

# Language and Linguistics

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## INTRODUCTION

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Welcome to module 1 of Introduction to Linguistics course. The topic of this module is Language and Linguistics. Since it is a module about the science of language, you are coming to the course which relates to content or knowledge. It means that you need to read and comprehend the content of this module well. 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. After studying this module, you are expected to be able to:

1. know and comprehend the nature of language;
2. mention and write the definitions of language;
3. mention and write the similarities and/or differences 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.

To achieve these objectives well and systematically, the materials of this module are presented respectively as follow:

1. Unit 1 : The nature of language, which includes what is language, animal communication and human language, and the characteristics of human language.
2. Unit 2 : The science of language which includes what is linguistics, linguistics and language teaching.
3. Unit 3 : Linguistics classification which includes the discussion about microlinguistics and macrolinguistics.

Please study by yourself (or discuss with your friends) the contents of each unit seriously. In accordance with this, please be sure that you have mastered unit 1 before you continue to the next units. It is expected that by studying and mastering these three units you will have enough introductory knowledge about linguistics that is really needed to study the next topics in the module of Introduction to Linguistics. Furthermore, your understanding of module 1 necessarily helps you to come to linguistics and language teaching as well. The following activities are really suggested to do in order to learn and master this module successfully:

1. Read carefully 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.

**Study hard and good luck!**

## UNIT 1

## The Nature of Language

This is unit 1 of module 1 of Introduction to Linguistics subject. Read and learn this unit seriously but please be relaxed. Language department students, including English Department students, need to know the phenomena of language. 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?*

**1. What is Language?**

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*. In this case, language is equally complex. In accordance with language as a social phenomenon, we can see that language is possessed by society; the speech community of a particular language. In this case, the same language is used by the same speech community or a group of people in particular social relations. In other side, language as a psychological phenomenon refers to the fact that language belongs to individual person. Each person possesses a language and it is inside someone's self. Language is oneself. Therefore, if we would like to learn language as social and psychological phenomenon, our task is quite complex. It needs serious and further studies. The topics about language as a social and psychological phenomenon will come to you in the next module.

## **2. Animal Communication and Human Language**

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:

- a. Encoding the information into a symbolic system. All communication uses signals or symbols. 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.

- b. Selecting a mode of communication. Next he or she may choose to verbalize this message, or opposed to writing it or miming it.
- c. 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.
- d. 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.
- e. 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.

In another way, 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 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) also add that 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).

All right! 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 nonvocal 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 nonvocal communication. Some of the nonvocal communications usually used by various types of animals are as follow:

- a. 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 stake out their territory, and many nonhuman primates have specialized scent glands for the same purpose.
- b. Light; 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.
- c. Electricity; certain species of eels in the Amazon River basin communicate their presence and territoriality by means of electrical impulses.
- d. 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 defense and mating readiness.
- e. Facial expressions; 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.
- f. 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.
- g. 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. (See O'Grady et. al., 1993:496—498).

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. The innate and learned components of the song of the chaffinch have been studied carefully.

Now let's come to human communication system. In relation to the linguistic point of view, we should keep in mind that the main instrument of human communication is language. As a result, what we mainly discuss about human communication system in this part is human language even though some points about human communication system in general are included as well. Some ways of communication are learned, and some others are innate. Like the skylark's song, human communication (at least its spoken and written aspects) seems to be almost totally learned. However, most linguists and psychologists assume that human language has an innate component: an ingrained predisposition to language that causes us all to learn language, provided we have contact with it. Many linguists believe that



there is a more important innate aspect of language that results in a basic similarity among all the world's languages. If this is true, we are then a good deal like chaffinch. Such hypotheses are, at this moment, well beyond proof (Crane, et. al., 1981:9).

Language is clearly a form of communication, but it has never been very well defined. Language is most commonly defined as a form of communication that is nonstereotyped and nonfinite; that is, it is learned and creative. By creative we generally mean that language is unlimited in its scope. Speakers of a language are able to produce and interpret an unlimited number of utterances that they have never before 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 (Crane et. al., 1981:9—10).

Some linguists and psychologists have been trying to search and see the communication used by certain animals; apes, chimpanzees, and gorillas for instance. The results of their researches and experiments about the language used by these types of animals showed that within a couple of years the apes could communicate in a fairly restricted manner with their human colleagues by using vocabularies that ranged from about a hundred to three hundred symbols and beyond. According the researchers (researcher teams: The Premachs (1972); the Gardners (1969); Patterson –see also Bourne (1971); Hayes (1977)), the apes were not just communicating as other animals communicate; they were using language (Crane et. al., 1981:9—10). The result seemed to challenge the belief that using language is a uniquely human ability.

But in fact human language is creative but not the apes' language. Human can talk about the weather, funny religion practices, the quintessence of show, and utter nonsense. Human may lie, play word games, and abuse their grammar in quest of art. These are the examples of the creative and fundamentally human sorts of things that make language a language. Apes, in this case, could not do such creative types of communication. Therefore, language in turn is often said to help make humans human. Language seems to be a necessary basis or our personal and social identity and for our social relationships (Crane et. al., 1981:9—11).

Related to the human communication system, we should note that there are three systems of human communication. The three systems are in the form of *speech*, *writing*, and *gesture*. For most people, speech is the basic system of communication. Writing, however, allows the preservation of communications over space and through time, and its great importance in human history and in complex societies would be hard to overestimate. The role of gesture is less obvious. Among the deaf, of course, it may replace speech as the principle form of communication; but for most people it is an important supplement to speech. Together these systems allow us to communicate in a variety of situations with subtle shades of meaning (Crane et. al., 1981:14).

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 segmentable. 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).

The second system of human communication is 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 syllabories, and Romaji is the Japanese system of writing that uses the Roman alphabet (see Crane et. al., 1981:17—22).

The third system of human communication is 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 more or less universal. Another factor in gestural communication is what we call proxemics; the study of the space maintained between two speakers in conversation. Actually, 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 really 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).

All right! Before you continue to the next part, please come to the following exercise. Then, if you have been sure that you are in good mastering in this topic, you are allowed to continue to the next part.

### 3. Characteristics of Human Language

It has been known already that as main tool of communication, language has a highly important role in human's life. Language is a specific human's characteristics that make them different from other creatures (say animals or plants). Not all of communication tools or communication systems could be categorized as language; that is human language. In order to differentiate between communication systems (tools) and language, it is necessary for us to know the characteristics of human language. Let's have close look at Wardhaugh's (1972) and Lim's (1975) to know the characteristics of human language. The first thing that we have to know about language is that it 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. The first one is that language is *systematic*. What does it mean? 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.

Secondly, language is productive or 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 are able to 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. Thirdly, language is 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.

The fourth characteristic of language is 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. Furthermore, other characteristic of language is that it is social phenomena and it is psychological phenomena, as well. Language as social phenomena refers to the fact that language belongs to a particular group of people in certain society. In addition to this, language as psychological phenomena refers to the fact that language is possessed by individual person; language is “inside” ourselves. In linguistics, the phenomena of language in society are studied in sociolinguistics, while the phenomena of language as psychological matters are learned in psycholinguistics.

Now, let’s come to exercise and formative test before you go on to the next unit. Try to understand the information presented in this unit and see how far your comprehension is by doing exercise and formative test. Your comprehension about the content of this unit will be valuable for the further discussion of this module. Have a good mastery!



## EXERCISES

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### Exercise 1

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

- 1) language : .....
- 2) philosophy : .....
- 3) linguist : .....
- 4) system : .....
- 5) arbitrary : .....
- 6) vocal : .....
- 7) symbols : .....
- 8) human : .....

- 9) communication : .....
- 10) sounds : .....
- 11) meaning : .....
- 12) writing : .....
- 13) convention : .....
- 14) productive : .....
- 15) creative : .....
- 16) recursion : .....
- 17) social phenomenon : .....
- 18) psychological phenomenon : .....
- 19) speech community : .....
- 20) language as human : .....

### Exercise 2

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) Why do you think that the studies of language could be interesting as well as challenging?
- 3) What is language?
- 4) What are the characteristics of human language?
- 5) What do you mean by language as social and psychological phenomena?

### Exercise 3

Answer the following questions or give response to the following cases clearly and briefly! Don't forget to give your own examples or illustration to make your answer better!

- 1) What do you mean by communication?
- 2) What the processes involved in communication?

- 3) What is the difference between vocal communication and non-vocal communication?
- 4) What are the examples of non-vocal communication usually used by various types of animals?
- 5) Is it the same between vocal communication of animals and human language?
- 6) Human language is learned and creative. What does this statement mean?
- 7) What are the three systems of human communication?
- 8) What do you mean by lip reading?
- 9) What is kinesics?
- 10) “Social space” varies from culture to culture. What does it mean?

#### **Exercise 4**

Answer the following questions of give response to the following cases clearly and briefly! Please support your answers or response with your own examples or illustration whenever necessary!

- 1) Why do you think that language has a highly important role in our life?
- 2) Not all of communication systems could be categorized as language. What does it mean?
- 3) What are the characteristics of language?
- 4) What do you mean by language is systematic?
- 5) What does productive or creative refer to?
- 6) Language is recursion. What does it mean?
- 7) What does arbitrary mean?
- 8) What do you mean by language is social phenomena?

**KEY TO EXERCISES****Exercise 1**

- 1) a system of arbitrary vocal symbols used for human communication
- 2) the search or the study for knowledge, especially the study for the nature and meaning of existence
- 3) the experts or the scientists of language studies
- 4) group of things or parts working together in a regular relations
- 5) a matter of convention
- 6) sounds
- 7) sign, mark, object, etc., looked upon as representing something
- 8) man or mankind
- 9) a process in which information is transmitted from a source(s) to a receiver(s)
- 10) vocals
- 11) something communicated or intended
- 12) symbolic transcription of spoken language
- 13) informal, natural agreement of group of people about something
- 14) could be produced or made in unproblematic manners
- 15) could be created or made in unproblematic manner
- 16) may be produced with other sentences inside them by means of relativization
- 17) phenomena which belong to social group of people
- 18) phenomena which belong to “inside” of human’s body
- 19) a group of people which speak in the same language (code)
- 20) only human that has language

**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) We live in the “world” or the “ocean” of language. Language is inside and outside ourselves. We use language in daily life, but to explain or to know the nature of language is not an easy job.
- 3) a system of arbitrary vocal symbols used for human communication
- 4) systematic, productive or creative, recursion, arbitrary, social phenomena, psychological phenomena
- 5) Language exists “outside” and “inside” of ourselves.

### Exercise 3

- 1) 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.
- 2) the vocal communication happens by means of particular sound while the non-vocal communication is done by means of other than sound system
- 3) scent, light, electricity, color, facial expression, posture, gesture
- 4) No, it is not. Human language has certain characteristics which makes it becomes ideal language, while the vocal communication of animals is typically and limited.
- 5) Human language could be learned consciously, because it is systematic and predictable. Language can be created and developed by the native speakers.
- 6) speech, writing, gesture
- 7) a combination of speech and gesture which is normally a part of what the deaf generally call face reading
- 8) the study of the positions and movement of the body and its parts during conversation
- 9) In any speech event or conversation, different societies which have different cultures and styles may have various space among the

participants. People in middle east and Mediterranean countries position themselves much more closely to each other during speech than the Americans and Northern Europeans do.

#### Exercise 4

- 1) Because human's life must have been more difficult, confusing, static, or complicated if there is no language.
- 2) There many ways of communication. Language is just one way among many ways of communication.
- 3) systematic, productive, creative, recursive, arbitrary, social phenomena, psychological phenomena
- 4) Certain sounds in any one language occur in certain regular and predictable patterns. Language has predictable and learnable system.
- 5) The native speakers are able to understand and produce any number of sentences, including those they have never heard before in their mother tongue.
- 6) The sentences may be produced with other sentences inside them by means of relativization (dependent in independent clause) or by using conjunctions.
- 7) The relation between 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.
- 8) Language is possessed by group of people; the speech community of the language. No society without language and the use, meaning, or style of a language is relatively influenced by the social characteristics.



#### SUMMARY

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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 particular definition 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.



## FORMATIVE TEST 1 \_\_\_\_\_

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

- 1) Language department students need to study linguistics in general. Why do you think so?
- 2) How do you know that language is social phenomena and psychological phenomena?
- 3) In any communication process, there are, at least, five steps involved. What are they?
- 4) What are the differences between human language and animal “language”?
- 5) “Ideal” language is only possessed by human race. How do you prove it?
- 6) What do you mean by *convention*?
- 7) Is it possible for us to produce and to understand unlimited various sentences or utterances in our mother tongue? Give your reasons!

- 8) How can you prove that language is just one tool of communication in human's life?
- 9) Does individual person or group of people possess language? Give your own examples or reasons!
- 10) What could happen if there is no language in human's life?

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$$\text{Level of achievement} = \frac{\text{Scores of the right answers}}{\text{Total score}} \times 100\%$$

Meanings of level of achievement:

90% - 100% = very good

80% - 89% = good

70% - 79% = average

< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

## UNIT 2

## The Science of Language

Welcome to unit 2! In this unit you are studying about the science of language. There are two topics that you are going to learn in this unit, namely *what is linguistics*, and *linguistics and language teaching*. In first part, you are expected to know and understand about the definitions and/or the basic concepts about linguistics. As we know, the terms *linguistics* (as a noun) and *linguistic* (as an adjective) are frequently used and found in linguistic texts. In addition, in second part, the relationship between linguistics and language teaching will be discussed. Please more serious in studying this unit in order to have better mastery. Good luck!

**1. 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? Lim (1975:3) defines that linguistics is the scientific study of language. Linguistics has also the framework or theoretical methods that could be categorized as the scientific method; in this case scientific method for human and social studies. Language analysis is done systematically within the framework of some general theory of language structure.

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 characteristics 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 naive 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 nineteenth-century neo-grammarians 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 Transformational-Generative 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.

## **2. Linguistics and Language Teaching**

So far, you have learned what the linguistics is and its brief history. In this part, you are going to see the relationship between 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 of 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 particular 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. The main impact of linguistic theory can be seen in (1) language description as an essential basis of the language curriculum and corpus selection; (2) emphasis on linguistic forms reflected in the divisions into phonological and grammatical exercises and gradation of linguistic items; (3) contrastive analysis as a principle of curriculum development; (4) primacy of speech; (5) linguistic patterns as units of instruction and of testing (Stern, 1994).

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 as 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).



## EXERCISES

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### Exercise 1

Answer the following questions or give response to the following cases clearly and briefly! Your own examples or illustration will be valuable to make your answers better.

- 1) What is linguistics?
- 2) What is the major weakness of traditional grammar?
- 3) What are the characteristics of traditional grammar?
- 4) What do you mean by the ancient grammar?
- 5) What are the main ways of analysis in structural linguistics?
- 6) What is the main criticism of structural linguistics?
- 7) What does the TGG attempt to describe?
- 8) Why do you think that TGG is in direct opposition to structuralism?
- 9) How is the development of linguistics in twentieth century?
- 10) Does linguistics have effects to language teaching?

## Exercise 2

Please answer the following questions or give response to the following cases clearly and briefly! It is expected that you support your answers with your own examples or illustration.

- 1) Is it possible to teach a language without any attention to what linguistics says about language? Give your reasons or illustration!
- 2) The development and trends in linguistic theories gives effects to the development of language teaching. How can you prove it?
- 3) What are the contributions of linguistics to language teaching?
- 4) What is the main task of linguists?
- 5) What is the main task of language teachers (educators)?
- 6) In one side, linguistics is a theoretical science. What does this statement mean?
- 7) 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.
- 8) Related to linguistics and language teaching, what should the (candidate) language teachers do in order to be professional teachers?

## KEY TO EXERCISES

### 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, analyzing, and segmenting the observed language data

- 6) It made no attempt to deal with how humans understand and interpret the meaning of sentence (language).
- 7) it attempts to describe what a person knows about his/her language and it also claims that all languages are grounded in universal facts and principles.
- 8) Because TGG attempts to describe what a person knows about his/her language, those which are not seriously tried to analyze in structural linguistics.
- 9) Linguistics in the twentieth century tends to develop into macro and micro classification based on the scope of the study. The studies conducted by the end of the century become more specific and come to detailed explanation.
- 10) Yes it does. The change and the development of linguistic science, directly or indirectly, influence the development and innovation of approaches, methods, and techniques of language teaching.

## Exercise 2

- 1) 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.
- 2) Ancient and traditional linguistics (grammar) became theoretical foundation of traditional methods of language teaching. Structural linguistics was the base of the appearance and the development of audio-lingual method and oral-aural approach. TGG and pragmatics motivated the coming of communicative language teaching, contextual teaching, and some current methods in communicative teaching.
- 3) Linguistics provides the language teaching with theoretical foundation and points of view about language in general.
- 4) studying, searching, or formulating system or pattern of language specifically or generally

- 5) To transfer the concepts or phenomena of language and to encourage and to train the students in order to have language skills.
- 6) Linguistics gives us the theoretical foundation and concepts about language.
- 7) 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.
- 8) They have to have linguistic knowledge or theories about language and know various practical activities in order to have successful teaching learning processes.



## SUMMARY

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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. In order to know the “nature of language” we are to come to linguistics, the scientific study of language. Linguistics actually 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 in the course of 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 particular languages.



## FORMATIVE TEST 2

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

- 1) What is the difference between linguistics and language teaching?
- 2) How can you differentiate between traditional grammar (linguistics) and structural linguistics?
- 3) Do you think that all basic principles and terms used in traditional linguistics are useless and meaningless in structural linguistics or in TGG? Give your reasons and examples!
- 4) What are the contributions of linguistics to language teaching?
- 5) Linguistics is not the same with language teaching. However, they have particular relationships each other. What are their relationships?
- 6) Why do you think that language teachers (educators) frequently recognize the 'good' or 'bad', the 'right' or 'wrong' in language?
- 7) What are the characteristics of "linguistics" as a science?
- 8) Why do people want to know and study "the nature of language"?

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

### Formula:

$$\text{Level of achievement} = \frac{\text{Scores of the right answers}}{\text{Total score}} \times 100\%$$

Meanings of level of achievement:

90%	- 100%	=	very good
80%	- 89%	=	good
70%	- 79%	=	average
	< 70%	=	bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

## UNIT 3

## Fundamentals and Concepts of Linguistics Classification

So far you have studied the nature of language and the science of language. Hopefully, the information and materials presented in the unit 1 and unit 2 could give you good basic foundation of the introduction to linguistics. In unit 3, you are coming to learn about linguistics classification. The topics discussed in this unit are micro-linguistics and macro-linguistics. As a science, linguistics have 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.

This unit tries to give you a brief introduction to linguistics classification based on two big classifications; micro and macro linguistics. This brief discussion will provide you with information about the division of linguistics and some branches (fields) of linguistics. By knowing the linguistics classification and fields in linguistic studies, you will be able to see the linguistic phenomena deeply and systematically. Then it will be easier for you to study and categorize the linguistic phenomena in the right path. This knowledge will also lead you to study language further or to apply them in language teaching in practical ways.

As a science, linguistics have been becoming more and more challenging for most social experts, especially linguists and others 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



relative narrow scope, but nowadays it has been developing to 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.

The development of linguistics has a tendency to be “linguistics plus”; linguistics which is more than internal segments of language itself. This unit tries to give a brief introduction to linguistics classification based on two big classification; micro and macro linguistics. This brief discussion will provide you with information about the division of linguistics and fields of linguistics. By knowing the linguistics classification and some fields of linguistics, you will be able to see the linguistic phenomena deeply and specifically. Then it will be easier for you to study and categorize the linguistic phenomena in the right path. This knowledge will also lead you to study language further or to apply them in language teaching.

### **1. Microlinguistics**

In general and based on the scope of the study, linguistics could be classified into two big classifications, namely microlinguistics and macrolinguistics. Meanwhile, based on the purpose of linguistics itself, it may be divided into two divisions, as well. They are theoretical linguistics and applied linguistics. Theoretical linguistics is a type of linguistic study to find and to formulate rules operating in language. On the other hand, applied linguistics is the linguistic study or activity in language field which aims to overcome practical problems. 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 (see Kridalaksana in Kentjono, 1990:11).

Then, what is microlinguistics? The term microlinguistics refers to 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. 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).

## 2. Macrolinguistics

According to Lyons as quoted by Kridalaksana in Kentjono (1990:11), 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 macrolinguistics. 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.

Let's see in brief explanation of those linguistic fields mentioned above. 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. Then, philosophy of language is a science that studies the nature and position of language and basic concepts and theories of linguistics. Next, let's see psycholinguistics. Psycholinguistics is the study to see the relationship between language and human behavior. Meanwhile, sociolinguistics tries to study the relation between language and society. In other side, ethnoinguistics 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. And then, semiotics is a science which studies figures, symbols, or signs. Ephygraphy, in this case, is the study about ancient inscription.

In the part of applied linguistics, macrolinguistics may have language teaching, translation, lexicography, applied phonetics, applied sociolinguistics. 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.. Medical linguistics refers to the study of speech defects (or language errors). It is also called language pathology. Graphology is the science about writing system, while mechanolinguistics includes the use of linguistics in computer science and the attempt to create the translating machine, and computer for linguistic studies. This field is also called computerized linguistics (see Kridalaksana in Kentjono, 1990:11—15).

Beside the micro and macro linguistics, there is also “the history of linguistics”. 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 (Kridalaksana in Kentjono, 1990). 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.

It is belied that you have got information about the linguistics classification under the subtopics microlinguistics and macrolinguistics. These two terms refers to the classification of linguistics based on the scope of study. Other bases of classification, such as based on purpose, time, and type have been included this unit as well. Now we are coming to exercise. Do exercise well!

All right! Please be serious but relax! Before you continue to part II which talks about macrolinguistics, why don't you do the following exercise first! Try to understand and train yourself in a good way!.



## EXERCISES

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### Exercise 1

Please answer the following questions clearly and briefly! In order to make your answers better, please give your own reasons, examples, or illustration wherever necessary!

- 1) Why do you think that linguistics becomes more challenging?
- 2) What do you mean by : (a) theoretical linguistics?; (b) applied linguistics?; (c) microlinguistics?
- 3) What is the main point that indicates one linguistic study is the microlinguistics or not?
- 4) What are the fields or branches of linguistics which could be categorized as the microlinguistics?
- 5) What is the difference between synchronic and diachronic linguistics?
- 6) What is applied linguistics?

- 7) What is the difference between general theoretical linguistics and specific theoretical linguistics?
- 8) What is the main aim of historical-comparative linguistics?

## **Exercise 2**

Answer the following questions clearly and briefly! You are expected to give your own examples or reasons wherever necessary to make your answers better.

- 1) What is the difference between microlinguistics and macrolinguistics?
- 2) What are the fields of linguistic studies which belong to macrolinguistics?
- 3) What is the difference between synchronic and diachronic linguistics?
- 4) What do linguists study in phonetics?
- 5) Is it the same between philology and ephygraphy?
- 6) Language teaching belongs to applied linguistics and macrolinguistics. Why do you think so?
- 7) What do you mean by international language establishment?
- 8) What is specific language establishment?
- 9) What is pathology?
- 10) What are the matters that we study in history of linguistics?

## **KEY TO EXERCISES**

### **Exercise 1**

- 1) The phenomena of language could be seen from the side of language itself and from its relationship with other aspects of human's life. The more the humans do and know about the world, the more they have to use and think with language. That is why linguistics becomes more challenging.
- 2) (a) a type of linguistic study to find and to formulate rules operating in language; (b) the linguistic study or activity in language field which aims to overcome practical problems; (c) the fields of linguistics which studies

language based only on the language itself; the study of language from internal side of the language

- 3) If the language study attempts to study a particular language from the grammatical system of the language.
- 4) theoretical linguistics, descriptive linguistics, and historical-comparative linguistics
- 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).
- 6) The linguistic study or activity in language field which aims at problem solving of practical phenomena.
- 7) 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.
- 8) To study the development and comparison of certain language(s) in relation with their make.

## 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) phonetics, stylistics, philosophy of language, psycholinguistics, sociolinguistics, ethnolinguistics, philology, semiotics, ephygraphy, language teaching, translation, lexicography, applied phonetics, applied sociolinguistics, international language establishment, specific language established.
- 3) Synchronic linguistics is the study of language system in particular one time, while the diachronic linguistics studies the development from one period to other periods.

- 4) to study the linguistic sounds from all human languages
- 5) No, it is not. In one side, philology is the study language, culture, and history of the country as they are written materials. In other side, ephygraphy is the study about ancient inscription.
- 6) 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.
- 7) they attempt to create international mutual intelligibility of language or communication by means of created language, such as Esperanto, Noval, Novial, etc.
- 8) the establishment of certain time and language style for particular fields such as military, flight, sailing , et.
- 9) The study of speech defect (or language errors). It is called medical linguistics, as well.
- 10) The history of linguistics studies the development of linguistics per period and studies the affect of other sciences and social regulation, such as belief, culture, education , etc.



SUMMARY

As the summary of this unit, let's see carefully the diagram of linguistics classification introduced by Kridalaksana (see Kentjono, 1990:12). The diagram shows the classification of linguistics as what we have studied above.

Diagram of linguistics classification:

Microlinguistics:

Theoretical linguistics:

- General:
- 1. Linguistic theory
  - 2. Descriptive linguistics
  - 3. Historical-comparative linguistics

- Specific:
- 1. Descriptive linguistics
  - 2. Historical-comparative ling.

- Interdisciplinary linguistics:
- phonetics
  - stylistics
  - language philosophy
  - psycholinguistics
  - sociolinguistics
  - ethnolinguistics
  - philology
  - semiotics
  - ephigraphy

- Applied linguistics:
- language teaching
  - translation
  - lexicography
  - applied phonetics
  - applied sociolinguistics
  - international lang.establishment
  - specfc.lang.establishment
  - medical linguistics
  - graphology
  - mechanolinguistics

Linguistics History

Macrolinguistics

Note: ===== separates microlinguistics from macrolinguistics  
\_\_\_\_\_ separates applied linguistics from non-applied linguistics



**FORMATIVE TEST 3**

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Answer the following questions or give response to the following cases clearly and briefly! Don't forget to support your answers with your own examples, reasons, or illustration wherever necessary!

- 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 macrolinguistics. Why is it so?
- 6) What are the advantages of studying phonetics?
- 7) Linguistics is so broad. Is there anybody that could master all the branches of linguistics? Give your own reasons!
- 8) Which of the linguistics classification that might be regarded as the core linguistics? Why do you think like that?
- 9) Do we need translation in language teaching? Add your answer with examples and reasons!
- 10) What are the contributions of linguistics for you and for human beings?

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$$\text{Level of achievement} = \frac{\text{Scores of the right answers}}{\text{Total score}} \times 100\%$$

Meanings of level of achievement:

90% - 100% = very good

80% - 89% = good

70% - 79% = average

< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next module. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

## Key to Formative Test

### *Formative Test 1*

- 1) Because they are going to “bring” the language phenomena into the classroom teaching-learning process. So that, they have to have theoretical concepts about language and then they should be in good choice to encourage the learners to have good language skills.
- 2) We can see in reality that the language used in particular society and other program KT. In other side, language is “inside” ourselves.
- 3) (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
- 4) Human language has certain characteristics; systematic, productive or creative, recursion, arbitrary, social and psychological phenomena of language. These characteristics are not possessed by animals in the middle age.
- 5) It is only human race that has such a kind ideal language. No animals are able to speak like human do.
- 6) Informal or just natural agreements between group of people. There is no necessary or logical connection between the sounds and to which it refers to.
- 7) Yes, it is. We have linguistic competence in our own mother tongue.
- 8) There may be ways of communication used by people, for instance gesture, posture, symbols, etc.. Language is just one way of communication.
- 9) Yes, it does. No people without language and no language without speech (language).
- 10) Our life could be more static, complicated, problematic, confusing, etc. In addition, no development or no creativity without language.

### *Formative Test 2*

- 1) Linguistics is the study about human language, while language teaching refers to how to encourage the students with language aspects in order to

have good language skills.

- 2) Traditional grammar focused on definition of linguistic aspects and parts of speech. Structural linguistics typically involved isolating, classifying, analyzing, and segmenting the observed language data.
- 3) No, I don't. some of basic-linguistic terms and concepts used in traditional and structural linguistics are still used in TGG and in current theories of linguistics.
- 4) Linguistics gives theoretical foundation and reference to the language teaching.
- 5) both linguistics and language teaching concern in studying language; (b) linguistics and language teaching give contributions to human's life; (c) theories of language formulated by linguists, then used practically in language teaching.
- 6) Because they need to introduce the "ideal" language, prescriptive, and normative language.
- 7) Linguistics: (a) has theoretical frame work; (b) follows scientific methods; (c) collects the data objectively; (d) has contribution to human's life.
- 8) Because language is both "inside" and "outside" ourselves. Language has a highly important role in communication and in human's life.

### *Formative Test 3*

- 1) Because linguistics has been using the scientific methods as the general framework. And the development of linguistics becomes bigger and bigger in current time.
- 2) In order to be more specific, systematic, and scientific in conducting the research.
- 3) Based on: the scope of the study, types of the study, and the relationship with other sciences of the study.
- 4) Theoretical linguistics focuses more on the formulation of the theories about language, while applied linguistics focuses more on problem solving matters.
- 5) Because they are in interdisciplinary type of study.
- 6) To know the nature of human's speech sounds, to know the

characteristics of human speech sounds, to know the place and manner of articulation.

- 7) No, there is not. It is impossible for someone to know all aspects and types of research in linguistic studies.
- 8) Microlinguistics, because those which belong to microlinguistics study the language in specific scope.
- 9) Yes, we do. We need translation in linguistics and in language teaching. If the teacher avoids English, it could be problematic and monotonous.
- 10) Linguists give us data, information, facts, etc., about language.

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