

University Center Si Elhoues Barika

Faculty of Foreign language

English Department



Module: Initiation to Linguistics

**This handout is dedicated to first-year license
students**

IT tackles the ABC's of linguistics for beginners

Lecturer : Dr.Meriem OTHMANE

ACADEMIC YEAR

2023-2024

Course details

Course title: Initiation to linguistics

Duration: 1h30 per week(TD)

Level: L1

Instructor

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Course description

The module on "Introduction to Language and Linguistics" covers a comprehensive range of topics that explore the nature, structure, and function of language. It provides a thorough grounding in both theoretical and practical aspects of linguistics, preparing students for further study or careers in language-related fields.

Course objectives

- *Understanding language: develop a foundational understanding of language as a complex system of communication.*
 - *Exploration of linguistics: gain insights into the field of linguistics and its significance in various disciplines.*
 - *Analytical skills: cultivate analytical skills to examine language structure and function.*
 - *Interdisciplinary connections: recognize the connections between linguistics and fields such as psychology, sociology, and anthropology.*
 - *Critical thinking: enhance critical thinking abilities through the evaluation of linguistic theories and research.*
 - *Research proficiency: build skills for conducting basic linguistic research and analysis.*
 - *Cultural awareness: increase awareness of the role of language in cultural identity and social interaction.*
 - *Practical applications: understand the practical applications of linguistic knowledge in everyday contexts.*
 - *Communication skills: improve communication skills through the study of language use and variation.*
 - *Lifelong learning: foster an appreciation for the ongoing study of language and its evolving nature.*

Course Structure

- **Course Title:** *Initiation to Linguistics*
 - **Course Duration:** *14 weeks (1 session per week)*
 - **Assessment:** *Written exam (100%)*
 - **Course Format:** *Lectures, discussions, readings, and assignments*
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Course Content Outline

Week 1: Introduction to Language and Linguistics

- *Overview of linguistics*
- *Importance of studying language*

Week 2: Macro and Micro Linguistics

- *Definitions and distinctions*
- *Introduction to microlinguistics and macrolinguistics*

Week 3: Microlinguistics

- *Phonetics: Study of speech sounds*
- *Phonology: Sound systems in languages*
- *Morphology: Structure of words*
- *Syntax: Sentence structure*
- *Semantics: Meaning in language*

- *Pragmatics: Contextual meaning*

Week 4: Macrolinguistics

- *Psycholinguistics: Language and cognition*
- *Sociolinguistics: Language and society*
- *Applied Linguistics: Practical applications*
- *Computational Linguistics: Language processing*
- *Mathematical Linguistics: Formal properties*
- *Anthropological Linguistics: Language and culture*
- *Stylistics: Language style*
- *Historical Linguistics: Language change*
- *Neurolinguistics: Brain and language*

Week 5: What is Linguistics and Why Study It?

- *Definitions and scope of linguistics*
- *Relevance to other fields*

Week 6: What is Language?

- *Origin, definition, and characteristics*
- *Functions of Language:*
- *Referential, phatic, poetic, directive, metalinguistic, emotive, reflexive*

Week 7: Properties of Human Language

- *Key Properties:*
- *Displacement, arbitrariness, productivity, cultural*

transmission, duality, discreteness

Week 8: Animal Communication vs. Human Language

- *Comparison of communication systems*
- *Unique features of human language*

Week 9: Linguistics as a Scientific Study

- *Methodologies in linguistic research*
- *Importance of empirical data*

Week 10: Historical Perspectives on Linguistics

- *Pre-structuralism in the 19th century*
- *Leonard Bloomfield and behaviorism*
- *Modern linguistics vs. traditional grammar*

Week 11: Saussure and Structuralism

- *Key principles of structuralism*
- *Differences between European and American structuralism*
- *Concepts: Langue vs. parole, synchronic vs. diachronic*

Week 12: Chomskyan Generativism

- *Universal Grammar (UG)*
- *Competence vs. performance*
- *Language Acquisition Device (LAD)*
- *Deep and surface structure*

Week 13: Functionalism and Post-Chomskyan Linguistics

- *Halliday's functions of language*

- *Communicative competence*
- *Speech Act Theory*
- *Introduction to sociolinguistics*

Week 14: Sociolinguistics and Applied Linguistics

- *History, definition, and scope of sociolinguistics*
- *Language variation and change*
- *Overview of applied linguistics*
- *Glossary, biographies, and references*

Additional Components

- *Readings: Selected articles and book chapters for each week*
 - *Assignments: Weekly reflective essays or discussion prompts*
 - *Glossary: Key terms and definitions*
 - *Biographies: Notable linguists and their contributions*
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LESSON 1:INTRODUCTION TO LANGUAGE

Objective

To familiarize students with essential concepts in linguistics, covering language structure, grammar types, and the distinction between theoretical and applied linguistics.

Timeline

Duration: 1 hour and 30 minutes

Materials

- *Screen shots from a book*
- *Sample sentences (both correct and incorrect)*
- *List of sentences* for categorization activity

1. Understanding Language

Every person learns at least one language, absorbing its rules—known as grammar—through experience. Key components of grammar include:

- **Phonology:** The sound system of a language.
- **Morphology:** The structure of words.
- **Syntax:** The arrangement of words into

sentences.

- **Semantics:** How sounds relate to meanings.
- **Lexicon:** The mental inventory of words.

Knowing a language means grasping these components, which form a system known as "**competence.**" This differs from "**performance,**" which refers to how one actually uses the language in daily communication.

1.1.Types of Grammar

▪**Descriptive Grammar:** Reflects the implicit rules that speakers follow, such as recognizing that "me likes apples" is incorrect while "I like apples" is correct.

▪**Prescriptive Grammar:** Sets guidelines for how language should be used, often seen in educational contexts.

With approximately 7,000 languages globally, linguists have discovered that many share fundamental similarities. The concept of **Universal Grammar** highlights the shared principles that underlie all human languages.

Lesson Summary

Aspect	Descriptive Grammar	Prescriptive Grammar
Definition	Describes how language is actually used by speakers in practice.	Dictates how language should be used according to established rules.
Approach	Observational; focuses on the natural use of language.	Normative; focuses on rules and standards for correct usage.
Flexibility	Allows for variations and changes in language over time.	Often rigid and resistant to changes in language.
Purpose	Aims to document and analyze language as it is spoken and written.	Aims to provide guidelines for correct language use in formal contexts.
Example	"Ain't" is commonly used in informal speech: "I ain't going."	"Do not use 'ain't' in formal writing; instead, say 'is not' or 'am not.'"

Activity

Objective : to engage students in exploring key linguistic concepts through active participation.

Instructions: provide a mix of grammatically correct and incorrect sentences. Students will identify which follow grammatical rules and discuss the differences between descriptive and prescriptive grammar.

➤ **Is the following sentence grammatical or ungrammatical?**

"The data was collected from various sources."

➤ After students respond to the question, facilitate a discussion that connects their analysis to the concepts of descriptive and prescriptive grammar:

Descriptive Grammar: This approach describes how language is actually used by speakers. In this case, students might note that many people use "data" as a singular noun in everyday conversation, reflecting a shift in usage over time.

Prescriptive Grammar: This perspective dictates how language should be used according to established rules. Here, students would recognize that traditional grammar rules treat "data" as a plural noun (the plural of "datum"), thus the correct form should be "The data were collected from various sources."

2. Defining Linguistics

Linguistics is the scientific examination of human language.

Fromkin (2018): "Linguistics is the scientific study of human language."

Aitchison (2003): The definition "Linguistics seeks to answer fundamental questions about what language is and how it operates" is often associated with Jean Aitchison, who has written extensively on the nature of language and its cognitive aspects.

3. Structure of Language

Language is organized hierarchically, starting from sounds (phonemes) that form meaningful units (morphemes), culminating in words and sentences, all governed by specific rules.

4. Theoretical vs. Applied Linguistics

Linguistics comprises both theoretical and applied aspects:

Theoretical Linguistics	Applied Linguistics
Phonology	Language education
Morphology	Translation and interpretation
Syntax	Lexicography
Semantics	Critical discourse analysis

Pragmatics	Literary stylistics
Discourse Analysis	

5. A Brief History of Linguistics

The study of language has a rich history spanning over 2,000 years. The earliest known linguist, Panini, established rules for Sanskrit in the 5th century BCE. In the West, ancient Greek philosophers like Plato explored language origins. The 15th century sparked interest in universal grammar due to increased global interactions. By the 19th century, linguists focused on historical language comparisons, later shifting to synchronic studies with Ferdinand de Saussure's influential work. This evolution reflects the dual nature of linguistics: both theoretical exploration and practical application in real-world contexts, a balance that continues to shape the field today.

The used references :

- Fromkin, V., Rodman, R., & Hyams, N. (2018). An introduction to language (11th ed.). Cengage Learning.
- Aitchison, J. (2003). Language Change: Progress or Decay? Cambridge, UK: Cambridge University Press.
- Crystal, D. (2010). The Cambridge Encyclopedia of Language (3rd ed.). Cambridge, UK: Cambridge University Press.

- McGregor, W. (2009). *Linguistics* (2nd ed.). London, UK: Continuum.
- Hana, J. (2020). *Introduction to language*.
<https://ufal.mff.cuni.cz/~hana/teaching/ling1/ling1>

ACTIVITY : GROUP WORK

- Divide the class into small groups.
- Provide each group with **screenshots** that include definitions of (language, linguistics, descriptivism, prescriptivism, competence, performance) and **a list of sentences** reflecting both descriptive and prescriptive rules

The screen shots are taken from: (Hana, 2020, p. 5-7):

1.1 Language

Language is a system that associates sounds (or gestures) with meanings in a way that uses words and sentences.

Linguistics is the scientific study of human language. It tries:

- first, to observe languages and to describe them accurately,
- then, to find generalizations within what has been described,
- finally, to draw conclusions about the general nature of human language.

Competence: the speaker's unconscious knowledge of his language enabling him to produce and understand an infinite number of sentences

Performance: the actual usage of competence in communication.
Biological limitation (memory, breathing), hesitations, errors, etc.

- (1) a. The mouse escaped.
b. The mouse the cat was chasing escaped.
c. The mouse the cat the dog barked at was chasing escaped.

Performance point of view: terrible

Competence point of view: ok

Grammatically fine, but stylistically bad.

- (2) a. The book is good.
b. The book on the shelf is good.
c. The book on the shelf in the corner is good.
d. The book on the shelf in the corner of my house is good.

1.4.1 Descriptive Approach

- Linguists attempt to *describe* the grammar of the language that exists in the minds of its speakers, i.e. to create a model of speakers' mental grammar.
- The resulting descriptive grammar describes person's basic linguistic knowledge. It explains how it is possible to speak and understand and it summarizes what speakers know about the sounds, words, phrases and sentences of their language.
- Creating a descriptive grammar involves observing the language and trying to *discover* the principles or rules that govern it.
- Descriptive rules accept as given the patterns speakers actually use and try to account for them. Descriptive rules allow for different dialects of a language and even variation within one dialect.

1.4.2 Prescriptive Approach

- Prescriptivists tell you someone's idea of what is "good" or "bad".
- Prescriptive rules make a value judgment about the correctness of certain utterances and generally try to enforce a single standard. For example:

English:

- Don't split infinitives; don't say: *to easily understand*
- Don't end a sentence with a preposition; don't say *Where are you from?*

Czech:

The list of sentences

Descriptive Examples:

"I ain't going to the party."

"He done it yesterday."

Prescriptive Examples:

"Do not use 'ain't' in formal writing."

"Correct form: 'He did it yesterday.'"

- Ask each group to categorize the sentences into descriptive or prescriptive and discuss:
- How might a linguist describe these sentences differently than a prescriptivist?

Discuss as a class:

- How do competence and performance play into understanding these sentences?
- What might be the implications of taking a descriptive vs. prescriptive approach?

Concluding activity:

- Have students write a short reflection on which approach (descriptive or prescriptive) they believe is more useful in understanding language and why.

LESSON TWO: MACRO AND MICRO LINGUISTICS

REFORMULATE IF POSSIBLE

Objective

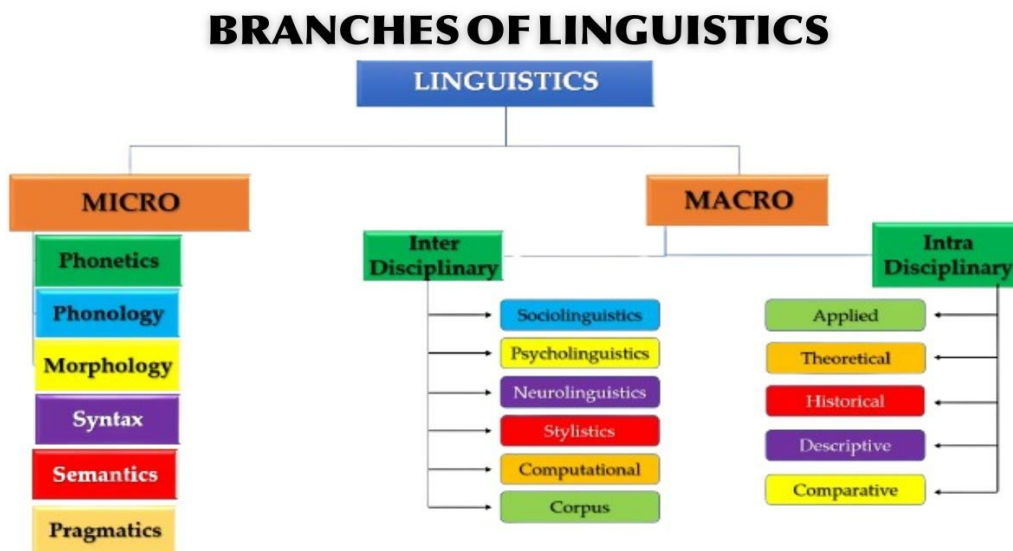
To understand the key distinctions between macro and micro linguistics, explore their main components, and examine how they relate to other fields of study.

Timeline

Duration: 1 hour and 30 minutes

Materials

- Whiteboard and markers for notes and diagrams
- Handouts summarizing micro and macro linguistics concepts
- Examples of interdisciplinary connections (e.g., articles or case studies)
- Blank paper and writing utensils for student notes and activities
- Access to online resources for further exploration (optional)



1. Overview of Linguistic Branches

Linguistics can be split into two main branches: micro linguistics and macro linguistics, each providing valuable insights into how we understand language.

1.1 Micro Linguistics

Micro linguistics focuses on the details of language itself, looking at its core components:

- **Phonetics:** The study of how speech sounds are produced and perceived.

- **Phonology:** How sounds are organized and function within a language.

- **Morphology:** The structure of words and how they are

formed from smaller units called morphemes.

▪**Semantics:** The meanings of words and how they combine to create sentences.

▪**Pragmatics:** How context influences meaning beyond the literal interpretation of words.

▪**Syntax:** The rules for arranging words into proper sentences.

1.2 Macro Linguistics

Macro linguistics takes a broader perspective, examining how language interacts with other fields and its internal divisions.

1.2.1 Interdisciplinary Connections

This branch looks at how linguistics overlaps with other areas:

▪**Sociolinguistics:** Explores the relationship between language and society.

▪**Psycholinguistics:** Investigates the cognitive processes involved in language use.

▪**Neurolinguistics:** Studies how language is represented and processed in the brain.

▪**Computational Linguistics:** Merges linguistics with computer science to analyze language data.

▪**Stylistics:** Focuses on style and tone in language.

▪**Geographical Linguistics:** Studies regional language variations and dialects.

▪ **Cognitive Linguistics:** Examines how language relates to thought and culture.

1.2.2 Intradisciplinary Focus

This section covers the different subfields within linguistics:

▪ **Theoretical Linguistics:** Develops theories about language structure and function.

▪ **Historical Linguistics:** Studies how languages change over time.

▪ **Descriptive Linguistics:** Documents how languages operate in practice.

▪ **Applied Linguistics:** Looks at practical applications, like language teaching and translation.

▪ **Comparative Linguistics:** Compares different languages to understand their relationships.

Conclusion

By distinguishing between macro and micro linguistics, we gain a clearer picture of the complexities of language. This lesson sets the stage for deeper exploration into each branch and its relevance in various contexts.

The used references :

- <https://literaryenglish.com/branches-of-linguistics-micro-vs-macro-linguistics/>

- Enfield, N. J. (2005). Micro- and macro-dimensions in linguistic systems.
- <https://www.youtube.com/watch?v=Jqeq5RA-4YQ>

Lesson Summary

Branch of Linguistics	Subfield	Description
Micro Linguistics	Phonetics	The study of how speech sounds are produced and perceived.
Phonology	Examines how sounds are organized and function within a language.	
Morphology	Analyzes the structure of words and how they are formed from smaller units called morphemes.	
Semantics	Investigates the	

	meanings of words and how they combine to create sentences.	
Pragmatics	Explores how context influences meaning beyond the literal interpretation of words.	
Syntax	Focuses on the rules for arranging words into proper sentences.	
Macro Linguistics	Sociolinguistics	Studies the relationship between language and society.
Psycholinguistics	Investigates the cognitive processes involved in language use.	

Neurolinguistics	Examines how language is represented and processed in the brain.	
Computational Linguistics	Merges linguistics with computer science to analyze language data.	
Stylistics	Focuses on style and tone in language.	
Geographical Linguistics	Studies regional language variations and dialects.	
Cognitive Linguistics	Examines how language relates to thought and culture.	
Theoretical Linguistics	Develops theories about language structure and function.	

Historical Linguistics	Studies how languages change over time.	
Descriptive Linguistics	Documents how languages operate in practice.	
Applied Linguistics	Looks at practical applications, like language teaching and translation.	
Comparative Linguistics	Compares different languages to understand their relationships.	

ACTIVITY : MATCHING ACTIVITY

Instructions:

- Students will match the descriptions on the left with the appropriate branch of linguistics on the right.

A. Micro Linguistics or B. Macro Linguistics?

Focuses on the detailed components of language itself
Examines how language interacts with other fields of study
Investigates the cognitive processes involved in language use
Studies how sounds are organized and function within a language
Explores the relationship between language and society
Develops theories about language structure and function
Documents how languages operate in practice
Looks at practical applications, like language teaching and translation
Compares different languages to understand their relationships
Studies regional language variations and dialects
On the right column, provide the following options:

LESSON THREE: WHAT IS LINGUISTICS AND WHY

STUDY LINGUISTICS

Objectives

- To define linguistics and understand its scope as a scientific discipline.
- To explore the reasons for studying linguistics and its relevance in various fields.
- To identify practical applications of linguistic knowledge in everyday life and professional settings.

Timeline

1 hour and 30 minutes

Materials

- Whiteboard and markers for discussion points and definitions
- Handouts summarizing key concepts in linguistics
- Access to online resources or articles related to the applications of linguistics
- Case studies or examples illustrating the use of linguistics in fields like education, speech therapy, and technology

1. What is linguistics

Linguistics is the scientific study of language, derived from the Latin words 'lingua' (tongue) and 'istics' (knowledge). As described by the Cambridge Dictionary, it refers to the systematic examination of language structure and development, either in general or for specific languages.

This field of study arises from the natural human curiosity to understand the intricacies of the languages we use. As renowned linguist Ferdinand de Saussure noted, "A linguistic system is a series of differences of sound combined with a series of differences of ideas."

2. Why study linguistics

The primary purpose of linguistics is to advance knowledge about the nature of language and establish comprehensive theories. However, due to the centrality of language in human interaction and behavior, linguistic knowledge has many practical applications.

Linguistics graduates apply their training in diverse areas, such as language teaching, speech pathology, speech synthesis, and natural language interfaces.

In essence, the study of linguistics aims to:

1. Investigate the nature of language and develop robust language theories.
2. Describe individual languages and uncover the universal principles underlying all languages.

This dual focus on theoretical understanding and practical

application lies at the heart of the linguistic discipline.

So, what makes linguistics important?

TO RECAP: What is linguistics, and what are the advantages of studying its various concepts?

The used reference :

- De Saussure, F. (1959). Course in General Linguistics, New York: thePhilosophical Library.
- Crystal, D. (2010). The Cambridge Encyclopedia of Language (3rd ed.). Cambridge, UK: Cambridge University Press.
- Sapir, E. (1921). Language: An introduction to the study of speech. New York, NY: Harcourt, Brace and Company

ACTIVITY: FIILNG THE GAPS

Instructions:

Fill in the blanks with the appropriate words or phrases from the word bank provided.

Word Bank: scientific, language, applications, structure ,linguistics
real-world, communication, theories ,relevance, interdisciplinary

1. _____ is the _____ study of _____, derived from the Latin words 'lingua' (tongue) and 'istics' (knowledge).
2. The primary purpose of studying linguistics is to advance

knowledge about the nature of _____ and to establish comprehensive _____.

3. Linguistic knowledge has many practical _____ in fields such as education, speech therapy, and technology.
4. Linguistics can also be considered an _____ discipline as it overlaps with areas like psychology, anthropology, and computer science.
5. Understanding linguistics helps improve skills in _____, which is essential for effective interaction in personal and professional settings.
6. The study of linguistics aims to describe individual languages and uncover universal principles underlying all _____.
7. By investigating the _____ of language, linguists can better understand how languages evolve and function.
8. The dual focus of linguistics on theoretical understanding and practical _____ is what makes it an important field of study.

LESSON FOUR: WHAT IS LANGUAGE (DEFINITION AND CHARACTERISTICS?)

Objectives

- Define language and explore its significance as a primary means of human communication.
- Discuss the characteristics that differentiate human language from other forms of communication.
- Examine Jakobson's functions of language and their roles in communication.

Timeline

Duration: 1 hour and 30 minutes

Materials

- Presentation Slides: Visual summaries of key definitions and characteristics of language.
- Handouts: A summary of language definitions, characteristics, and Jakobson's functions of language.
- Videos: Short clips illustrating the use of language in various contexts (e.g., everyday conversations, literary examples).

1. What is language

Language is the primary means by which humans communicate and exchange knowledge, beliefs, emotions, and ideas (Sapir, 1921). It goes beyond mere non-linguistic forms of expression, such as laughing, smiling, or gesturing.

Sapir (1921) describes language as a "purely human activity" and a "non-instinctive method of communicating" through a system of voluntarily produced symbols. In contrast, Saussure (1959) relates language to cognitive processes, viewing it as a social phenomenon and a means of expressing ideas.

Chomsky (1957) defines language as a set of finite elements and sentences, whether spoken or written, that constitute natural languages. This highlights language's structural complexity, which distinguishes human communication from the limited signaling systems of other species.

Ultimately, language is a multifaceted system that enables the unique human capacity for sophisticated, symbolic communication, grounded in both cognitive and social dimensions.

The used references:

- Sapir, E. (1921). *Language: An introduction to the study of speech*. New York, NY: Harcourt, Brace and Company.

- Chomsky, N. (1957). Syntactic structures. The Hague, Netherlands: Mouton.

2. Jacobson's functions of language.

2.1. Referential function: Language used to convey information objectively, such as "Unemployment levels are down 5% this month."

2.2. Expressive function: Language used to express feelings, emotions, and subjective experiences, such as "Today I feel better than ever."

2.3. Directive function: Language used to draw attention or provoke a reaction, often using imperatives or questions, such as "Take this book to Mary and tell her thank you."

2.4. Phatic function: Language used to initiate, maintain, or end communication, such as greetings and farewells, like "Hello, can you hear me okay?"

2.5. Poetic function: Language used to focus on the aesthetic or creative aspects of the message, such as in literary texts or sayings, for example, "It is better to have loved and lost than never to have loved at

all."

2.6. Metalinguistic function: Language used to discuss language itself, such as definitions or clarifications, for instance, "Language: the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way."

The used reference :

- Jakobson, R. (1966). Language in Literature. Cambridge, MA: Harvard University Press.
- Hébert, L. (2011). The functions of language. Signo. <http://www.signosemio.com/jakobson/functions-of-language.asp>

Lesson Summary

Function	Definition	Example
Referential Function	Language used to convey information objectively and provide factual details.	"Unemployment levels are down 5% this month."
Expressive Function	Language used to express feelings,	"Today I feel better than ever."

	emotions, and subjective experiences.	
Directive Function	Language used to draw attention, provoke a reaction, or give commands, often using imperatives.	"Take this book to Mary and tell her thank you."
Phatic Function	Language used to initiate, maintain, or end communication, often through greetings or small talk.	"Hello, can you hear me okay?"
Poetic Function	Language focused on the aesthetic or creative aspects of the message, often found in literature.	"It is better to have loved and lost than never to have loved at all."
Metalinguistic Function	Language used to discuss and analyze language itself, including definitions	"Language: the method of human communication, either spoken or written,

	and clarifications.	consisting of the use of words in a structured and conventional way."
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GUESSING ACTIVITY: FUNCTIONS OF LANGUAGE

Instructions:

- Read the following sentences and guess which functions of language are activated in each one.
- Consider the different functions: referential, emotive, conative, phatic, metalingual, and poetic.

1. "Can you believe how beautiful the sunset is today?"
2. "Wow! That was an incredible performance!"
3. "Please pass the salt."
4. "Isn't it interesting how people interpret art differently?"
5. "Hello! Are you there?"
6. "This poem captures the essence of love perfectly."

LESSON FIVE: PROPERTIES OF HUMAN

LANGUAGE

Objectives

- To understand and define the distinctive properties of human language.
- To explore how these properties differentiate human communication from animal communication.
- To discuss the implications of these properties for cultural and cognitive development.

Timeline

Duration: 1 hour and 30 minutes

Introduction

Language represents the pinnacle of human communication, consisting of a structured system of sounds that we use to express thoughts and emotions. This ability truly sets us apart from other species.

Distinctive Features of Human Language language has several key properties that differentiate it from animal communication:

- ▣ **Reflexivity:** We have the unique ability to use language to think about and discuss language itself. This metacognitive skill allows us to analyze and reflect on our communication.

- ❑ **Displacement:** Humans can talk about events that occurred in the past or will happen in the future. In contrast, animal communication typically focuses only on the immediate present.
- ❑ **Arbitrariness:** The majority of words we use have no inherent connection to the objects or ideas they represent. This is unlike animal signals, which often have a direct relationship with their meanings.
- ❑ **Productivity:** We have the capacity to generate new expressions and ideas by creatively combining existing linguistic elements. This flexibility exceeds the limitations of communication systems found in animals.
- ❑ **Cultural Transmission:** Language is learned and passed down through generations, allowing for cultural evolution. Unlike animal communication, which is mostly instinctual, human language is shaped by social and cultural contexts.
- ❑ **Duality:** Language operates on two levels: the physical sounds we produce and the distinct meanings that arise from combining those sounds. This dual structure enables a rich and efficient communication system.

These six properties—reflexivity, displacement, arbitrariness, productivity, cultural transmission, and duality—highlight the complexity

and adaptability of human language, setting it apart from the communication methods of other animals.

The used references :

- Rabiah, S. (2012). Language as a tool for communication and cultural reality discloser. Faculty of Letter, Universitas Muslim Indonesia. Retrieved from <file:///C:/Users/elathir/Downloads/Language%20as%20a%20Tool%20for%20Communication%20and%20Cultural%20Reality%20Discloser>

- Yule, G. (2014). The study of language (5th ed.). Cambridge University Press.

- <https://doi.org/10.1017/CBO9781107658172>

Lesson Summary

Property	Explanation	Example
Reflexivity	The ability to use language to discuss and analyze itself, allowing for metacognition.	Discussing grammar rules or analyzing a poem.

Displacement	The capacity to refer to events beyond the immediate present, including past and future events.	Talking about a vacation you took last year or plans for next month.
Arbitrariness	Most words have no inherent connection to what they represent, allowing for flexibility in language.	The word "dog" has no natural link to the animal; other languages use different terms (e.g., "chien" in French).
Productivity	The ability to create new expressions and ideas by combining existing linguistic elements.	Forming new sentences like "The quick brown fox jumps over the lazy dog."
Cultural Transmission	Language is learned through social interaction and passed down generations, reflecting cultural	Children learn their native language through interaction with family and community.

	contexts.	
Duality	Language operates on two levels: the sounds produced and the meanings derived from those sounds.	The sounds /b/, /a/, and /t/ combine to form the word "bat," which has distinct meanings (e.g., a flying mammal or a sports equipment).

ACTIVITY: LANGUAGE CHARADES

- Materials Needed:
- Slips of paper or index cards
- A container (like a hat or bowl) to hold the slips of paper

Instructions:

Write down different phrases or concepts that represent each of the six properties of language (reflexivity, displacement, arbitrariness, productivity, cultural transmission, duality) on slips of paper. For example:

- Reflexivity: "Talking about talking"
- Displacement: "Describing a future event"
- Arbitrariness: "The word 'dog' and a picture of a dog"
- Productivity: "Creating a new sentence"
- Cultural Transmission: "Learning a language from parents"

- Duality: "Saying 'bat' referring to an animal and a sports equipment"

Game Instructions (5 minutes):

- Divide the class into two teams.
- One student from a team picks a slip of paper from the container and acts out the phrase without speaking.
- The team has one minute to guess the phrase. If they guess correctly, they earn a point.
- Rounds (15-20 minutes): Alternate turns between teams. Keep the game lively and encourage students to be creative in their acting.

Discussion (5 minutes):

After the game, have a brief discussion about how each phrase relates to the properties of language. Ask students which property they found the most interesting or challenging to act out.

LESSON SIX: THE FUNDAMENTAL DIFFERENCES

BETWEEN HUMAN LANGUAGE AND ANIMAL

COMMUNICATIONS

Objectives

- To identify and define the key features that distinguish human language from animal communication.
- To analyze how these features contribute to the complexity and versatility of human language.
- To discuss the implications of these differences for understanding human cognition and culture.

Timeline

Duration: 1 hour and 30 minutes

Materials

- Presentation Slides
- Handouts
- Picture : Hockett's Design Features of language (p.7)
- Videos or Clips: clips of animals communicating vs. humans

Features of Human Language

The remarkable human capacity for language sets it apart from animal communication systems in several key ways:

- **Duality of Patterning:** Human language is composed of meaningless individual sounds (phonemes) that can be combined in infinite ways to form meaningful words and sentences, enabling extraordinary creativity.

- **Open-endedness:** Humans can use linguistic resources to produce novel expressions, sentences, and ideas, unlike the fixed repertoire of signals in animal communication.

- **Displacement:** Humans can use language to refer to abstract ideas, past events, or imagined scenarios, transcending the immediate environment.

- **Cultural Transmission:** Human language is a learned, culturally-transmitted phenomenon, in contrast to the innate, biologically hardwired animal communication abilities.

- **Arbitrariness:** The connection between a linguistic sign (word) and its meaning is purely conventional in human language, allowing for great flexibility.

These defining features - duality, open-endedness, displacement,

cultural transmission, and arbitrariness - collectively set human language apart as a uniquely sophisticated means of communication, far exceeding the limited signaling systems of other species.

The used references :

- Hockett, Charles F (1960) The Origin of Speech, Scientific American 203, 88–111 Reprinted in: Wang, William S-Y. (1982) Human Communication: Language and Its Psychobiological Bases, Scientific American pp. 4–12
- Fromkin, V., Rodman, R., & Hyams, N. (2018). An introduction to language (11th ed.). Cengage Learning.

❖ Introduce the following picture to students and ask them to explain it :

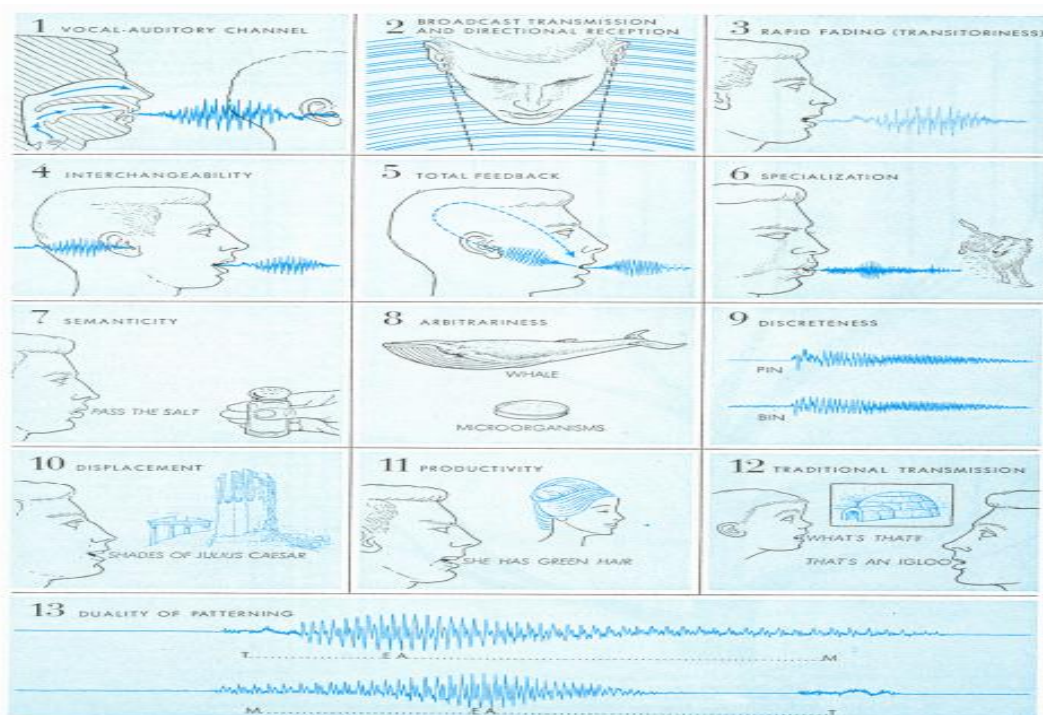


Figure 1: Diagram illustrating the features of human language.

Hockett, C. F. (1960.p. 7).

Lesson Summary

Feature	Definition	Example
Duality of Patterning	Human language consists of meaningless sounds (phonemes) that can be combined to create meaningful words and sentences.	The phonemes /k/, /æ/, and /t/ can be combined to form the word "cat."
Open-endedness	Humans can create an infinite number of novel expressions, sentences, and ideas.	"The cat sat on the mat" can be changed to "The cat sat on the rug" or "The cat is sleeping."
Displacement	Humans can use language to refer to things not present in time or space, including abstract concepts.	Discussing a dream you had last night or talking about future plans.
Cultural	Human language is	A child learns their

Transmission	learned through social interaction and culture, rather than being biologically inherited.	native language by interacting with family and peers, not through instinct.
Arbitrariness	The relationship between words and their meanings is conventional and not inherently connected.	The word "tree" has no inherent connection to the object it represents; other languages use different words (e.g., "arbre" in French).

LESSON SEVEN: TRADITIONAL GRAMMAR VS. MODERN LINGUISTICS

Objectives

- To define and differentiate between traditional grammar and modern linguistics.
- To explore the historical context and development of these two approaches to language study.
- To analyze the implications of adopting a descriptive versus a prescriptive approach in understanding language.

Timeline

Duration: 1 hour and 30 minutes

Materials

- Presentation Slides
- Handouts
- Whiteboard and Markers
- Case Studies: Examples demonstrating the application of traditional grammar versus modern linguistic analysis in real-world contexts.

Contrasting Traditional Grammar and Modern Linguistics

Traditional grammar refers to **the prescriptive rules** and concepts about language structure, tracing back to ancient Greek philosophers and the Latin-based principles that dominated English grammar. These grammars prescribe which usages are considered correct and provide guidance on standardized punctuation, spelling, and diction.

In contrast, modern linguistics, initiated by Ferdinand de Saussure's structuralism, takes a descriptive approach. Structuralism views language as a structured system, where each element is defined by its relationship to other elements, rather than by adherence to predetermined rules.

Saussure's influential work on general linguistics, posthumously published by his students, has had a profound impact across the humanities and social sciences. This structural approach to language analysis marks a departure from the traditional, prescriptive methods of studying grammar.

While traditional grammar persists in English textbooks and usage guides, modern linguistics has shifted the focus towards understanding the inherent structure and relationships within language systems, rather than simply prescribing "correct" usage.

The used reference:

- Li, J., & Li, Q. (2015). Comparative study between traditional grammar and modern linguistics. In Proceedings of the International Conference on Education, Management, Commerce and Society (pp. 279-283). Atlantis Press.
<https://doi.org/10.2991/emcs-15.2015.59>

Further reading :

- Saussure, F. de. (1983). Course in general linguistics (W. Baskin, Trans.). McGraw-Hill. (Original work published 1916)
- Chomsky, N. (1957). Syntactic structures. Mouton.
- Halliday, M. A. K. (1978). Language as social semiotic: The social interpretation of language and meaning. University Park Press.
- Crystal, D. (2008). A dictionary of linguistics and phonetics (6th ed.). Wiley-Blackwell.
- Greenbaum, S., & Nelson, G. (2002). An introduction to English grammar (2nd ed.). Pearson Education.

ACTIVITY: TRADITIONAL AND MODERN GRAMMAR

Instructions:

Briefly review key traditional grammar rules (e.g., parts of speech, sentence structure) and introduce modern linguistic concepts (e.g., syntax, semantics, pragmatics).

Group Work (20 minutes):

- Divide the class into small groups.
- Give each group a set of sentences or paragraphs that contain various grammatical features (some correct, some incorrect).
- Ask them to identify:

Elements of traditional grammar (e.g., subject, verb, object).

- Any modern linguistic aspects (e.g., how context affects meaning, syntax variations).
- Each group should discuss how traditional grammar rules apply and how modern linguistics offers a broader understanding.

Presentation (15 minutes):

Have each group present their findings to the class. They should explain:

- The traditional grammar rules they identified.
- Any relevant modern linguistic concepts.
- Suggestions for improving the sentences based on their analysis

Lesson Summary

Aspect	Traditional Grammar	Modern Linguistics
Definition	A set of rules and principles governing the use of language, often prescriptive.	The scientific study of language, focusing on description and analysis.
Approach	Prescriptive approach; dictates how language should be used.	Descriptive approach; observes and describes how language is used in practice.
Focus	Emphasizes correctness, rules, and norms in language usage.	Emphasizes language as a dynamic and evolving system.
Key Concepts	Parts of speech, sentence structure, punctuation rules.	Phonetics, syntax, semantics, pragmatics, and sociolinguistics.
Methodology	Based on established rules and conventions, often using textbooks.	Utilizes empirical research, data analysis, and field studies.

View of Language	Language as a fixed system with set rules.	Language as a fluid, adaptive system influenced by context and culture.
Treatment of Variation	Generally overlooks dialectal and social variations; tends to promote a standard language.	Acknowledges and studies language variation and change across different contexts.
Learning and Teaching	Focuses on memorization of rules and forms.	Encourages understanding through context and usage, promoting communicative competence.
Influence	Heavily influenced by classical grammar and Latin models.	Influenced by developments in psychology, anthropology, and cognitive science.
Examples of	Traditional grammar	Modern frameworks

Frameworks	books (e.g., Strunk and White).	include generative grammar, functional grammar, and discourse analysis.
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LESSON EIGHT: CONTRASTING APPROACHES IN

STRUCTURAL LINGUISTICS

Objectives

- To differentiate between American and European structuralism in linguistics.
- To understand the contributions of key figures in both traditions, such as Bloomfield, Boas, Saussure, and Sapir.
- To analyze the implications of the descriptive versus interpretative approaches in the study of language.

Timeline

Duration: 1 hour and 30 minutes

Materials

Handouts.

Whiteboard and Markers

Clips: Short educational videos illustrating the contributions of key figures in structural linguistics.

The Contrasting Approaches of American and European Structuralism

American structuralism, led by figures like Bloomfield and Boas, took a more descriptive and positivist stance compared to the European structuralist tradition.

Bloomfield viewed linguistics as a science that should objectively and systematically study observable linguistic data, aiming to establish rigorous procedures for describing any language.

In contrast, European structuralism, initiated by Saussure, was principally non-historical and focused on the interpretation of meaning. Saussure introduced key dichotomies, such as *langue*/*parole* and synchronic/diachronic, that became central to the structuralist approach.

While the American structuralists, including Boas and Sapir, rejected the use of Indo-European grammatical categories to analyze Native American languages, the European tradition was more concerned with the systematic study of language structure and its relationship to meaning.

In summary, both American and European structuralists shared a focus on the systematic study of language, but they differed in their specific approaches and emphases, with the American branch taking a more positivist stance compared to the European tradition's emphasis on meaning and interpretation.

Other key American structuralists included:

- **Franz Boas:** An anthropologist who focused on describing Amerindian cultures and their languages, rejecting the use of Indo-European grammatical categories to analyze Native American languages.

- **Edward Sapir:** A student of Boas, Sapir adopted a descriptive approach to study disappearing Amerindian languages. He explored the connections between language, literature, music, anthropology, and psychology. Sapir is known for the Sapir-Whorf hypothesis on the relationship between language and thought.

The used references :

- Hjelmslev, L. (1961). Prolegomena to a theory of language. Mouton.
- Mathesius, V. (1983). On the function of language. In J. V. M. H. (Ed.), Studies in general and English linguistics (pp. 35-44). John Benjamins.

Lesson Summary

Aspect	European Structuralism	American Structuralism
Foundational Theorist	Ferdinand de Saussure	Leonard Bloomfield
Focus	Language as a system	Language as a tool for

	of signs	communication
Approach	Emphasizes synchronic analysis (language at a specific time)	Tends to focus on diachronic analysis (historical development)
Methodology	More theoretical and abstract	More empirical and descriptive
Key Concepts	Signifier, signified, langue vs. parole	Phonemes, morphemes, distributional analysis
Influence	Heavily influenced by semiotics and philosophy	Influenced by behaviorism and scientific methods
Applications	Linguistic theory, literary criticism, anthropology	Linguistics, psychology, and education
View of Language	Language as a closed system of relationships	Language as a dynamic, evolving system
Cultural Context	Engaged with broader philosophical	More pragmatic, focusing on practical

	movements (e.g., existentialism, post- structuralism)	applications
Notable Figures	Claude Lévi-Strauss, Roland Barthes	Zellig Harris, Charles Hockett

LESSON NINE : LINGUISTIC MOVEMENTS

Objectives

- To understand the historical context and significance of historicism in linguistics.
- To define and explore structuralism, highlighting the contributions of Ferdinand de Saussure and subsequent European structural schools.
- To contrast structuralism with generativism and functionalism, exploring the key principles and figures in each movement.
- To examine the implications of these linguistic theories on our understanding of language and communication.

Timeline

Duration: 1 hour and 30 minutes

Materials

- Handouts: Summaries of historicism, structuralism, generativism, and functionalism, including definitions and key principles.
- Whiteboard and Markers: For brainstorming

Historicism:

Historicism does not inherently suggest evolutionism, which posits a directional development of language. Although evolutionism influenced 19th-century linguistics, it was largely dismissed by most 20th-century linguists. Historicism is identified as a movement that structuralism reacted against.

Structuralism:

Ferdinand de Saussure's introduction of structuralism represented a significant departure from historical and philological approaches to language. He conceptualized language as a system of signs governed by convention, where meaning is relational and must be understood contextually. Saussure introduced crucial concepts such as the paradigmatic and syntagmatic axes and the arbitrary nature of the signifier-signified relationship.

European Structural Schools:

Following Saussure's death, structuralist ideas were widely disseminated across Europe through various schools, such as:

- **The Geneva School** (Sechehaye, Bally)
- **The Prague School** (Mathesius, focused on merging formal and functional linguistics)
- **The Copenhagen School** (Hjelmslev, Brøndal, which evolved from strict structuralism to functionalism)

- **The Paris School** (Greimas)

These schools built upon and critiqued Saussure's structuralist framework.

Generativism:

Linguistic theory often contrasts formalism with functionalism. Formalists advocate for an approach emphasizing abstract, quasi-mathematical theories of linguistic structure, which primarily rely on intuitions of grammaticality. While generally discrete and devoid of statistical methods, these theories aim to convert vague linguistic intuitions into precise, testable propositions (Chomsky, 1957).

The current linguistic debate features two main schools of thought: functionalism and formalism, with Noam Chomsky as a key representative. Chomsky posits the concept of universal grammar, comprising principles and parameters that vary across languages.

Generative grammar, significantly shaped by Chomsky's work, particularly in "Syntactic Structures" (1957), stands as a major linguistic school of the 20th century. Avram Noam Chomsky is a distinguished American linguist and philosopher, renowned as a leading figure in modern linguistics and analytic philosophy. His vast contributions extend

to fields like computer science, mathematics, and psychology, and he is acknowledged for formulating theories such as the Chomsky hierarchy and universal grammar.

Chomsky's formalism prioritizes innate universal grammar while downplaying the importance of external stimuli. This perspective emphasizes linguistic competence—an ideal speaker's knowledge of their language's rules—over performance, or the actual use of language in context. Unlike functionalist approaches, which view language as a communicative tool, formalism treats language primarily as a collection of sentences.

Chomsky's competence-performance distinction informs his formal approach, concentrating on language structure and the deductive characteristics of linguistic systems (generative rules, algorithms) while identifying patterns within linguistic elements.

Generative grammar refers to the notion that languages, despite their limited sets of linguistic elements,

can generate an infinite number of sentences. According to Chomsky, a complete generative grammar encompasses all grammatical

rules for a language, allowing for the classification of any sentence as grammatical or ungrammatical. The term "Generativism" denotes a broader theoretical movement influenced by these principles, significant not only within linguistics but also in philosophy and psychology.

Generative Grammar:

Developed by Chomsky in the 1950s, generative grammar posits that all humans possess an innate language capacity. A generative grammar consists of explicit rules that assign structural descriptions to sequences of phonemes, providing information on whether those sequences form grammatical sentences (Chomsky, 1957).

Universal Grammar (UG) is Chomsky's theoretically controversial proposition that an inherent mental grammar exists within the human brain, facilitating language acquisition. He theorizes the existence of a language acquisition device (LAD), which requires input only to activate its functionality, suggesting that without this device, language learning would be impossible for children.

Functionalism/Functional Linguistics:

Functional linguistics focuses on the roles of speakers and hearers, considering their communicative needs. Emerging in the 1920s and 1930s

from Saussure's structuralism, functionalism emphasizes the functionality of language and its elements as essential to understanding linguistic processes. It posits that language, serving as a tool, should be analyzed concerning its communicative functions, including conveying meaning and context.

While functionalism may be contrasted with formalism, functional theories can also formulate generative grammatical rules that differentiate between grammatical and ungrammatical structures (Halliday, 1978). In linguistics, functionalism encompasses various approaches that analyze grammatical structures considering their use and contextual occurrence, often referred to as functional linguistics,

Halliday (1978) identified seven distinct stages or functions of speech development in children, which are outlined as follows:

- **Instrumental Function:** This function of language serves practical needs, such as acquiring food, drink, or comfort. It often features concrete nouns focused on tangible items.
- **Regulatory Function:** Language in this function aims to shape the actions of others, encompassing persuasive speech, commands, and requests.

- **Interactional Function:** This use of language fosters connections and facilitates smooth social exchanges, exemplified through affectionate phrases like "I love you, Mommy," or expressions of gratitude such as "Thank you."
- **Personal Function:** Here, language conveys individual beliefs, emotions, and attitudes, reflecting aspects of the speaker's identity.
- **Representational/Informative Function:** This function focuses on the communication of information, whether through relaying facts or soliciting details.
- **Heuristic Function:** Language utilized for exploration, learning, and discovery fits this function, often evident through inquisitive questioning or commentary on a child's own actions.
- **Imaginative Function:** In this context, language is employed to narrate stories and fabricate imaginative scenarios, commonly associated with play and recreational activities.

The used reference

- Culler, J. (1976). *Structuralist poetics: Structuralism, linguistics, and the study of literature*. Routledge.
- Saussure, F. de. (1983). *Course in general linguistics* (W.

Baskin, Trans.). McGraw-Hill. (Original work published 1916)

- Hjelmslev, L. (1961). *Prolegomena to a theory of language*. Mouton.
- Mathesius, V. (1983). On the function of language. In J. V. M. H. (Ed.), *Studies in general and English linguistics* (pp. 35-44). John Benjamins.
- Chomsky, N. (1957). *Syntactic structures*. Mouton.
- Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. Praeger.
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. University Park Press.
- Thompson, G. (2014). *Introducing functional grammar* (3rd ed.). Routledge.
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. University Park Press.

LESSON 10: HYMES' SPEAKING MODEL IN

LINGUISTICS

Objectives

- To understand and apply Hymes' SPEAKING model to analyze communication.
- To explore the concept of communicative competence and its significance in sociolinguistics.
- To differentiate between communicative competence and linguistic competence.

Timeline

Duration: 1 hour and 30 minutes

Materials

- Presentation Slides: Visual aids highlighting the SPEAKING model and its components.
- Handouts: Summaries of the SPEAKING model and definitions of communicative competence.
- Sample Dialogues: Examples for students to analyze using the SPEAKING model.

Introduction

Dell Hymes, a significant figure in sociolinguistics, developed the

SPEAKING model to examine how language and culture interact. This model highlights the importance of context in communication, fitting into the broader study of ethnography.

Components of the SPEAKING Model

S - Scene and Setting: The physical and temporal context of the interaction.

P - Participants: The individuals involved, including speakers and listeners.

E - Ends: The goals or outcomes of the communication.

A - Act Sequence: The specific speech acts and their order.

K - Key: The tone and style of the delivery.

I - Instrumentalities: The methods of communication (verbal, nonverbal, written).

N - Norms of Interaction: The social rules guiding the conversation.

G - Genre: The type of speech act (e.g., joke, discussion, lecture).

Lesson Summary

Component	Description	Example
S (Setting)	The physical and social context in which	A high school classroom during a

	the communication takes place.	literature class.
P (Participants)	The individuals involved in the communication, including their roles, relationships, and social identities.	A teacher and a group of students discussing a novel.
E (Ends)	The goals or purposes of the communication.	To analyze the themes of the novel and encourage critical thinking among students.
A (Act Sequence)	The structure and order of the events in the communication.	The teacher asks a question, students take turns responding, and the discussion evolves based on their answers.
K (Key)	The tone or manner of the communication,	The discussion is informal but

	affecting interpretation of the message.	respectful, allowing for open expression of ideas.
I (Instrumentalities)	The forms and styles of speech used, including language, dialects, and any non-verbal elements.	Standard English is used, with some informal phrases; students may use gestures to emphasize points.
N (Norms)	The social rules and expectations governing the communication.	Students raise their hands to speak and listen actively to one another, showing respect.
G (Genre)	The type or category of the communication.	The interaction is categorized as an educational dialogue or classroom discussion.

ACTIVITY: SMALL TALK

Read the dialogue and identify the components of the SPEAKING model.

Teacher: "Good morning, class! Today, we're going to discuss our favorite books. Who wants to start?"

Student 1: "I'd like to share! I just finished a great mystery novel."

Teacher: "That sounds interesting! What did you like about it?"

Student 2: "I loved the plot twists!"

Communicative Competence

Hymes introduced the concept of communicative competence, which encompasses the knowledge of language and the ability to use it effectively in social contexts. This contrasts with Noam Chomsky's focus on linguistic competence, which is more about grammatical rules.

Canale and Swain's Model

In 1980, Michael Canale and Merrill Swain identified four key aspects of communicative competence:

- **Grammatical Competence:** Knowledge of language structure, including sounds and sentence formation.
- **Sociolinguistic Competence:** Understanding social and cultural norms for language use.
- **Discourse Competence:** The ability to create cohesive and

coherent texts.

- **Strategic Competence:** Strategies to navigate communication challenges

The used reference

- Saville-Troike, M. (2003). The ethnography of communication: An introduction (3rd ed.). Blackwell Publishing.
- Communicative competence. (n.d.). In Wikipedia. Retrieved November 26, 2022, from https://en.wikipedia.org/wiki/Communicative_competence
- Savignon, S. J. (2017). Communicative competence. In N. Hossein (Ed.), The TESOL Encyclopedia of English Language Teaching (pp. 1–7). John Wiley & Sons. <https://doi.org/10.1002/9781118784235.eelt0047>
- Hymes, D. (1974). Foundations in sociolinguistics: An ethnographic approach. Philadelphia: University of Pennsylvania Press.

LESSON 11: PSYCHOLINGUISTICS

Objectives

- To understand the fundamental concepts and processes involved in psycholinguistics.
- To explore the cognitive mechanisms behind language acquisition and production.
- To examine the impact of various conditions on language abilities and the implications for second language acquisition.

Materials

- Presentation Slides
- Handouts: Summaries of important theories and findings in psycholinguistics, including Chomsky's concept of universal grammar.
- Case Studies: Examples of individuals with unique language experiences (e.g., deafness, brain injury) to analyze in class.

Psycholinguistics examines the cognitive processes and structures that facilitate the learning, understanding, and production of language. This discipline seeks to unravel how individuals acquire and utilize language, incorporating perspectives from cognitive psychology, neuroscience, and linguistics.

Initially, research in psycholinguistics centered on how children learn their first language, as this exploration provides valuable insights into the innate abilities and learning mechanisms that govern language acquisition. Scholars like Noam Chomsky posited that children are equipped with an inherent "universal grammar," which enables them to swiftly grasp the fundamental principles of their native tongue with minimal explicit teaching.

Over time, the scope of psycholinguistics has broadened to address a variety of language-related phenomena, including:

- The cognitive representations and processes involved in reading, writing, speaking, and listening.
- The way in which words are organized and stored in the mental lexicon, as well as how they are accessed during communication.
- The impact of unique conditions, such as deafness, blindness, or brain injuries, on language abilities.
- The mechanisms of second language acquisition and utilization.

As an inherently interdisciplinary field, psycholinguistics intersects with areas such as computer science, neuroscience, and other disciplines that explore human cognition and communication. Although there is

ongoing discussion regarding the precise parameters of the field, its principal aim is to illuminate the cognitive foundations of language.

The used reference

- Harley, T. A. (2008). *The psychology of language: From data to theory*. Psychology Press.
- Field, J. (2003). *Psycholinguistics: A resource book for students*. Routledge.
- Kroll, J. F., & de Groot, A. M. B. (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford University Press.

LESSON12 APPLIED LINGUISTICS:

Objectives

- To understand the principles and scope of applied linguistics and its distinction from theoretical linguistics.
- To explore how linguistic knowledge can be applied to solve real-world problems in various fields, such as education, psychology, and sociology.
- To discuss the evolving nature of applied linguistics and its relevance in addressing contemporary language-related issues.

Materials

- Videos or Clips: Short documentaries with professionals in the field discussing their work in applied linguistics.
- Whiteboard and Markers: For brainstorming ideas and summarizing discussions.

Applied linguistics is the field of study that examines how linguistics can be used to understand and address real-world problems in areas like psychology, sociology, and education. It is distinct from theoretical linguistics, which focuses more on the structure and systems of language itself.

Some key points about applied linguistics:

- It deals with the practical application of linguistic knowledge, such as in language teaching, language planning, speech therapy, translation, and communication between groups.

- Defining applied linguistics is challenging, as there is no consensus on its scope and core focus. Some see it as a mediator between linguistic theory and language use, while others view it as a synthesis of various disciplines.

- The sources of applied linguistics include not just linguistics, but also psychology, sociology, education, and other fields. The main target areas are typically language teaching and learning.

- The term "applied linguistics" emerged in the 1940s, initially referring to the application of linguistics. Over time, the field has expanded beyond just language teaching to address a broader range of real-world language-related issues.

- There are differing views on the relationship between applied linguistics and theoretical linguistics, with some arguing applied linguistics should drive the agenda for theoretical work.

- A key strength of applied linguistics is its ability to provide localized, context-specific solutions to language-related problems faced by different societies and communities. This makes it a valuable and responsive field of study.

The summary highlights the core characteristics of applied linguistics, its definitional challenges, its diverse sources and targets, and the ongoing debate around its relationship to theoretical linguistics.

The used reference:

- Davies, A. (2007). An introduction to applied linguistics: From practice to theory (2nd ed.). Edinburgh University Press.
- Davies, A., & Elder, C. (2004). The handbook of applied linguistics. Blackwell Publishing.

LESSON 13 SOCIOLINGUISTICS:

Objectives

- To understand the foundational concepts of sociolinguistics and its significance in studying the relationship between language and society.
- To explore the social factors that influence language use, such as geography, occupation, gender, age, socioeconomic status, and ethnicity.
- To analyze how language reflects and constructs social identities and relationships.

Materials

- Videos or Clips: Short excerpts demonstrating sociolinguistic phenomena, such as interviews with speakers from different backgrounds.
- Whiteboard and Markers: For brainstorming ideas and summarizing class discussions.

William Labov, a prominent American sociolinguist, is widely recognized as the pioneer of sociolinguistics. This field explores the interplay between social factors and language usage, examining elements

such as syntax, accents, and word choice.

Several key social factors that influence language include:

- **Geographical Location:** The area where an individual is raised can greatly affect their dialect, leading to variations in pronunciation, grammatical structures, and vocabulary that diverge from a standardized language form.
- **Occupation:** Language can vary significantly across different professions, where specialized terminology and jargon often develop within specific workplaces or industries.
- **Gender :** Studies indicate possible distinctions in language usage between males and females, with ongoing debates regarding the reasons behind these differences, including societal roles and genetic influences.
- **Age :** Language is in a continuous state of flux, with new terms being introduced and older ones becoming

obsolete, which can create ideological gaps in communication between younger and older generations.

- **Socioeconomic Status** : Factors such as class, level of education, and financial circumstances can markedly shape an individual's linguistic choices and capabilities.
- **Ethnicity**: There are often strong connections between ethnic backgrounds and specific linguistic varieties, exemplified by forms like African American Vernacular English.

Sociolinguists explore how individuals modify their language in various social environments and how language serves as a means of expressing identity. Important concepts within this field include:

- **Language Variation:** A comprehensive term encompassing all forms of variation within a language.
- **Lects:** Specific varieties of language, which include dialects, sociolects, idiolects, and ethnolects.
- **Accent:** The unique qualities of an individual's speech that often reveal their geographical background.
- **Register:** The adaptation of language depending on the level of formality in a given situation.

The used references

- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N., & Taniguchi, A. (2022). *Essentials of linguistics* (2nd ed.). Simple Book Publishing.
- Bauer, L. (2007). *The linguistics student's handbook*. Edinburgh University Press.
- Burton, S., Dechaine, R.-M., & Vatikiotis-Bateson, E. (2012). *Linguistics for dummies*. Wiley.
- Fasold, R., & Connor-Linton, J. (Eds.). (2006). *An introduction to language and linguistics*. Cambridge University Press.
- Schmid, H.-J. (n.d.). *Linguistic theories, approaches and methods*. München.
- Shiken. (n.d.). Sociolinguistics. Retrieved from : <https://shiken.ai/english-language-topics/sociolinguistics>
- Vaia. (n.d.). Sociolinguistics: Definition, examples & types. Retrieved from : <https://www.vaia.com/en-us/explanations/english/sociolinguistics/>

GLOSSARY

Term	Definition
Linguistics	The scientific study of language, encompassing its structure, use, and development.
Microlinguistics	The study of language at a smaller scale, focusing on individual components such as phonetics, phonology, morphology, syntax, semantics, and pragmatics.
Macrolinguistics	The study of language in broader contexts, including its relationship with society, culture, and cognition.
Phonetics	The study of the physical sounds of human speech.
Phonology	The study of how sounds function within a particular language or languages.
Morphology	The study of the structure and formation of words.
Syntax	The set of rules that govern the structure of sentences.
Semantics	The study of meaning in language.
Pragmatics	The study of how context influences the interpretation of meaning.
Universal Grammar	A theory suggesting that the ability to acquire language is innate to humans and that all languages

	share a common structural basis.
Sociolinguistics	The study of how language varies and changes in social contexts.
Psycholinguistics	The study of how language is processed in the brain and its relationship to cognitive functions.
Applied Linguistics	The application of linguistic theory and methods to real-world problems, such as language education and translation.
Computational Linguistics	The study of using computational methods to process and analyze language.
Historical Linguistics	The study of how languages change over time.
Descriptive Grammar	An approach that describes how language is actually used by speakers, focusing on implicit rules and structures.
Prescriptive Grammar	A set of rules that dictates how language should be used according to established norms, often found in educational contexts.

BIOGRAPHIES

Name	Description
Ferdinand de Saussure	A Swiss linguist whose work laid the foundation for many modern linguistic theories, particularly structuralism. His concepts of "langue" and "parole" are fundamental to understanding language structure and use.
Noam Chomsky	An American linguist known for his theory of generative grammar and the concept of Universal Grammar, which posits that the ability to learn language is innate to humans.
William Labov	A prominent sociolinguist known for his work on language variation and change in social contexts.
Michael Halliday	A linguist known for his contributions to systemic functional linguistics, emphasizing the social functions of language.
Jean Aitchison	A linguist who has written extensively on language change and the cognitive aspects of language acquisition.
Roman Jakobson	A Russian-American linguist and literary theorist known for his work on the functions of language and

	structuralism in linguistics.
Charles Hockett	An American linguist known for his work in descriptive linguistics and for outlining the design features of human language.
Edward Sapir	An influential American linguist and anthropologist known for his work on language and culture, as well as his contributions to the study of Native American languages.
Leonard Bloomfield	An American linguist who was a leading figure in the development of structural linguistics and behaviorism in the early 20th century.
Franz Boas	An anthropologist often called the "father of American anthropology," who emphasized the importance of language in cultural context and the study of Native American languages.
Dell Hymes	A linguist and anthropologist known for his work on the ethnography of communication and the concept of communicative competence.
Canale and Swain	Linguists known for their work on communicative competence in language education, emphasizing the integration of grammatical, sociolinguistic, discourse, and strategic competence.

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APPENDICES

Appendix 1 : Exam 1

Linguistics Exam

Total Points: 20

Section 1: True or False (5 points)

Indicate whether each statement is true or false. (1 point each)

1. Linguistics is only concerned with the written form of language.

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2. Phonetics is the study of the sound system of a language.

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3. Descriptive grammar outlines how language should be used according to rules.

4.

5. Universal Grammar suggests that all languages share a common structural basis.

6.

7. Sociolinguistics studies how language varies and changes in social contexts.

8.

Section 2: Matching (5 points)

Match the terms on the left with their correct definitions on the right. (1 point each)

Terms	Definitions
A. Syntax	1. The study of sounds in a language.
B. Morphology	2. The arrangement of words in sentences.
C. Pragmatics	3. The study of word structure.
D. Semantics	4. The meaning of words and sentences.
E. Phonology	5. The context of language use.

Section 3: Fill in the Gaps (5 points)

Fill in the blanks with the appropriate terms. (1 point each)

1. The study of how language is processed in the brain is known as _____.
2. _____ grammar describes how language is actually used by speakers.
3. _____ is the ability to understand and produce language in social contexts.
4. The _____ of language refers to its rules and structures.
5. _____ linguistics focuses on language change over time.

Section 4: Short Paragraph (5 points)

Write a short paragraph (up to 8 sentences) on one of the following topics. (5 points)

Explain the difference between descriptive and prescriptive grammar.

Discuss the importance of studying sociolinguistics in understanding language variation.

Describe the key components of language as defined in linguistics.

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Appendix 2 : Exam 2

Linguistics Exam

Total Points: 20

Section 1: True/False Questions (4 points)

Answer each question with "True" or "False." Each question is worth 1 point.

1. Linguistics is the scientific study of language. (True/False)
2. Phonetics deals with the meaning of words. (True/False)
3. Descriptive grammar dictates how language should be used.
(True/False)
4. Universal Grammar suggests that all languages share a common structure. (True/False)

Section 2: Multiple Choice Questions (6 points)

Choose the correct answer for each question. Each question is worth 1.5 points.

Which of the following is NOT a component of syntax?

- a) Word order
- b) Sentence structure
- c) Sound systems
- d) Phrase formation

What does sociolinguistics study?

- a) The sounds of speech

- b) Language in social contexts
- c) The structure of words
- d) Language acquisition in children

Who is known for the theory of Universal Grammar?

- a) Ferdinand de Saussure
- b) Noam Chomsky
- c) Edward Sapir
- d) Leonard Bloomfield

Which approach describes how language is actually used by speakers?

- a) Prescriptive grammar
- b) Descriptive grammar
- c) Theoretical grammar
- d) Structural grammar

In pragmatics, context influences:

- a) Word formation
- b) Sentence structure
- c) Meaning interpretation
- d) Sound production

Section 3: Fill in the Gaps (4 points)

Complete the sentences with the appropriate term. Each gap is worth 1 point.

1. The study of the structure and formation of words is called _____.
2. _____ refers to the physical sounds of human speech.
3. The set of rules that govern how sentences are formed is known as _____.
4. _____ linguistics examines language in relation to social factors.

Section 4: Short Paragraph (6 points)

Write a short paragraph (4-5 sentences) on the following topic. This section is worth 6 points.

Topic: Explain the importance of studying linguistics and its relevance to other fields.

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Appendix 3 : Exam 3

Linguistics Exam

Total Points: 20

Section 1: True/False (5 points)

Answer each question with "True" or "False." (1 point each)

1. Universal Grammar suggests that all languages share a common structural basis.
2. Descriptive grammar prescribes how language should be used according to established norms.
3. Phonology deals with the physical production of speech sounds.
4. Sociolinguistics examines the relationship between language and society.
5. The study of semantics is only concerned with the meanings of individual words.

Section 2: Multiple Choice Questions (5 points)

Choose the correct answer. (1 point each)

Which of the following is NOT a component of microlinguistics?

- a) Phonetics
- b) Syntax
- c) Sociolinguistics

d) Semantics

Who is known for the concept of communicative competence?

a) Noam Chomsky

b) Dell Hymes

c) Ferdinand de Saussure

d) Edward Sapir

Which of the following best describes prescriptive grammar?

a) It describes how language is used in everyday conversation.

b) It focuses on the rules and guidelines for correct language use.

c) It is the study of language changes over time.

d) It includes only written language rules.

The term "langue" refers to:

a) Individual speech acts.

b) The social aspect of language.

c) The abstract system of language.

d) The historical development of language.

Which feature distinguishes human language from animal

communication?

a) Productivity

b) Traditional transmission

c) Displacement

d) Both a and c

Section 3: Fill in the Gaps (5 points)

Complete the sentences with the appropriate terms. (1 point each)

1. _____ is the study of the structure of words and their formation.
2. The _____ function of language refers to its role in social interaction.
3. _____ linguistics examines how language is processed in the brain.
4. _____ refers to the set of rules that govern sentence structure in a language.
5. The study of _____ involves how cultural contexts influence language use.

Section 4: Short Paragraph (5 points)

Write a short paragraph (up to 8 sentences) on the following topic:

Discuss the difference between descriptive and prescriptive grammar, providing examples of each.

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Appendix 4 : Exam 4

Linguistics Exam

Total Points: 20

Section 1: Short Answer Questions (10 points)

Answer the following questions in 2-3 sentences each. Each question is worth 2 points.

1. What is the difference between descriptive and prescriptive grammar?

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2. Define phonology and give an example of a phonological rule.

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3. What are the main components of Universal Grammar according to Chomsky?

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4. Explain the concept of competence vs. performance in language.

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Section 2: Scenario-Based Questions (6 points)

Read the scenarios below and answer the questions that follow. Each scenario is worth 3 points.

- Scenario 1: A group of students is discussing the sentence "Me like apples."

-What kind of grammatical error is demonstrated in this sentence?

Explain your reasoning.

- Scenario 2: In a sociolinguistics class, students are studying how different communities use language.

-How might sociolinguists approach the study of language variation in this context? Provide a brief explanation.

Section 3: True/False Questions (4 points)

Indicate whether each statement is true or false. Each question is worth 1 point.

5. Universal Grammar suggests that all human languages are

fundamentally the same.

6. Phonetics is concerned with the meaning of words and sentences.
7. Pragmatics deals with how context influences language use.
8. Morphology studies the sounds of speech in isolation.

Section 4: Critical Thinking (2 points)

Write a short paragraph (4-5 sentences) addressing the following prompt:

Discuss why understanding both micro and macro linguistics is important for a comprehensive study of language.

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Appendix 5 : Exam 5

Linguistics Exam

Total Points: 20

Section 1: True/False Questions (5 points)

For each statement, indicate whether it is true or false. Each correct answer is worth 1 point.

1. Language acquisition occurs only through formal education.
(True/False)
2. Phonetics is concerned with the abstract rules of sound patterns in language. (True/False)
3. Descriptive grammar focuses on how language is actually used by speakers. (True/False)
4. Universal Grammar suggests that all languages share a common structural basis. (True/False)
5. Sociolinguistics studies the relationship between language and individual cognition. (True/False)

Section 2: Multiple Choice Questions (5 points)

Select the best answer for each question. Each correct answer is worth 1 point.

Which of the following is NOT a component of micro-linguistics?

- A) Phonetics
- B) Syntax
- C) Sociolinguistics
- D) Morphology

Who is best known for the concept of "communicative competence"?

- A) Noam Chomsky
- B) Dell Hymes
- C) Edward Sapir
- D) Ferdinand de Saussure

The term "langue" refers to:

- A) Individual language use
- B) The abstract system of language
- C) Language change over time
- D) The physical sounds of speech

Which of the following best describes prescriptive grammar?

- A) Rules based on how language is actually spoken
- B) Guidelines for how language should be used
- C) The study of language evolution
- D) The analysis of word structures

In which field would you study the cognitive processes involved in

language use?

- A) Neurolinguistics
- B) Psycholinguistics
- C) Historical Linguistics
- D) Phonology

Section 3: Fill in the Gaps (5 points)

Complete the sentences with the appropriate terms. Each correct term is worth 1 point.

1. _____ is the study of the structure and formation of words.
2. _____ refers to the meaning of words and how they combine to create sentences.
3. The ability to produce and understand an infinite number of sentences is known as _____.
4. _____ examines how language varies in different social contexts.
5. The study of the sounds of human speech is called _____.

Section 4: Short Answer Questions (5 points)

Answer the following questions in 2-3 sentences each. Each response is worth 2.5 points.

1. Explain the difference between competence and performance in

linguistics.

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2. What is the significance of Universal Grammar in understanding language acquisition?

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Section 5: Creative Application

Choose one of the following scenarios and write a short paragraph (up to 8 sentences) analyzing it in relation to linguistic concepts discussed in class.

Scenario 1: A bilingual child switches between languages in a conversation. Discuss how this reflects concepts of sociolinguistics and language competence.

Scenario 2: A new slang term emerges in a particular community and spreads to other groups. Analyze this phenomenon using historical linguistics and the concept of language change.

