEFL (CIT) under the general umbrella of Applied Linguistics. This is obvious from the qualitative data gathered

via running the TEFL Applied Linguistics Semi-Structured Interviews (TALSSI). Excerpts from Table (6) prove this claim. For instance, one of the participants reported that: " I believe that including the Curriculum and Methods of Teaching English Language in the Colleges of Education in Egypt under the general umbrella of Applied Linguistics will be a great motivation for the students of the Colleges of Education who graduated from the English language Department to complete their master's and doctoral degrees in this wonderful specialization that combines theoretical linguistics and applied linguistics together in one major."

12. Conclusions

The obtained data from the participants of the current study concerning the quantitative and qualitative analysis demonstrates the great academic, economic and affective importance of integrating the specialization of Curricula and Instruction of TEFL (CIT) under the general umbrella of the specialization of Applied Linguistics, as it is represented in the academic, economic and emotional importance. All of this will be of great benefit to the graduates who have master's and Ph.D. degrees in the field of teaching English as a foreign language. Definitely, this will open up fields of work for them inside and outside Egypt in all the educational institutions in which the branches of Applied Linguistics are taught. In return, all of this will be in the interest of the educational process in the Faculties of Education in Egypt who grant degrees in TEFL.

Based on this triple importance, whether academic, economic or affective, the current study recommends the need to take all its findings into consideration on the part of the Higher Educational Policy Makers in Egypt regarding the major of Curriculum and Methods of English Language Teaching. One more important recommendation is to establish a new track within the Faculties of Education affiliated with the English Language Departments called the Applied Linguistics track. In this new track, all branches of Applied Linguistics will be taught, such as error analysis, acquisition of Language, advanced grammar, conversation courses, composition and creative writing courses, English language skills, sociolinguistics, psycholinguistics, curricula and methods of teaching English and curriculum design and planning.

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