MODUL 1
LANGUAGE Versus LINGUISTICS

Dr. Desy Rusmawaty, S.Pd., MA.

FACULTY OF TEACHER TRAINING AND EDUCATION

MULAWARMAN UNIVERSITY

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PREFACE

This module is written as a supplementary material for lecturers and students in the Introduction to Linguistics course. This module is designed to provide more appropriate instructional material for college students. The module consists of materials and exercises for students to explore, investigate and analyse and make an abstraction of concepts related to the science of language. This module discusses the theory and practice of concepts and definitions of language and linguistics. Students are given the opportunity to develop their critical thinking through doing exercises in this module. From these exercises, it is hoped that students will not only be able to understand the theoretical framework of introductory linguistics, but also improve students' ability to analyse language in written and spoken form.

Finally, we realize that there are still many shortcomings in this book; Therefore, we are very grateful and expect all corrections, comments, and criticisms from all readers for our improvement. Thank you!
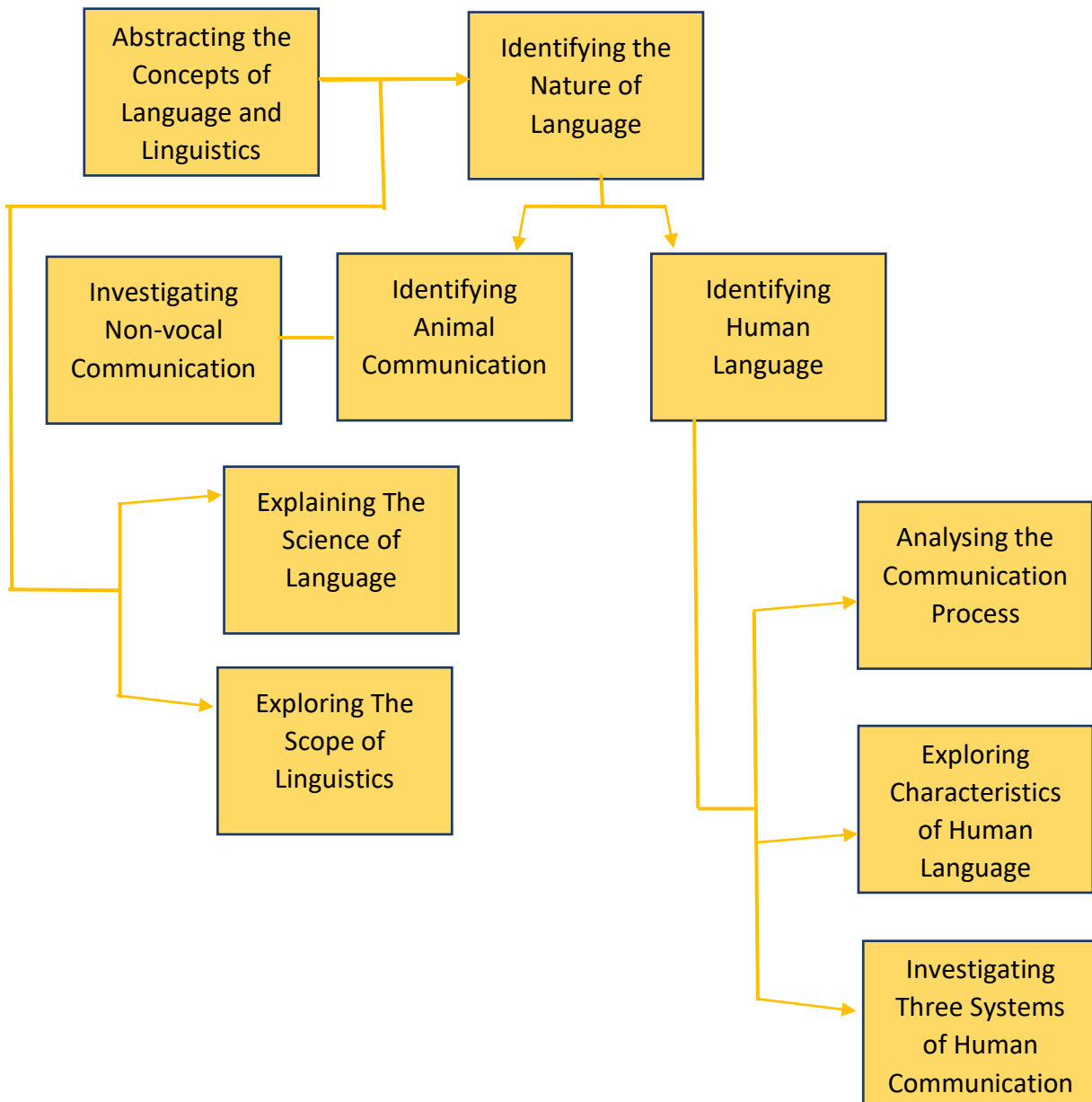
Samarinda, November 2021

Writers

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PETA KEDUDUKAN MODUL

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Abstracting the Concepts of Language and Linguistics → **Identifying the Nature of Language**

Investigating Non-vocal Communication — **Identifying Animal Communication**

Identifying Human Language

Explaining The Science of Language

Exploring The Scope of Linguistics

Analysing the Communication Process

Exploring Characteristics of Human Language

Investigating Three Systems of Human Communication

GLOSARY

Addressee
: An addressee is any of the immediate intended recipients of the speaker's communication, as grammaticalized in second person morphemes.

Amplification Relation
: An amplification relation is an elaboration relation in which a proposition substantially repeats the content of an earlier one and adds further information.

Applied linguistics
: The application of insights from theoretical linguistics to practical matters such as language teaching, remedial linguistic therapy, language planning or whatever.

Arbitrariness
: An essential notion in structural linguistics which denies any necessary relationship between linguistic signs and their referents, e.g. objects in the outside world.

Areas of linguistics
: Any of a number of areas of study in which linguistic insights have been brought to bear, for instance sociolinguistics in which scholars study society and the way language is used in it. Other examples are psycholinguistics which is concerned with the psychological and linguistic development of the child.

Base
: A free lexical word to which one or more endings can be added. A base can itself consist of more than one morpheme whereas a root contains only one.

Diachronic
: Refers to language viewed over time and contrasts with *synchronic* which refers to a point in time. This is one of the major structural distinctions introduced by Saussure and which is used to characterise types of linguistic investigation.

Duality of patterning
: A structural principle of human language whereby larger units consist of smaller building blocks, the number of such blocks being limited but the combinations being almost infinite. For instance all words consist of combinations of a limited number of sounds, say about 40 in either English or German. Equally all sentences consist of structures from a small set with different words occupying different points in the structures allowing for virtually unlimited variety.

Morphology
: is the study of the words as they express grammatical categories.

Phonetics
: is the study of human sounds.

Phonology
: is the study of the sound system of a language or languages.

1 INTRODUCTION

THE DESCRIPTION OF MODUL

TTheThis module is the first module of Introduction to Linguistics course. The topic of this module is Language and Linguistics. This module will assist you in understanding the science of language. Therefore, you are expected to read and comprehend the content of this module well before you continue to Module 2. The materials to be discussed in this module are the nature of language, animal communication and human language, the characteristics of human language, linguistics, linguistics and language teaching, and linguistics classification.

HOW TO USE THIS MODULE

To study this module, there is an instruction for students. The following activities are really suggested to do in order to learn and master this module successfully:

1. Carefully read the explanation of each topic or part.
2. Don't forget to pay serious attention to examples or illustrations given.
3. You are expected to memorize definitions and/or basic concepts drawn in this module.
4. Do the exercises as well as possible.
5. Please use a good dictionary (if possible, possess the linguistic dictionary) if you find unfamiliar words or terms.
6. Evaluate yourself by checking your answers or your responses to the questions given with the key to the answers provided

At the end of this module, you are expected to:

1. know and comprehend the nature of language;
2. mention and write the definitions of language;
3. compare between animal communication and human language;
4. know and comprehend the science of language;
5. mention and write the definitions of linguistics;
6. mention and write the relationship between linguistics and language teaching;
7. know and understand the linguistics classifications;
8. mention and write the definition and linguistic studies which belong to micro-linguistics;
9. mention and write the definition and linguistic studies which belong to macro-linguistics;
10. mention and write other classifications of linguistics

2 LEARNING UNITS

UNIT 1. THE NATURE OF LANGUAGE

UNIT 2. THE SCIENCE OF LANGUAGE

UNIT 3. THE CLASSIFICATION OF LANGUAGE

LEARNING OUTCOMES

At the end of this unit, you are expected to:

1. know and comprehend the nature of language.
2. mention and write the definitions of language.
3. explain the process of communication of human language.
4. mention and write the similarities and/or differences between animal communication and human language.
5. explain types of communication used by animals.
6. Compare the three system of human communication.
7. Analyse the characteristics of human language.

THE DESCRIPTION

Language is a part of our life; we live in —the ocean of language‖ and most of our interactions is conducted by using language. However, not all of people ask question —What is language? Language is a complex but also interesting phenomenon to be understood. Linguists have been trying to study and express what the language is. In addition to this, language teachers have been trying to find and develop methods or techniques of how to teach language well. So that, studying about language actually is interesting and challenging. All right, let's begin our discussion about the nature of language with What is language?

WHAT IS LANGUAGE ?

A language is a **system of arbitrary vocal symbols used for human. communication**

(Wardhaugh, 1984)

(Gumpers, 1972)

A language is a set of rules enabling speakers to translate information from the outside world into sound.

Whatever people do—whether they play, quarrel, cook, wash, etc.— when they come together they will talk. We live in a world of language. We are the only —animals‖ that talk by means of language. According to the philosophy expressed in the myths and religions of many people, it is language that becomes the source of human's life and power. To some people of Africa, a newborn baby is a kuntu (thing), not a muntu (person). Only by the act of learning does the baby become a human being. According to this tradition, we all become ‗human' because of language; because we all come to know at least one language (see Fromkin et. al., 1990:3).

Linguists are in a broad agreement about some important characteristics of human language, and definition of a language widely associated with linguistics may be used to illustrate areas of agreement. This particular definition states that ‗language is a system of arbitrary vocal symbols used for human communication'.

The definition is rather imprecise in that it contains a considerable redundancy, particularly in employing both of the terms system and arbitrary; some redundancy is perhaps excusable, however, for it allows certain points to be more heavily emphasized than they would otherwise have been (Wardhaugh, 1972:3). The key term in the above definition is ‗system'. We may observe that a language must be systematic, for otherwise it could not be learned or used consistently. A very basic observation is that each language contains two systems: a system of sounds and a system of meaning.

It is also said that language is arbitrary. The term ‗arbitrary' in the definition does not mean that everything about language is unpredictable, for languages do not vary in every possible way. It means that we cannot predict exactly which specific features we will find in a particular language if we are unfamiliar with that language or with a related language. The term ‗vocal' in the definition refers to the fact that the primary medium of language is sound, and it is sound for all languages, no matter how well developed are the writing systems. In the definition above, the term ‗symbol' refers to the fact that there is no connection between the sounds that people use and the objects to which those sounds refer.

Language is a symbolic system in which words are associated with objects, ideas, and actions by convention so that _a rose by any other name would smell as sweet'. The term _language as human' refers to the fact that the kind of system that interests us is possessed only by human beings and is very different from the communication systems that other forms of life possess. Human languages are different from systems of nonhuman communication. The final term that relates to language is _communication'. It means that language is used for communication (See Wardhaugh, 1972:3— 8).

Lim (1975:1—3) also agrees that language is used for communication, and it is made up of sounds. Similarly with Wardhaugh's (1972), Lim sees language based on its characteristics. Language is systematic; when we think of language as made up of sounds, we soon find out that only certain sounds occur in any one language and that these occur in certain regular, predictable patterns. Language is highly organized system in which each unit plays an important part which is related to other parts. Another feature of human language is that it is productive or creative. This refers to the ability of native speakers to understand and produce any number of sentences (even though those which they have never heard before) in their mother tongue.

In addition, language is recursion, as well. It means that sentences may be produced with other sentences inside them by means of relativization (dependent and independent clauses), or by using conjunction. Also, language is arbitrary. The relation between a word and its meaning is a matter of convention. There is no necessary connection between the sounds people use and the topics to which these sounds refer. It is also mentioned and proved by linguists that language is a social and psychological phenomena.

The main function of human language is as a tool of communication. Since it is a main tool of communication, language has a highly important role in human's life. Does communication belong to human beings only? As a matter of fact, communication, in this case communication system, is possessed by other creatures as well, such as animals and plants. Thus, what is communication? Let's see basic introductory concepts about communication. According to Crane, et. al. (1981:3—4), communication is a process in which information is transmitted from a source—the sender—to a goal—the receiver. The communication process, at least, involves five steps:

THE COMMUNICATION PROCESS

1. Encoding the information into a symbolic system. All communication uses signals or language. If a person wants to transmit the information —I am really thirsty‖, he or she must first put that information into symbolic system of language—in this case in the English language

2. Decoding of the symbols to obtain the information. Even if the receiver perceives the symbols, nothing is communicated unless the receiver is able to decode the message contained in the sound waves. One assumes that the receiver knows the individual words and grammar of the language, and thus comprehends the message

3. Perceptual processing of the symbols by the receiver. If the communication is to occur, a receiver must perceive the symbols; the receiver must see or hear or feel the symbols sent. In this example, the human ears receive the sound waves
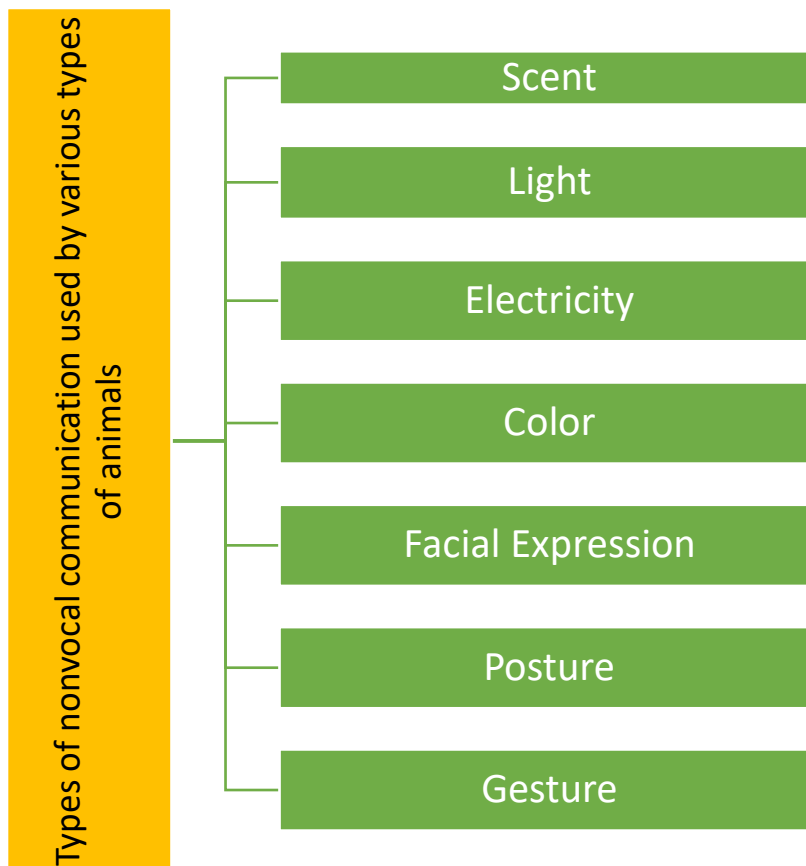
4. Delivering the symbols through a medium. A medium is the physical basis for communication, for example light, air, or ink. In this case, the medium is the air which conveys the sound waves of a verbalized message

5. Selecting a mode of communication. Next he or she may choose to verbalize this message, or opposed to writing it or miming it.

Communication is found even in the apparently passive world of plants; trees, for example, have been found to pass on information about advancing predators by means of chemical signals.

O'Grady et. al. (1993:496) state that communication is a matter of passing or exchange of information—distinguishes what is living and what is nonliving in nature. communication could be divided into vocal communication and nonvocal communication. Vocal communication is the communication by means of sounds (language) and nonvocal communication is that by means of nonsounds (nonlanguage)

Instead of mentioning the term language ', it is in the right sense to use the term communication system' or —language (language in quotation mark) to refer to animal communication. How can the animals communicate among themselves and with human beings? Animals communicate among themselves and with human beings so effectively that they are frequently said to use —language. From the linguist 's point of view, however, the —languages used by animals are not the same as what human has. The vocal and non-vocal communications are used by animals to communicate each other. The vocal communication used by an animal is not as real as language possessed by human, but it is just particular sounds. Besides having sounds as a means of communication, animals also communicate with non-vocal communication.

Types of nonvocal communication used by various types of animals

- Scent
- Light
- Electricity
- Color
- Facial Expression
- Posture
- Gesture

> **Scent**

it is chemically based. Scent communication is used by different species such as molds, insects, and mammals. Chemical substances used by animals specifically for communicative purposes are called pheromones. The shine mold signals its reproductive readiness through the release of a pheromone. Dogs and other canines leave a urine-based pheromone as an identification mark to stoke out their territory, and many nonhuman primates have specialized scent glands for the same purpose.

> **Light**

It is probably the best-known light user in North America is firefly or lightning-bug. This small flying beetle uses light flashes in varying patterns to signal its identity, sex, and location.

> **Electricity**

Certain species of eels in the Amazon River basin communicate their presence and territoriality by means of electrical impulses

> **Color**

The color—or color patterns—of many animals plays an important role in their identification by members of their own species and other animals. The octopus changes color frequently and this coloring is used for a wide range of messages, including territorial defence and mating readiness

> **Facial Expression**

These are specific types of gesture that communicate meaning. When a male baboon yawns, bares its fangs, and retracts its eyebrows, it is indicating a willingness to fight. A wide variety of facial expressions is found among chimpanzees.

> **Posture**

This is a common communication device among animals. Dogs, for example, lower the front part of their bodies and extend their front legs when they are playful. Postural communication is found in both human and nonhuman primates as well
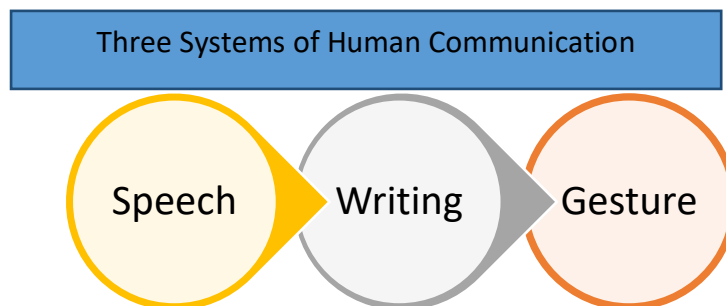
> **Gesture**

A gesture may be defined as active posturing. Humans wave their arms in recognition of farewell, dogs wave their tails in excitement, and cats flick their tails when irritated.

According to Crane et. al. (1981:4—9), basically a specific animal ‘s behavior may be considered a communication if another animal ‘s behavior apparently changes as a result. Some animals communicate by using sounds, gestures, or other types of body languages. Many animal calls and actions occur in response to very specific stimuli and call forth a very specific response. Often the animal cannot vary the message – or can vary it only slightly—

and can convey only a very limited range of signals. Thus, animal communication seems to be stereotyped and limited. But bees, for instance, can communicate sophisticated messages. Bees can use gestures, sounds, and postures to communicate. However, we can see and understand that the bee 's vocabulary is quite limited. Its communication is stereotyped compared with human communication.

Some animals have their communicative behavior handed to them on a genetic platter, and it develops as they mature; other animals must learn their communicative system. The buck of bee communication, for example, has been shown to be genetically built in, or innate. Many birds have calls or songs that are completely innate. Other birds demonstrate a mixed pattern; that is, there is an innate component and a learned component of their songs. Related to human communication system.

Language is clearly a form of communication, but it has never been very well defined. Language is most defined as a form of communication that is nonstereotyped and non-finite; that is, it is learned and creative. By creative we generally mean that language is unlimited in its scope. Speakers of a language can produce and interpret an unlimited number of utterances that they have never heard. It might be also said that language is the form of communication used by humans; all other definitions seem to be attempts to sort out what differentiates human communication from that of other species.

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┌──────────────────────────────────────────┐
│   Three Systems of Human Communication    │
└──────────────────────────────────────────┘
    ( Speech )  >  ( Writing )  >  ( Gesture )
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> **Speech**

As the basic system of communication, speech requires the manipulation of the tongue, lips, vocal cords, lungs, velum, and all other parts of what is commonly called the vocal tract. Physiologically it requires such complex integration of nerves that it is difficult to imagine how anyone ever learns to speak. It is the fact that when humans communicate by means of spoken language, they express meanings that are conveyed through sounds.

Understanding the relationship between meaning and sound is the departure point for linguistic inquiry. The relationship between the sounds of words and their meaning cannot be stated absolutely and logically. It is stated that speech is arbitrary and segment able. Some words seem to contradict the principle that the relationship between sounds and meanings has no logical or necessary relationship (arbitrary). There are few words which are called onomatopoeic words. For instances: buzz, swish, bang, meow, etc. Sounds are strung

together to form meaning-bearing units, and these units strung together to form sentences. This stringing-together is accomplished according to a system of rules called grammar. All languages are assumed to share some basic underlying similarities in their grammars (Crane et. al., 1981:14—17).

> **Writing**

Linguists are usually more interested in speech than writing, and writing has often been viewed as reflection of speech. It is assumed that speech precedes writing. Today there are three basic types of writing, namely logographic, syllabic, and alphabetic. Some languages in the world, most notably Chinese, have writing system in which each symbol represents a word; such a writing system is called logographic. The earlier symbols of logographic are mostly pictorial representations which are called pictographs.

In a syllabic writing system, each symbol represents a syllable. The examples of this writing system are Egyptian hieroglyphs. Syllabic writing served as the source of alphabetic writing. Alphabetic writing is that each letter represents a particular spoken sound of a language. Most countries, for instances England, Indonesia, etc., use this system of writing. On the other hand, mixed writing system are used by some countries. For examples writing system used in Japan; Kanji are logographs, Hiragana and Katakana are the two Japanese syllabaries, and Romaji is the Japanese system of writing that uses the Roman alphabet (see Crane et. al., 1981:17—22).

> **Gesture**

A gesture is physical manipulation that is neither verbal nor graphic but is communication. The term gesture includes all human communication that involves waving of the hands, facial signals, grunts, and other vocalizations that do not make up words. The gesture is frequently called body language. Gesture could be various manipulations of the environment that have communicative intent such as smoke signals. Gesture was basic to the development of human communication and that it is still much used. The widely discussed forms of gestural communication fall under the heading of kinesics, the study of the positioning and movement of the body and its parts during conversation. Different cultures often employ different gestures, although certain gestures, such as smile, are universal.

Another factor in gestural communication is what we call proxemics; the study of the space maintained between two speakers in conversation. This —social space‖ varies from culture to culture. As one example, individuals from the Middle East and certain Mediterranean countries position themselves much more closely to each other during speech that American and Northern Europeans do. Other forms of communication that also includes gesture is lip reading, which is a combination of speech and gesture. Lip reading is only a part of what the deaf generally call face reading. Kinesics, paralanguage, proxemics, lip and face reading occur most often along with speech, not in place of it (see for more information Crane et. al., 1981: 14—26).

Characteristics of Human Language

Language is a specific human 's characteristics that make them different from other creatures (say animals or plants). To differentiate between communication systems (tools) and language, it is necessary for us to know the characteristics of human language. It is known that language is made up of sounds and used for communication. In relation to the sounds used for communication, Lim (1975) mentions the characteristics of (human) language.
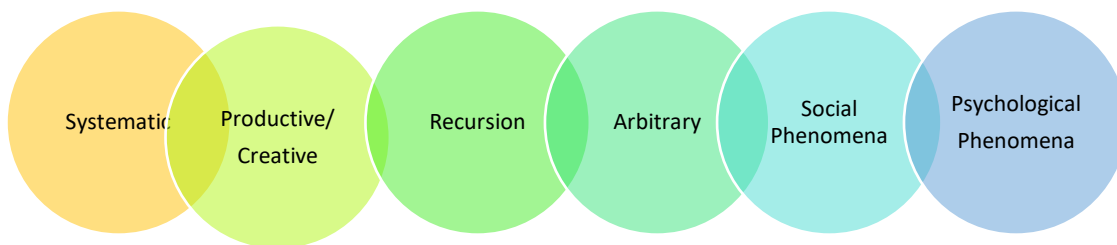
| Systematic | Productive/ Creative | Recursion | Arbitrary | Social Phenomena | Psychological Phenomena |

➢ **Systematic**

When we think of language as made up of sounds, we soon find out that only certain sounds in any one language and that these occur in certain regular and predictable patterns. The system of language could be predictable and learnable. Since language is systematic so that it is possibly learned consciously. Language is a highly organized system in which each unit plays an important part which is related to other parts.

➢ **Productive/Creative**

As it has been mentioned above, this characteristic refers to the ability of native speakers to understand and produce any number of sentences (even though those they have never heard before) in their mother tongue. Native speakers can produce or create various sentences or expressions almost without any serious problems at any speech event. In other side, the native speakers could possibly understand almost all variations of utterances in their mother tongue.

➢ **Recursion**

Recursion means the sentences may be produced with other sentences inside them by means of relativization (dependent in independent clause) or by using conjunctions.

➢ **Arbitrary**

By arbitrary, it is meant that the relation between a word and its meaning is a matter of convention. There is no necessary or logical connection between the sounds people use and the topics to which these sounds refer to.

> **Social Phenomena**

Language as social phenomena refers to the fact that language belongs to a particular group of people in certain society. In linguistics, the phenomena of language in society are studied in sociolinguistics.
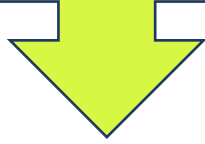
> **Psychological Phenomenal**

Language as psychological phenomena refers to the fact that language is possessed by individual person; language is —inside us. The phenomena of language as psychological matters are learned in psycholinguistics

SUMMARY

We live in —the ocean of language. Human beings are the only animals'that talk by means of language. Many definitions about language have been formulated by linguists based on their own point of view. One of definitions of language states that — language is a system of arbitrary vocal symbols used for human communication. The main function of human language is as a tool of communication. Communication is a process in which information is transmitted from a source – the sender – to a goal – the receiver. The communication process, at least, involves the following steps: (a) encoding the information into a symbolic system; (b) selecting a mode of communication; (c) delivering the symbols through a medium; (d) perceptual processing of the symbols by the receiver; and (e) decoding of the symbols to obtain the information. The language used by human beings (human language) is not the same with language used by animals. Animals communicate among themselves by means of vocal communication (sounds) and non-vocal communication (non-sounds). Some non-vocal communications used by various types of animals are scent, light, electricity, color, facial expressions, posture, and gesture. Animal communication seems to be stereotyped and limited. Related to human communication system, there are three system of communication, namely speech, writing, and gesture. Characteristics of human language are systematic, productive, or creative, recursion, arbitrary, social phenomena, and psychological phenomena.
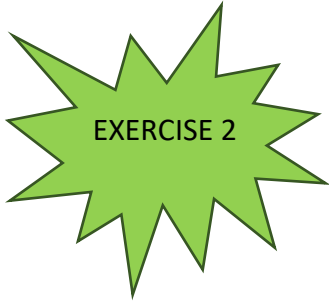
EXERCISE 1

The following terms are found in the explanation above. Please write the definition of each term clearly and briefly. It is suggested that you use your (linguistics) dictionary if necessary.

1) Language : ……………………………………………………………………………
2) Syllabary : ……………………………………………………………………………
3) Encoding : ……………………………………………………………………………
4) Decoding : ……………………………………………………………………………
5) Productivity : …………………………………………………………………………
6) Creativity : ……………………………………………………………………………
7) Systematic : …………………………………………………………………………
8) Recursion : ……………………………………………………………………………
9) Hieroglyph : …………………………………………………………………………
10) Speech : ………………………………………………………………………………
11) Arbitrary : ……………………………………………………………………………
12) Gesture : ………………………………………………………………………………
13) Posture : ………………………………………………………………………………
14) Vocal : …………………………………………………………………………………
15) Sound : …………………………………………………………………………………
16) Scent : …………………………………………………………………………………
17) Logographic : ………………………………………………………………………
18) Facial Expression : …………………………………………………………………
19) Human language : …………………………………………………………………
20) Animal communication: …………………………………………………………

Answer the following questions clearly and briefly. If it is necessary, give your own examples or illustrations to support your answers.

1) Why do you think that the language department students (including English department students) need to learn the language phenomena?
2) What the processes involved in communication?
3) What are the characteristics of language?
4) Is it the same between vocal communication of animals and human language?
5) What are the examples of non-vocal communication usually used by various types of animals?

Please answer the following questions clearly and briefly. Your own examples, reasons, and illustration should be given wherever necessary to make your answers comprehensive.

1. How can you prove that language is just one tool of communication in human's life?
2. How can animal communicate?
3. What are the differences between social phenomena and psychological phenomena in a language?
4. Does individual person or group of people posses language? Give your own examples or reasons!
5. Is it possible for us to produce and to understand unlimited various sentences or utterances in our mother tongue? Give your reasons

EXERCISE 1

1. A system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

2. A set of written characters representing syllables and (in some languages or stages of writing) serving the purpose of an alphabet.

3. The process of putting a sequence of characters (letters, numbers, punctuation, and certain symbols) into a specialized format for efficient transmission or storage.

4. The conversion of an encoded format back into the original sequence of characters.

5. The degree to which native speakers of a language use a particular grammatical process, especially in word formation.

6. Aspect of language which enables a language user to use language in a novel way or to devise new forms of language. Linguists use the "creative aspect of language use" to describe the innovative uses of language.

7. Language is a systematic means of communicating by the use of sounds or conventional symbols. Language are the cognitive processes involved in producing and understanding linguistic communication. Language is a system of words used to name things in a particular discipline.

8. The repeated sequential use of a particular type of linguistic element or grammatical structure. recursion is often used to create expressions that modify or change the meaning of one of the elements of the sentence. For example, to take the word nails and give it a more specific meaning, we could use an object relative clause such as that Dan bought, as in "Hand me the nails that Dan bought.!"

9. A character of the ancient Egyptian writing system. It comes from two Greek words meaning "sacred carvings," which are a translation, in turn, of the Egyptians' own name for their writing system, "the god's speech." Each sign in this system is a hieroglyph, and the system as a whole is called hieroglyphic (not "hieroglyphics").

10. A system of communication that uses spoken words (or sound symbols).

11. The absence of any natural or necessary connection between a word's meaning and its sound or form. An antithesis to sound symbolism, which does exhibit an apparent connection between sound and sense, arbitrariness is one of the characteristics shared between all languages.

12. A movement that you make with a part of your body, especially your hands, to express emotion or information.

13. Information about the current state of a person's emotions and attitudes should be analyzed in the context of other messages, both verbal and nonverbal as well as that person's cultural and social norms. It can signal both the enduring characteristics of a person (character, temperament, etc.), and his or her current emotions and attitudes.

14. The process wherein speakers express emotions by modulating nonverbal aspects of their speech, and listeners utilize the nonverbal aspects of speech in order to make inferences about the emotional experience of the speaker.

15. A vibration or wave caused by an object. It is produced by organs of speech. Sounds are quite concrete and linguists consider them to be units of speech; while phonemes are abstract (they are generalizations made on the basis of comparison of words) and linguists consider them to be units of language (cf Saussurian distinction langue – parole).

16. It refers to language associated with the sense of smell. It involves the naming and categorisation of odours by humans according to each odour's perceived source or attributes.

17. Marked by a letter, symbol, or sign used to represent an entire word.

18. It is nonverbal communication. One or more motions or positions of the muscles beneath the skin of the face

19. A conventional system based on the use of words according to a complex system of rules.

20. The mutually beneficial production of a signal by a signaler resulting in a behavioral change in a receiver. It employs precisely timed rhythms, modulations of expressive activity, and accurate interaction of movements in communicating individuals (Tinbergen 1951).

EXERCISE 2
1. Because they are going to teach language to learners. It is impossible to teach language if the teachers do not know what the language is. Thus, beside having language skills, the language teachers has to have knowledge about language itself.

2. A process in which information is transmitted from a source – the sender – to a goal – the receiver. Communication happens by means of communication tools. (a) encoding the information into a systematic system; (b) selecting a mode of communication; (c) delivering the symbols through a medium; (d) perceptual

processing of the symbols by the receiver; and (e) decoding of the symbols to obtain the information.

3. Systematic, productive or creative, recursion, arbitrary, social phenomena, psychological phenomena.

4. Human language could be learned consciously, because it is systematic and predictable. Language can be created and developed by the native speakers.

5. Species often rely on verbal and nonverbal forms of communication, such as calls; non-vocal auditory outbursts, like the slap of a dolphin's tail on the water; bioluminescence; scent marking; chemical or tactile cues; visual signals and postural gestures. Fireflies and peacocks are classic examples of brilliant bioluminescence and impressive visual displays, respectively. Ants use chemical cues (in a process called chemoreception) to help guide their foraging adventures, as well as for other activities like telling friend from foe, connecting with new mates, and marshalling the colony's defences.
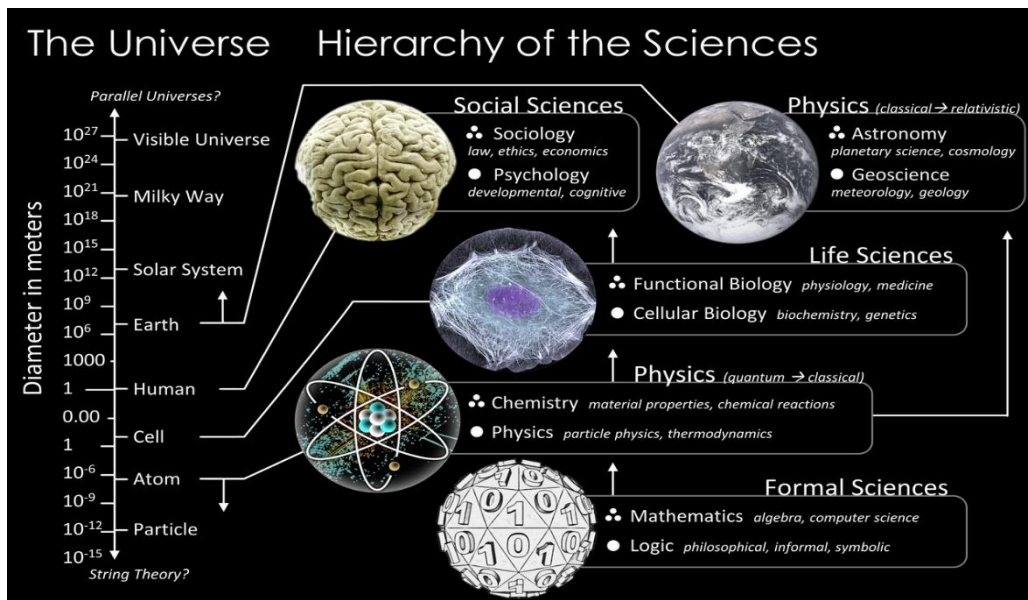
LEARNING OUTCOMES

At the end of this unit, you are expected to:

1. Explaining the concepts of linguistics
2. Exploring the role of linguistics in language teaching

THE DESCRIPTION

Linguistics is the science of language, and linguists are scientists who apply the scientific method to questions about the nature and function of language. Linguists conduct formal studies of speech sounds, grammatical structures, and meaning across all the world's over 6,000 languages. They also investigate the history of and changes within language families and how language is acquired when we are infants. Linguists examine the

relationship between written and spoken language as well as the underlying neural structures that enable us to use language.

Clearly, many of the questions linguists pose overlap with fields in the life sciences, social sciences, and humanities, thus making linguistics a multidisciplinary field. As a multidisciplinary field, Linguistics, attempts to understand how language is stored in the human mind/brain and how it is part of everyday human behavior through its sister fields of neuroscience, philosophy, psychology, anthropology, sociology, and computer science.

It is important to note that the term "linguist" may cause some confusion because it is known to be used differently in non-academic domains. Sometimes language experts are referred to as linguists, but those individuals do not necessarily conduct the same kind of scientific research on language as carried out by those with advanced degrees in linguistics. "Polyglot" is the term used for a person who has knowledge of multiple languages. And although it is possible for a person to be both a linguist and a polyglot, it is just as possible that a linguist speaks only one language.

What is Linguistics?

When we know a language, we can speak and be understood by others who know that language. This means that you have capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others (see Fromkin et. al., 1990). Our knowledge about language is simply called linguistic knowledge. Thus, what is linguistics?

Linguistics is the scientific study of language.

(Lim, 1975:3)

Linguistics is the study of the human speech

(Chomsky, 1957

Linguists (experts in linguistics) work on specific languages, but their primary goal is to understand the nature of language in general by asking questions such as:

- What distinguishes human language from other animal communication systems?

- What features are common to all human languages?

- How are the modes of linguistic communication (speech, writing, sign language) related to each other?

- How is language related to other types of human behavior?

The main goal of linguistics, like all other intellectual disciplines, is to increase our knowledge and understanding of the world. Since language is universal and fundamental to all human interactions, the knowledge attained in linguistics has many practical applications. Linguists, with some training in other appropriate disciplines, are thus prepared to seek answers to questions such as:

- How can a previously unstudied language be analyzed and written?

- How can foreign languages best be taught and learned?

- How can speech be synthesized on a computer or how can a computer be programmed to understand human speech?

- How can the language problems of people with speech abnormalities be analyzed and rectified?

- How are linguistic issues in legal matters to be handled?

The word —linguistics‖ was firstly used in England in 1837. Linguistics scholars like Henry Sweet and Otto Jespersen have tried to infuse the findings of linguistics into language teaching for nearly a hundred years. The modern study of language has its root in antiquity. The kind of grammar commonly taught in schools before the coming of modern linguistics is called traditional grammar. A major weakness of this grammar is that it is inconsistent in the criteria used for defining the part of speech. Another characteristic of traditional grammar is that it is normative or prescriptive.

That is, it tells us how the language ought to be used, instead of describing how it actually is used. Unlike philology, which deals with the analysis of written text, linguistics is most concerned with spoken language, even though the written language is still in concerning. Historically, the earliest grammar of any language, as far as we know, was Panini's grammar of Sanskrit, the classical language of India. Written in about the fourth or fifth century B.C., Panini's remarkable work represents a highly developed approach to linguistics. It was the period of the ancient grammarians.

Still in the era of ancient grammar, the study of language in the Western world began with the ancient Greeks. Among the very early studies of language, Plato's Cratylus is perhaps the best known largely because of its naïve approach in seeking the origins of words. The study of language was more fruitful under Plato's successors, Aristotle and Dionysius Thrax. Aristotle classified the part of speech in the third century B.C., and he is often regarded as the founder of classical European grammar. But the oldest known grammar of Greek was written by Dionysius Thrax, who live near the end of the second century B.C.

Thrax identified eight basic word classes: noun, verb, pronoun, article, participle, preposition, conjunction, and adverb. To Thrax, the principal units of grammatical description were the word and the sentence. Another major force in ancient Greek linguistics was the Stoic school of grammar, which enjoyed its greatest success in the second century B.C.. The Stoics were the first to distinguish between proper and common nouns. The approach of the ancient Greeks to grammar was continued and modified by the Romans. Writing in the first century B.C., Varro noted that the word endings discussed by the Stoics and Thrax could be further subdivided according to type.

Latin grammar achieve its most precise formulation in the works of Priscian and Donatus, who wrote grammars of Latin at approximately the time of the Roman Empire's decline. For centuries these descriptive grammars served as the basis for learning Latin and for learning about language in general. After the fall of Rome and through the Dark Ages, Latin continued to be a respected language, both in scholarly and religious circles. The first major new development in linguistics, however, did not take place until the thirteenth century, when speculative or modistic grammar rose to popularity.

Speculative grammar resulted from the collision of traditional Latin descriptive grammar and scholastic philosophy, represented by Catholic philosophers like St. Thomas Aquinas. Although, in fact, the speculative grammarians concentrated on Latin, their work led to the assumption that language has a universal basis; that all languages are essentially the same in nature and differ only in their surface characteristics. With the coming of the Renaissance and Columbus's discovery of the New World, several linguistic developments occurred, and views of language became more diverse. Then, in the seventeenth century, the idea that beneath these differences all languages are essentially the same in nature surfaced again.

In the nineteenth century, new developments in linguistics were stimulated by close attention to concrete data and exciting philological studies. Thus, a new approach emerged the historical-comparative linguistics. The nineteenth-century linguists were challenged by the growth of the natural sciences, and they were wise enough to turn their attention to a scientific method of dealing with language data. Their efforts also included many attempts to expand the horizons of linguistics, such as the beginnings a acoustic phonetics and the study of dialects and bilingualism.

The structuralist theory of language (structural linguistics) was the first major new approach to descriptive linguistics in the twentieth century. Introduced by the Swiss linguist Ferdinand de Saussure and then pioneered in the United States by Leonard Bloomfield, structuralism flourished for about thirty years, until the early 1960s. in its emphasis on the investigation of concrete linguistic data, structuralism logically followed the late nineteenthcentury neo-grammarian school. However, structuralism was geared toward descriptive linguistics. Structural linguistics typically involved isolating, classifying, analyzing, and segmenting the observed language data. One main criticism of the structural linguistics, however, is that it made no attempt to deal with how humans understand and interpret the meanings of sentences; that is, Bloomfield's theory of structuralism excluded the mind from linguistic consideration. For this reason, structuralism is often linked with the psychological

theory of behaviorism, which similarly restricts itself to that which is concrete and observable.

At the end of 1950s and it was popular 1960s, Noam Chomsky broke the structural tradition in linguistics by introducing the TransformationalGenerative Grammar (TGG). TGG appears to have made a rather rapid break from structuralism, but the period of transition, although short in time, is worthy of study. TGG emphasizes that human language is creative – that humans are able to produce and interpret an infinitely large number of sentences that they have never heard before. It attempts to describe what a person knows about his or her language, but it also claims that all languages are grounded in universal facts and principles. By postulating deep structures, which are representations that contain the essential meanings of sentences and that underlie actual utterances, TGG is in direct opposition to structuralism. Linguistics theory has undergone considerable revision and modification in the past fifteen years up to now. The development and innovation of linguistics is particularly seen in its approach to meaning and language use.
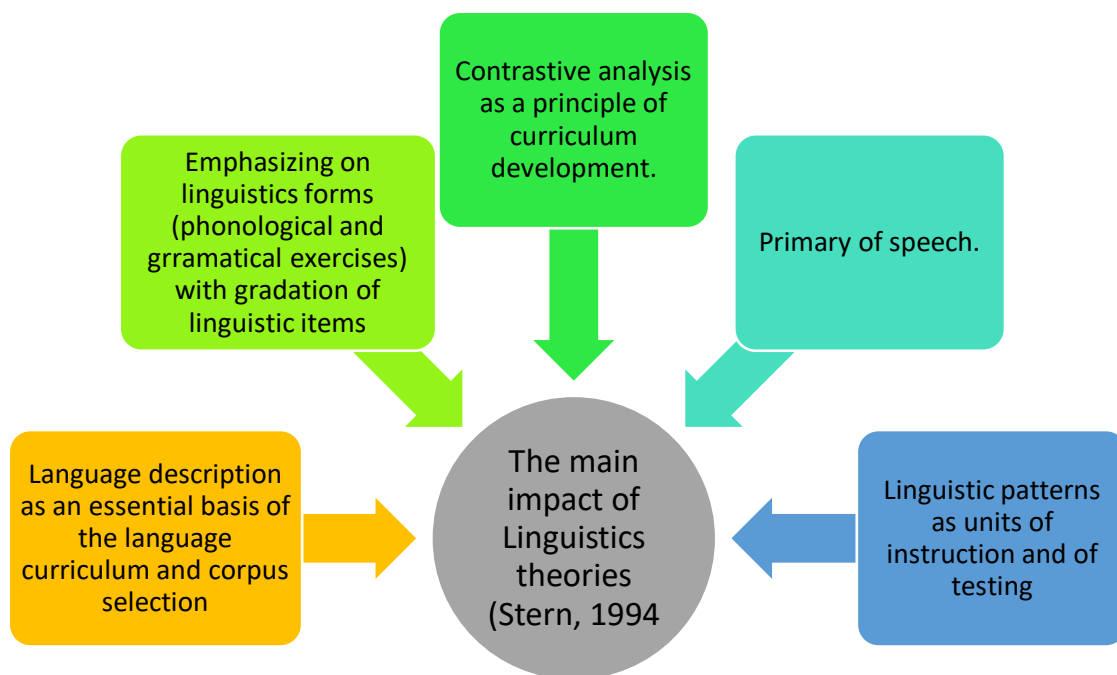
Linguistics has also drawn on other sciences to form a large number of linguistic subfields, most notably psycholinguistics and sociolinguistics. In addition, the development of linguistic theories brings meaningful effects and contributions to other area of applied linguistics, for instance toward the language teaching

Linguistics and Language Teaching

According to Currie (1975:31), the rise in interest in theoretical linguistics has triggered off a wide development in applied linguistics in universities and in colleges of education and other center of language research. As a matter of fact, the development of linguistic theories gives effect to the practical application in language teaching. The ancient and traditional grammar had become the basic references in developing and managing the language teaching before the structural linguistics and TGG came. It is found today that the theoretical basis of language teaching methodology cannot be separated from the current issues of linguistic theories.

Stern (1994:119—121) argues that it is hardly imaginable that a language could be taught without some underlying conceptions of the general nature of language. It would be unreasonable for language teaching theory to disregard what linguistics has to say about language. In the course of the review of recent trends we observed that language teaching theory has been strongly affected and, at a certain stage, even thrown into confusion by recent development in linguistics. That is why the role of linguistics needs clarifying. The linguists take an objective view of language and all linguistic phenomena. Educators frequently recognize the _good' or _bad', the _right' or _wrong' in language and point out the value of a creative approach to the use of language. Furthermore, Stern (1994) states that linguistics is a theoretical science. Linguistics formulates explanations which are designed to account for the phenomena oaf language.

For many linguistic scholars the central purpose of linguistics is the development of theories on aspects of language and a general theory of language. Here is an obvious difference between a language teacher and a linguist. The language educator is concerned with the teaching of language or some aspects of language. His main concern usually is not language in general, although teaching a particular language offers good opportunities for making observations on the nature of language. It has in fact been said that one of the best ways of understanding the nature of language is to try to teach (or to learn) a language. It is the fact as well that the changes in linguistic theory had important implications for the view of language in language teaching. During the period 1940—1960 the idea that language teaching theory implies a theory of language, and that linguistics had a direct contribution to make to language pedagogy became more and more accepted.

Contrastive analysis as a principle of curriculum development.

Emphasizing on linguistics forms (phonological and grramatical exercises) with gradation of linguistic items

Primary of speech.

Language description as an essential basis of the language curriculum and corpus selection

The main impact of Linguistics theories (Stern, 1994

Linguistic patterns as units of instruction and of testing

A language teaching theory expresses or implies answers to questions about the nature of language. These questions relate language teaching theory directly to theoretical linguistics. As we reminded ourselves, the task of language teaching or learning prompts the teacher almost invariably, and the learner not infrequently, to think about the nature of language. The view of language in a language teaching theory has bearing on what we teach when we say _we influence a learner 's approach to the language. The development and controversies of linguistic theories can help us to identify views of language implicit in language teaching theories. The continuing developments in linguistic theory and in language pedagogy s well as the constant changes in the languages themselves, demand the permanent study of language and languages and a review of the relations between linguistic theory and language pedagogy (see Stern, 1994).

SUMMARY

Many aspects related to language are challenging as well as interesting. As a science, linguistics appears as a social and —humanity‖ science. Linguistics is built and frame by means of theories and basic concepts that could stand among the other disciplines and sciences. To know the —nature of language‖ we are to come to linguistics, the scientific study of language. Linguistics has begun since the ancient time. Linguistics has been developing since long time ago up to now. This condition may bring the conclusion that linguistics is really a science among other sciences.

A new situation was created for language pedagogy by the development of a science of language over the present century. Language teaching theory cannot disregard a discipline which shares with it its central concern for language. Linguistics is an active and growing field of study, far from approaching a state of finality. Theories battle with each other. New concepts, new models and changes in emphasis come and go. It is not surprising to find that this prolonged state of unrest and agitation creates problems for a language pedagogy that attempts to take linguistics into account. In certain respects, the perspectives of linguistics and pedagogy are different. A major preoccupation of linguistics is the development of theory of language. Another is the creation of conceptual tools for the description of natural languages in general. Language pedagogy has a practical objective, effective language learning: and it is committed to the teaching of any languages.

EXERCISES TIME

Now, before you continue to next learning activity, lets' do these exercises and formative test to see how is your understanding of this unit. Your comprehension about the content of this unit will be valuable for the further discussion of this module. Have a good mastery!
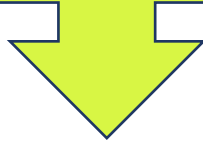
EXERCISE 1

Answer the following questions or give response to the following cases clearly and briefly! Integrate your answers with examples or illustration.

1) What is linguistics?
2) What is the major weakness of traditional grammar?
3) What are the characteristics of traditional grammar?
4) What is the ancient grammar?
5) What are the main ways of analysis in structural linguistics?

EXERCISE 2

Answer the following questions or give response to the following cases clearly and briefly! Complete your answers with examples and illustrationj

1) What are the contributions of linguistics to language teaching?
2) Is it possible to teach a language without any attention to what linguistics says about language?
3) In one side, linguistics is a theoretical science. What does this statement mean?
4) Good language teachers know about language and are able to bring it into the language teaching activities. Arrange your reasons and examples to prove the statement.
5) Related to linguistics and language teaching, what should the (candidate) language teachers do to be professional teachers

Please answer the following questions clearly and briefly. Your own examples, reasons, and illustration should be given wherever necessary to make your answers comprehensive.

1) What are the roles of linguistics in language teaching?
2) How can you differentiate between traditional grammar (linguistics) and structural linguistics?
3) Why do you think that language teachers (educators) frequently recognize the ‚good' or ‚bad', the ‚right' or ‚wrong' in language?
4) How does the main impact of linguistic theories in teaching a language to students?
5) How do you create your teaching activity based on Chomsky's Linguistics Theory?

Exercise 1

1) The scientific study of (human) language
2) It is inconsistent in the criteria used for defining the part of speech. It is also highly normative and prescriptive.
3) It concentrates (focuses) on definitions, especially on the definitions of parts of speech. It is normative and prescriptive, as well.
4) It refers to the grammar (linguistics) at the period before the traditional period. For instances: Sanskrit grammar, Greek grammar.
5) Isolating, classifying, analysing, and segmenting the observed language data.

Exercise 2

1) Linguistics provides the language teaching with theoretical foundation and points of view about language in general.
2) No it is not. A language teacher may face difficulties in classroom teaching-learning process because some aspects of the language teaching need linguistic statements and conclusions about language itself. Teaching abstract things, concepts, or formulation about certain rules need linguistic conclusion about the system and patterns of language.
3) Linguistics gives us the theoretical foundation and concepts about language.
4) Good language teachers may have knowledge about language, unless they will get difficulties in the classroom teaching learning process. In addition, they should be able to choose and to apply the theories into practical uses.
5) They have to have linguistic knowledge or theories about language and know various practical activities in order to have successful teaching learning processes.

UNIT 3. THE CLASSIFICATION OF LINGUISTICS
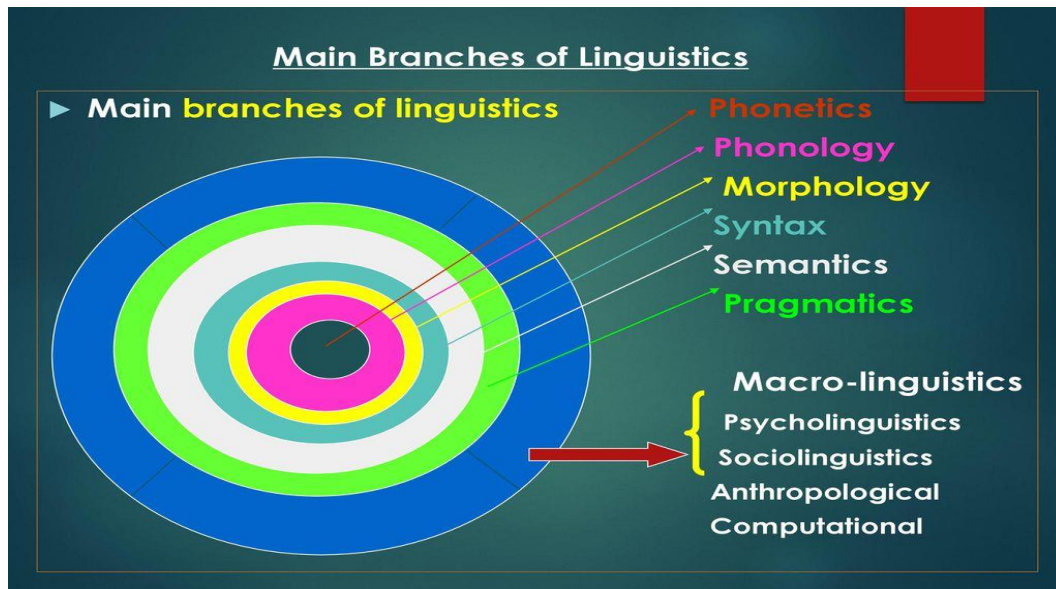
LEARNING OUTCOMES

At the end of this unit, you are expected to:

1. Abstracting the concept of microlinguistics
2. Abstracting the concepts of macrolinguistics
3. Explore the position of microlinguistics and macrolinguistics in language teaching.

THE DESCRIPTION

As a science, linguistics has been becoming more and more challenging for most social experts, especially for those who are interested in language. The study of language not only tends to be interesting but also goes to wide development. During the early periods, language was studied in a relatively narrow scope; say language was studied based on the language itself. However, nowadays the study of language has been developing to be much wider. Consequently, linguistics today is not only the study of language in the scope of language itself, but it is seen from other sides of language environments as well. In accordance with this, linguistics has been one big discipline of human 's science.

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Main Branches of Linguistics

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►  Main branches of linguistics          Phonetics
                                          Phonology
                                          Morphology
                                          Syntax
                                          Semantics
                                          Pragmatics

                                          Macro-linguistics
                                          Psycholinguistics
                                          Sociolinguistics
                                          Anthropological
                                          Computational
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Microlinguistics

In general, the concepts of linguistics are seen from the scope of study and its purposes.
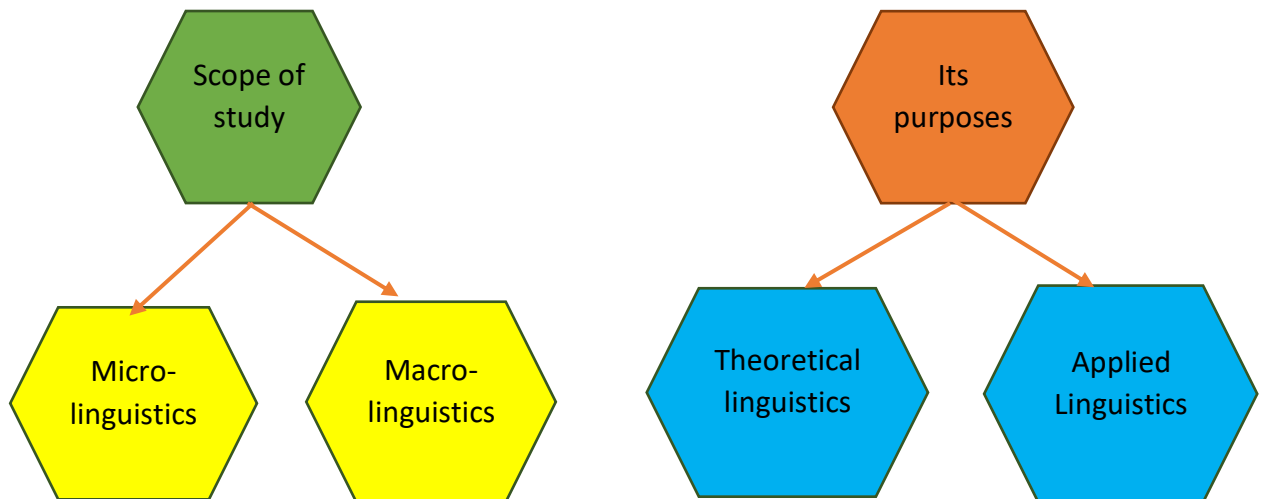
Microlinguistics	The branches or fields of linguistics which studies language based only on the language itself; the study of language from internal side of the language.
Macrolinguistics	The classification of linguistics that studies language in relation to factors outside of the language. It includes the interdisciplinary studies of language and applied linguistics.

Theoretical Linguistics	A type of linguistic study to find and to formulate rules operating in language. Theoretical linguistics could be either general or specific. General theoretical linguistics (frequently called general linguistics) tries to study and understand general characteristics of various languages. While specific theoretical linguistics attempts to study specific characteristics of certain language.
Applied Linguistics	The linguistic study or activity in language field which aims to overcome practical problems.

The fields/branches of linguistics which could be categorized as microlinguistics are theoretical linguistics, descriptive linguistics, and historical-comparative. linguistics. In this category, theoretical linguistics refers to the field of linguistics focusing on general theories and methods in linguistic studies. In this sense, descriptive linguistics (it is also called synchronic linguistics) is the branch of linguistics which studies the system of languages in certain time; without paying attention to its development from one period to other periods.

The following fields of linguistics are the descriptive linguistics.

a. phonology (the study of sounds system of a particular language);

b. morphology (the study of words structure and its parts);

c. syntax (the study of sentence, including phrase and clause);

d. semantics (the study of linguistic meaning); and e. lexicology (the study of vocabulary of lexicon).

Historical-comparative linguistics (it is also called diachronic linguistics) studies the development and comparison of certain language(s) in relation to time (or periods). The historical-comparative linguistics could be specified into:

a. historical-comparative phonology;

b. historical-comparative morphology;

c. historical-comparative syntax;

d. historical-comparative semantics; and

e. historical-comparative lexicology (see Kridalaksana in Kentjono, 1990:11—13)

According to Lyons (1990), macrolinguistics is the classification of linguistics that studies language in relation to factors outside of the language. It includes the interdisciplinary studies of language and applied linguistics. Interdisciplinary studies of language is the study of language in which its materials and approaches use other disciplines of science. There many fields or branches of linguistics which belong to macrolingusitics. They are: **phonetics, stylistics**, **philosophy of language, psycholinguistics**, **sociolinguistics**, **ethnolinguistics**, **philology**, **semiotics, ephygraphy**, **language teaching**, **translation**, **lexicography**, **applied phonetics, applied sociolinguistics, international language establishment, specific language establishment, medical linguistics, graphology**, and **mechanolinguistics.**

Phonetics is the study of linguistic sounds for all languages. It is the interdisciplinary study between linguistics and physic, anatomy, and psychology

Stylistics is a science to study language in the form of literature. It is the combination between linguistics and literature.
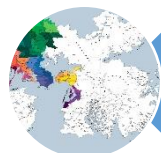
Philosophy of language is a science that studies the nature and position of language and basic concepts and theories of linguistics

Psycholinguistics is the study to see the relationship between language and human behavior.

Sociolinguistics tries to study the relation between language and society.

Ethnolinguistics studies the relationship between language and countryside society or society with no written system.

Philology is the study of language, culture, and history of a country as they are written or printed in written materials

Semiotics is a science which studies figures, symbols, or signs.

Ephygraphy is the study about ancient inscription.

Graphology is the science about writing system, while mechanolingusitics includes the use of linguistics in computer science and the attempt to create the translating machine, and computer for linguistic studies.

Medical linguistics (language pathology) refers to the study of speech defects (or language errors).

The history of linguistics is a branch of linguistics that studies the development of linguistics per period and studies the effect of other sciences and social regulations (such as belief, culture, education, etc.) to linguistics all time

International language establishment includes the attempt to create international mutual intelligibility of language or communication by means of created language, such as Esperanto, Novial, Basic English, etc.

Specific language establishment includes the establishment of certain terms and language style for particular field, for instance terms for military, flight, sailing, etc

In the part of applied linguistics, macrolinguistics may have language teaching, translation, lexicography, applied phonetics, applied.. there is also —the history of linguistics.The history of linguistics may give us information how the science about language have begun and developed until present time and the prediction for the future. However, the prediction of linguistics in the future time is not the main thing which is discussed in this field although the prediction is possibly argued.

SUMMARY

Macro-linguistics and micro-linguistics both involve the study and usage of language. While they are often interrelated concepts, they each approach the topic from a different level. Microlinguistics refers to how small changes in language evolved and affect the sound and look of language. On the other hand, macrolinguistics refers to how language and society interact, specifically how social factors can influence the use of language in the larger society.

Microlinguistics is a branch of linguistics that concerns itself with the study of language systems in the abstract, without regard to the meaning or national content of linguistic expressions. Micro-linguistics focuses on the details of language itself, including its sounds, grammatical structures, syntax, and meanings. In micro-linguistics, language is reduced to the abstract mental elements of syntax and phonology.

Macro-linguistics takes a broad view of linguistic phenomena, studying the contexts in which language is used and its development over time and in and among individuals. Macro-linguistics examines language as a factor in demographic and social organization, especially the effects of multilingualism in a geographical area where distinct languages or dialects are spoken, and related issues such as language planning.

Answer the following questions or give response to the following cases clearly and briefly! Integrate your answers with examples or illustration.
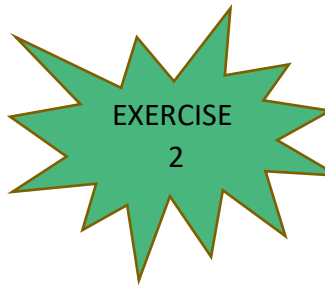
Macrolinguistics vs. microlinguistics
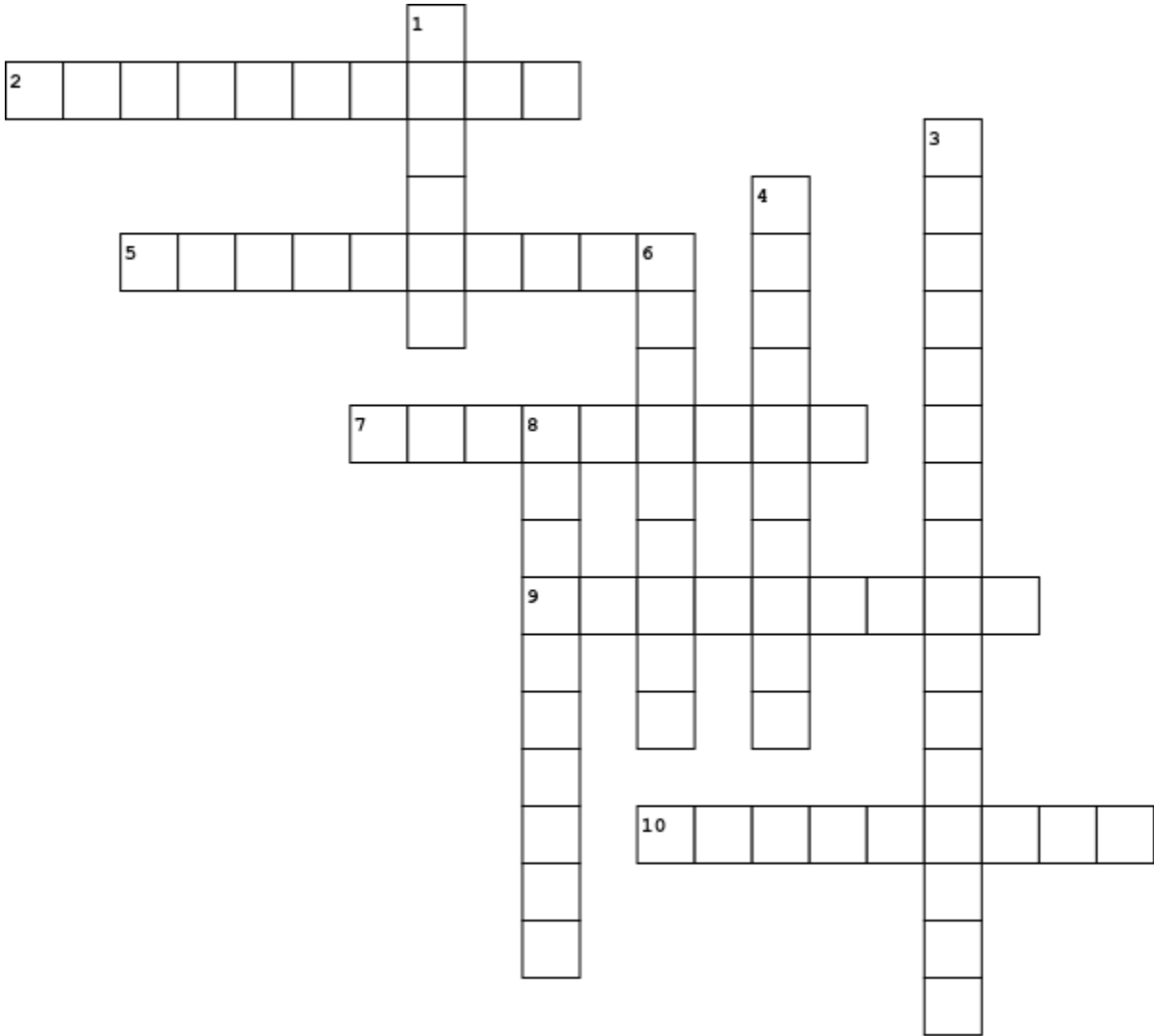
Across

2. a character used in a system of pictorial writing

5. appropriate context in making a sentence

Down

1. a rule to be governed in a sentence

3. looks at the smaller details of language

4. creating and forming a new word

7. identifying ancient inscription

9. oral and written language obtained from historical sources

10. perceiving and processing the sound

6. a meaning of a word

8. handwriting

EXERCISE 2

Answer the following questions or give response to the following cases clearly and briefly! Complete your answers with examples and illustrationj

1) What is the difference between microlinguistics and macrolinguistics?
2) Language teaching belongs to applied linguistics and macrolinguistics. Why do you think so?
3) What is the difference between general theoretical linguistics and specific theoretical linguistics?
4) What is the main point that indicates one linguistic study is the microlinguistics or not?
5) What is the difference between synchronic and diachronic linguistics?
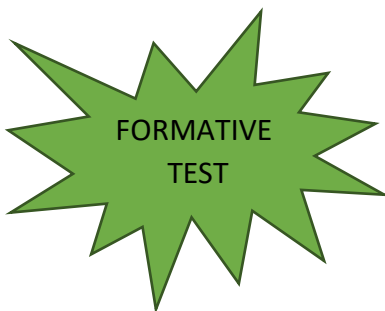
FORMATIVE TEST

Please answer the following questions clearly and briefly. Your own examples, reasons, and illustration should be given wherever necessary to make your answers comprehensive.

1) Why do you think that linguistics has a good development as a social science among other sciences?
2) Why do the linguists need to classify the linguistics
3) How can the linguists classify the linguistics?
4) What is the main difference between theoretical linguistics and applied linguistics?
5) All fields of applied linguistics are categorized into macrolinguistcs. Why is it so?

Exercise 1

1. Syntax
2. Hieroglyph
3. Microlinguistics
4. Morphology
5. Pragmatics
6. Semantics
7. Epigraphy
8. Graphology
9. Philology
10. Phonetics

Exercise 2

1. Microlinguistics is the study of language based only of the language itself; the study of language from internal side of the language. In other side, macrolinguistics is the study of language in relation to factors outside of the language; it is interdisciplinary study of language.
2. Because language teaching is a kind of language study or activity in language field which aims to overcome practical problems. Moreover, language teaching belongs to interdisciplinary study, in which its materials and approaches use other discipline as a science.
3. General theoretical linguistics is the linguistic studies which are aimed to study and to understand general characteristic of various languages. In other side, specific theoretical linguistics attempt to study specific characteristics of certain language.
4. If the language study attempts to study a particular language from the grammatical system of the language.
5. Synchronic linguistics is the field of linguistics which studies the system of languages in certain time; without paying attention to its development from one period to other periods. In other side, diachronic linguistics studies the development and comparison of certain language(s) in relation to time (periods).

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