



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Introduction To Linguistics

Guía didáctica



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Departamento de Ciencias de la Educación

Sección departamental Lenguas Contemporáneas

Introduction To Linguistics

Guía didáctica

Autora:

Nesterenko Nina Aleksandrovna



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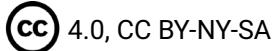
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Introduction To Linguistics

Guía didáctica

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Universidad Técnica Particular de Loja



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ISBN digital - 978-9942-39-112-4



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1. Informative data

1.1. Course Presentation



1.2. UTPL Generic Competences

- Written and Oral Communication.
- Critical and Reflexive Thinking

1.3. Program Specific Competences

- Applies the linguistic knowledge of the English language in accordance with international standards at a level that allows effective communication to perform professionally in teaching English to children and young people.

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2. Learning methodology

Student-centered approach is the main focus of teaching- learning process, and the main methodology used during this course is Competency- Based, which helps students become independent learners but with a close guidance on the part of the tutor. Students may always contact tutor through telephone calls, weekly tutorial chat, e-mail, and all the communication means provided by the university.

Competency –Based methodology allows students to reach the proposed learning goals through the most suitable and flexible time management adapting learning process to the individual needs.

Competency – Based methodology consists of the three components: a. Teaching, b. Application and Experimental, c. Autonomous.

Teaching component offers students the opportunity to interact with the tutor in order to clarify the course contents and the issues related with the tasks development. Application and experimental practice component implies a practice of the required contents studied in each unit; and the last component, the Autonomous, is used for students to

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demonstrate their skills and learning progress acquired through the self-tests and foreseen formal assessment activities.

The design of activities, as well as the selection of the study techniques and tools to be used, are organized according to the learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program.

The academic resources that will be used throughout the learning of the contents of this course are: textbook, virtual guide, virtual platform, academic plan, and academic resources (Power Points and PDF files).

Being a distance student demands a lot effort, responsibility and discipline. The following tools will result very useful for you to acquire the contents of this subject and attain the objectives as a successful student.

This virtual guide has been specially designed to help students better understand contents chosen for this course, and to complement information provided in the main textbook.

The information included in this virtual guide has been taken from reliable sources and textbooks that have been selected because of their relevance and contribution for any student who is studying to be an English teacher. These resources will cover teaching essential topics and complement basic aspects enclosed in the textbook necessary to achieve the foreseen competences and become successful teacher of English as a Foreign Language, and complement the textbook information.

Dear student, I wish you lots of success, and I advise you to trust yourself always and to give your best in everything you do. At the end you will realize that nothing is impossible if you really want it and are constant in the wish of achieving your goal. Turn in your activities on time and fulfill them with responsibility.

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3. Academic guidelines per learning outcome



First term

Learning outcome 1, 2, 3 and 4

- Recognizes the sub-disciplines of linguistics and their influence on language learning.
- Gains understanding of the linguistic theories.
- Understands the core concepts of the language as a system.
- Distinguishes the difference between language and linguistics.

Contents, resources and learning activities

Through the study of this unit students will learn the main aspects of the Field of Linguistics, its branches, main theories that influence the learning of foreign languages, the main streams, or tendencies, in language study. The concept of language as a system will be explained together with the elements of language and Linguistics, and the difference between human and animal communication as well.

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To reach the learning outcomes students have to attentively read the offered contents, in both, main textbook and the virtual guide, reflect on the present material, do all the recommended activities and solve self-test that will help understand the main concern of Linguistics, language as a system, theories and approaches to language study addressed in this unit..



Week 1



Unit 1. The Field of Linguistics

1.1. An Overview of the Discipline of Linguistics

Dear students,

Welcome to the exciting course of Linguistics!

Our first unit introduces the main concerns of Linguistics. You will be presented with the definition of language as a system, its functions and elements, approaches to language learning, and the main streams in Language study.

Figure 1.

Source: [Link](#)

NOTE:

The topics foreseen for this first unit are NOT provided in your main textbook, however, they will be considered for your graded activities, so I strongly recommend you to pay a close attention to the information included in this guide.

In addition, the offered information represents some very important issues of Linguistics and their knowledge is necessary for your professional training

Now let us start!

Dear student, let us begin our course of Linguistics.

Can you define Linguistics? What is Linguistics? Since your native language is Spanish, it is probably would be quite easy to figure out that the words *Linguistics* and *Lengua* are similar, both words come from Latin *lingua* meaning “tongue” or language.

What do we know about language? What langue is? What make language be language and what are its functions, characteristics and what make it unique way of human communication? In our course we will try to answer these and other related questions.

To be clear about the main concerns of this language-related discipline, please get acquainted with several definitions of Linguistics provided in the charts below.

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What is Linguistics? It is:

- the scientific study of human language in general or some particular languages.
- the scientific study of language and its goal is to describe the varieties of languages, and explain the unconscious knowledge all speakers have of their language.
- the science of language that includes such subfields as phonetics, phonology, syntax, morphology, semantics and pragmatics.
- the study of the structure, development, evolution, changes, etc., of a particular language and its relationship to other languages.

In order to understand in depth what Linguistics is, we need to know its **main concerns**.

So, this science:

- provides a methodology for exploring the structure of particular languages;
- investigates what is universal to all human languages; which language aspects are common or different in all human languages
- studies how language varies over time and between different societies;
- analyzes how language is learnt and how it is used for human communication,
- how and why languages change, and reasons for their disappearance or shift

As you can see, Linguistics is the study of language in general or of some particular language or languages and their properties.

Linguistics is a comparatively new science, or new, at least, in the form it has taken in recent years. Close interest to issues related to language arose in 1950s of the last century.

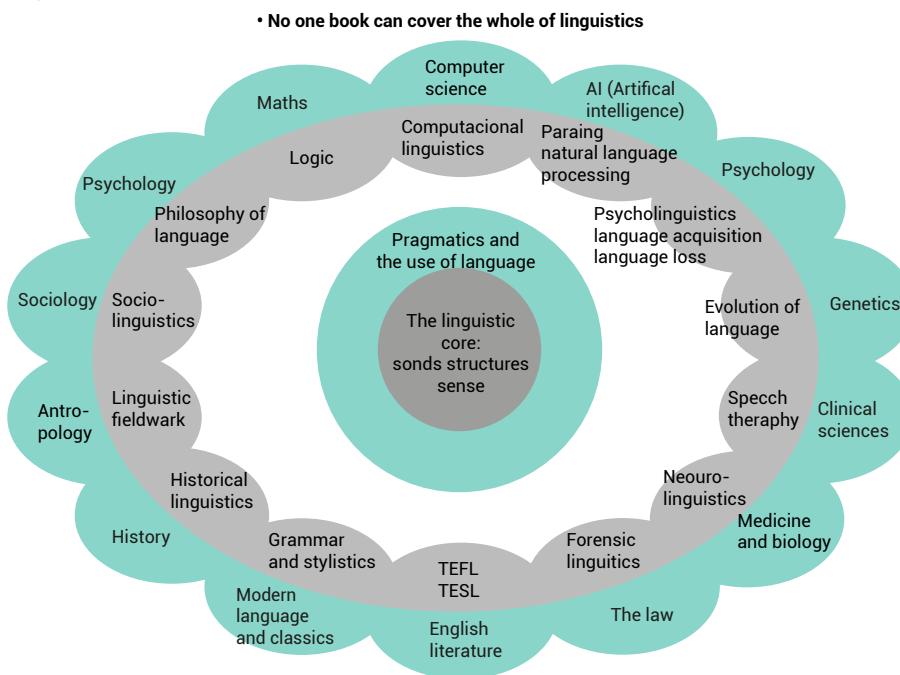
It seeks to answer the following questions:

- (a) what exactly do we know when we know a language?
- (b) how is this knowledge acquired?
- (c) how is such knowledge used?

Linguistics also examines language as a part of *human behaviour* from a psychological and a social and cultural aspect and attempts to determine which characteristics are unique to a language and which are universal (found in all the world's languages), how individual languages differ, how and why they change, "die" or "are born". The purpose of this discipline is also to study human languages to identify some linguistic knowledge which underlines *language behavior* (in other words, how people express their thought, feelings, share experiences through the language, its structure, vocabulary, grammar, etc.).

Language is a part of human communication it is present in all aspects of our life. We simply cannot exist without it. It could be said, that linguistics is everywhere, because language is everywhere; so it is the science of everything (Alan Davies; 2008:2)

The graphic below proves that language is connected with many sciences and is omnipresent.

Figure 2.

As it can be seen, linguistics is a very important discipline since it deals with language and its use, and no society can survive without using a language. We can assert language (and linguistics) is everywhere, that is why this science represents a very relevant issue necessary for your knowledge and learning!

Linguistics answers these questions:

Figure 3.

Source: [eveleen /shutterstock.com](#)

- What is language?
- How does language work?
- What do all human languages have in common?
- What are language variations?
- How and why human languages differ from animal communication?

The discipline of Linguistics is very wide and has close contacts with all aspects where language is used. That is why Linguistics has several branches that will be analyzed in the next subsection. Go for it!

1.2. Branches of Linguistics

Dear student, I think that it is necessary to mention some other **branches of linguistics**.

From the explanations in the previous section, you can understand that linguistics is interdisciplinary in its nature- it means that it has close connection with all aspects of life where language is used. For this reason, linguistics subdivides in several branches, or fields.

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A list with a brief description of each of them and some other branches that are not mentioned by the textbook are provided below. I hope that it will help you understand the vast field of this discipline.

BRANCHES OF LINGUISTICS

- **Theoretical Linguistics**- examines a language at different levels of analysis, its phonological system, articulation and perception of sounds (phonetics), word formation (morphology) and phrases and sentences (syntax), the meaning of linguistic expressions (semantics), and language use (pragmatics).
- **Historical Linguistics**– is the study of HOW languages change diachronically over time and the relationship among different languages. It studies WHAT has caused changes in different languages and the result of such changes on the language itself and other associated languages.
- **Comparative linguistics**– is the study of the correspondences between languages that have a common origin. It also studies how best to classify languages into groups.
- **Geographical linguistics** - studies the geographical distribution of linguistic forms and usages. It also involves the study of regional variations of speech forms and dialects.
- **Descriptive Linguistics**– deals with writing dictionaries and grammars; describing the rules of the language.
- **Synchronic linguistics** is the study of the description of the internal phonological, grammatical, and semantic structures of languages at given points in time without reference to their histories or to one another.
- **Clinical Linguistics** (analysis and treatment of language disorders)

- **Educational Linguistics** (the use of the mother tongue in school)
- **Sociolinguistics** (study of the link between language and society)
- **Psycholinguistics** (relationship between language and human behavior)
- **Computational Linguistics** (the use of computers in language analysis and use)
- **Forensic Linguistics** (the application of linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, experts, court, evidence, trademark, law, jurislinguistique)
- **Internet linguistics** (It studies new language styles and forms that have arisen under the influence of the Internet and other New Media such as Short Message Service (SMS), and text messaging)
- **Neurolinguistics** (describes the application of linguistic theories to the classification and analysis of acquired disorders of language or speech in patients with brain damage).
- **Corpus linguistics** (the study of language as expressed in samples (corpora) or “real world” text; it is approach to deriving a set of abstract rules by which a natural language is governed or else relates to another language).

As it has been already mentioned, Linguistics is a science that studies languages and it has some **subfields**. These are:

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Phonetics (it deals with the sounds of language, how they are produced),

Phonology (it deals with how the sounds are organized),

Morphology (it deals with how sounds are put together to form words, and everything related to word formation);

Syntax (it deals with how sentences and words are formed)

Semantics (it deals with the meaning of words, sentences, and texts)

Pragmatics (It studies how people comprehend and produce a communicative act or speech act in a concrete speech situation)

Note: The subfields of Linguistics will be analyzed in a more detailed way in Unit 2 (*The Elements of Linguistics*)

Dear student, I hope that now you have a clearer picture about what LINGUISTICS is and what its main branches are.

For the reason mentioned above you need to study Linguistics since it describes the language, and teaches how it is learned and used. In addition, the professionalism of language teachers depends on their training and continuing professional development. The engagement with linguistics contributes to this process.

Now it is time to practice.

Please take your time and do the following activity:



Recommended learning activity

Please, watch this video that explains the main focus of Linguistics, available at: [Video 1](#) (What is Linguistics?) [Video 2](#) Definition and branches of linguistics)

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After watching this video, answer these questions:

1. What is Linguistics about?
2. Does knowledge of Linguistics refer to how many languages do you speak?
3. Should linguistics be necessarily fluent in many languages?
Why? or why not?
4. What are the branches of Linguistics?

Well done! I am sure now that after doing the above activities you can easily describe the field and main concerns of Linguistics, its branches, and see its relationships with other disciplines. You probably wrote that it is a science that deals with all aspects of language such as phonology, syntax, etc. and that studies the structure of language, and some of its branches are Theoretical Historical, Descriptive Linguistics, etc.

If it was difficult to provide your own definitions and recall the subfields take your time to re-read the contents and do the recommended activities again! I am sure you will succeed!

NOTE:

In addition to the contents of this subsection, please consider the following academic learning resource ([POWER POINT # 1 : The Filed of Linguistics](#)).

In this resource you will find the description of Linguistic field in a very summarized way that might be useful and comfortable to consider for your studies.

Next subsection deals with Approaches to Language Learning. Go for it!



Week 2

1.3. The object of Linguistics and Language Theories: Descriptive vs Prescriptive Approaches to Language learning

In this unit section you will get acquainted with the notions of **prescription** and **description**.

These are two main approaches to language learning that should be considered by EFL teachers since the choice of one of them may shape the whole teaching- learning methodology.

Let us start the explanations about what the terms *descriptive* and *prescriptive mean*.

Language can be viewed from two points of view:

Prescriptive: This approach consists basically of stating what is considered right and wrong in language. For example, some established grammar rules can't be broken, we can't use the particle to after the modal verbs, it is considered incorrect. (it is not correct to say He can to play the guitar; or splitting infinitives is also wrong as in the sentence She to buy wants a book).

Descriptive: This approach consists of describing the facts. It describes the rules of the language, and language is seen as essentially rule governed (made of rules)

(Brown, 2009)

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NOTE:

For your deeper understanding of this topic please consider the following academic learning resources([POWER POINT # 2 : DESCRIPTIVE vs PRESCRIPTIVE APPROACH in LANGUAGE STUDY](#))

I recommend you to consider both learning sources since they may be helpful in your studied due to the relevance of the information.

IMPORTANT:

Visit and study web source Open Learning Resources available at. Introduction to Linguistics: [Link](#) (with the emphasis on the following topics: language components- morphology, phonology, phonetics, syntax, semantics, animal communication)

It is necessary to be clear about the role of these important approaches for the learning process, so please take your time to do the following activity to reinforce learned in this Unit section and to check your comprehension of it.



Recommended learning activity

Please, watch these videos that explain Prescriptive vs Descriptive approaches.

[Video 1](#) and [Video 2](#)

After watching the videos answer the following questions:

1. What is Descriptive approach about?
2. What is Prescriptive approach about?

Excellent! I am sure you were able to establish the clear difference between these two approaches, and you probably wrote that *descriptive approach*, as its name suggests, simply *describes the facts of languages* and *focuses on general knowledge of language*, whereas the *prescriptive approach* has to do with *grammar*, and *prescribes you to strictly follow the grammar and other rules (phonological, for example)*, in order to help learners become good users of the target language.

In the next subsection you will get acquainted with some streams, or tendencies, in language study.

1.4. The streams in Language study

This unit section deals with the history of language study, you will be acquainted with some main streams.

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Figure 4.



Source: [Hoika Mikhail](#) /
[shutterstock.com](#)

STREAMS IN LANGUAGE STUDY

One of the first language streams in language study was developed in Ancient Greece, by **Sophists**. (It dates back to 5th century BC 5th cent. BC. It was basically a descriptive approach. The ancient Greek scholars just tried to make a description of language

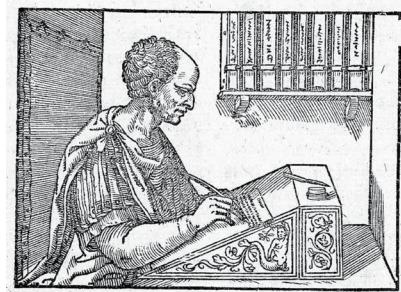
The name comes from a Greek origin word, (a noun) **σοφία (sophia)**, meaning "skilled" or "wise". The members of that stream were teachers and intellectuals. Later, that stream was also popular in Roman Empire. A few sophists claimed that they could find the answers to all questions. Many sophists taught their skills for a price. Sophists taught courses in various subjects, speculated about the nature of language and culture and employed **rhetoric** (art of speaking well) to impress or persuade an audience. (This movement gave origin to the word **sophisticated**, which later got a negative connotation, "tricky").

The interest of that stream was on the linguistic form rather than on meaning. It was considered important for students of rhetoric- art of speaking well in public. It was emphasized a philosophical concern around the issues of regularity of language. Some scholars maintained that language was systematic and regular - if language were not regular, it wouldn't be possible for a human to learn it. (Exceptions- irregularities).

Figure 5.



Source: [Ververidis Vasilis](#) /
[shutterstock.com](#)

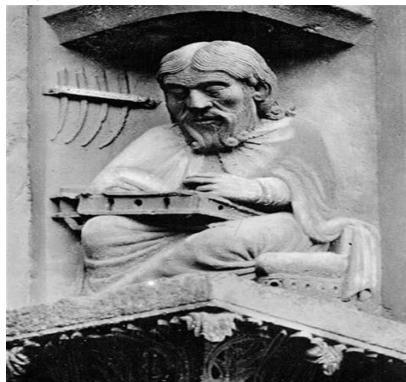
Figure 6.

The second main stream belongs to so called **Roman grammarians**.

Roman grammarians were interested both in the literature (*historical literary criticism*) and in the history and structure of the Latin language, and thus, *grammar* was a main point of study. The discipline of *grammar* developed together with rhetoric. Grammar schools provided training necessary for a student before he entered a school of rhetoric. The main focus was on Latin language. Descriptive theory of Latin language was developed. This period was very long-lasting, approximately 1000 years. The most famous representative of this language study stream was Aelius Donatus, (IV th Century after Christ) .

Aelius Donatus wrote the grammar book, *Ars Grammatica* which became the basic grammatical texts for the Middle Ages. Such notions as syntax and semantics and

the terms *vocabulum* and *verbum* were created in that period.

Figure 7.

Next period was represented by **Modistae** (XIII century).

Speculative grammarians - were the members of a school of grammarian philosophy known as **Modism** (France, Germany, Britain, Denmark). The scholars of this stream tried to explain **why** languages consist of **system of rules** and **forms**.

The study was based on a theory of '**modes**' of meaning in language:

- **modes of understanding** (*modi intelligendi*),
- **modes of being** (*modi essendi*),

- **modes of signifying (modi significandi).**

To the *Modistae*, the various parts of speech were viewed as representing reality in terms of these modes. The explanations were based on the relationships between language, thought, and universe: thoughts and knowledge are determined by the universe and the language is a reflection of thought; therefore, ***language is rule-governed.***

Later, in XVIII century appeared another tradition of linguistic description. It was developed in India – and the *Sanskrit* language was the center of interest. (*Sanskrit* was one of the most important keys to the Indo-European language puzzle. When philologists in India started seeing similarities across the languages, they were able to develop methods of study, including the *Comparative Method*, and theories of language development from a proto-language).

Figure 8.



Source: Gerckens-Photo-Hamburg|shutterstock.com

The scholars also tried to find, analyze and compare similarities between languages which belong to the great Indo-European family: Latin, Greek, Sanskrit, Celtic, Slavic, Germanic, and some others. Result: it was made an attempt to explain how languages change, how they related to each other, how they influence one another. Such

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similarities were found at a vocabulary, sound, and grammar level between the above mentioned and other European languages.

Time to practice! Please consider the recommended activity! Good luck!

Dear student, I invite you to investigate more about the history of language study and expand your knowledge regarding this interesting issue. You may visit the following site:

[Link](#) (Sophists)

After reading the information in the suggested links, try to describe the contribution of Sophists to the language study development.

Sophists:

Well done! It was quite challenging activity! I suppose it was interesting to know that *Sophists* were first traveling scholars who taught people some aspects of language use such as *rhetoric*, for example, and *Roman Grammarians* introduced *grammatical terms* that we still widely use today, such as *vocabulum* (lexis), *verbum* (verb) and some other. Congratulations! Good job!

NOTE:

In addition to the contents provided above it is recommendable to consider the following academic learning resource ([POWER POINT # 3 : THE STREAMS in LANGUAGE STUDY.](#))

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In the next subsection you will learn the concept of Language as a system.



Week 3

1.5. The nature and significance of Language as a System

When we say that we know a language, what exactly do we refer to? To a knowledge of grammar? Vocabulary? Pronunciation? Or social rules that govern interaction and language use of each society? What do we need to know to use language correctly?

It is known that no society, no community can live without language. Language is a powerful communication tool.

Figure 9.



Source: [radiobutton /shutterstock.com](#)

Figure 10.**We use language every day for different purposes**

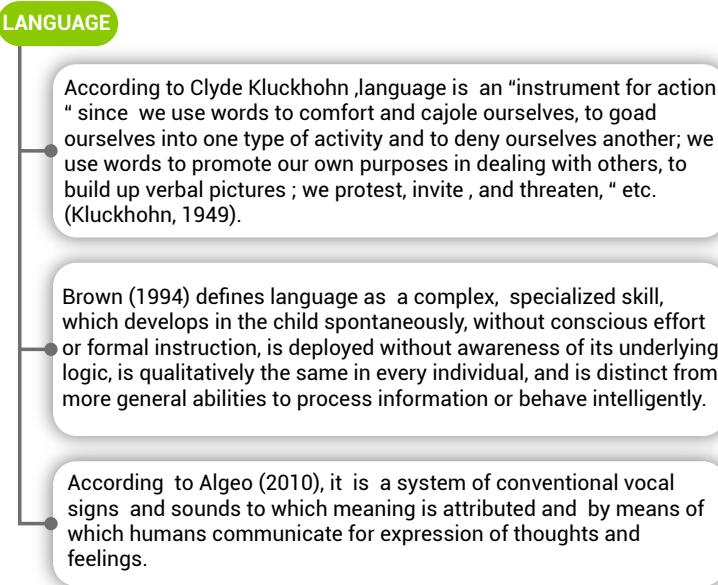
- For communication
- For transmission of knowledge
- For conveying information and facts
- For ceremonial purposes
- To influence people (orders, commands)
- To self-express
- To express emotions and feelings
- To form thoughts

And the list can go on! Indeed, language is a part of human life. We simply cannot survive without language.

WHAT IS LANGUAGE?

When we say “language”, we refer to many aspects of it: *correctness* (grammar use), *appropriateness* (knowledge of the rules for linguistics social behaviour), *discourse elements*, *gesticulations*, *intonation* (*verbal and non-verbal language*), *variations of the same language such as accents, dialects*, etc. In different dictionaries you can find the definition of language as a “device for communicating ideas”.

To sum up,

Figure 11.

In addition, language is not only spoken utterances or written symbols. We can also “speak” by means of representations of nonverbal communication such as body language, facial expression, gestures. In addition, signs like traffic lights and symbology are also part of our communication and thus, constitute a universal language easily understood worldwide by all people regardless a speaker’s native language.

To continue with the definition of language, I would like to mention that it also refers to a special set of symbols, letters, and numerals-they can vary in different languages. Let us mention just two different alphabets. For example, Arabic: not only letters of their alphabet differ from Latin, but the numerals are different as well. It is worthy to mention Cyrillic alphabet, too, which developed from old Greek script. Look at the graphic below:

Cyrillic alphabet

Arabic Alphabet

Figure 12.

А а	҆ б	҈ в	҉ г	Ҋ ф	Ҍ д	ҍ е	ҏ ѿ
[a]	[b]	[v]	[g]	[f]	[d]	[e]	[ɔ]
҂ ж	҃ и	҄ ѹ	҅ к	҆ л	҇ м	҈ н	҉ о
[dʒ]	[i]	[j]	[k]	[l]	[m]	[n]	[o]
Ҋ ѿ	ҋ п	Ҍ р	ҍ с	Ҏ т	ҏ ѿ	Ґ ѿ	ҏ ф
[o]	[p]	[r]	[s]	[t]	[u]	[y]	[f]
ҏ ѿ	҃ ц	҄ ч	҅ ш	҆ ѿ	҈ ѿ	҉ ѿ	ҏ ѿ
[h]	[ts]	[tʃ]	[ʃ]	[l]	[w]		

Source: [seven circles](#) / shutterstock.com

Figure 13.



Source: [seven circles](#) / shutterstock.com

If we analyze world languages we can see that all of them share some common features: general organizational mechanisms that distinguish them from other forms of communication (for example, those developed by animals). These organizational mechanism contribute to the construction of language as a system.

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To put it simply, all people speak in patterns. A language is not just a collection of words found in dictionaries; it also refers to rules of patterns that relate our words to one another

Furthermore, it is also necessary to mention the differences in sounds and their production (pronunciation), word order and grammar, which is particular to each language (syntax), meaning of words (semantics).

In fact, language is not just a structure, it also involves the concepts like **prosody** (connection between rhythm, pitch, tone, intonation to create a particular meaning), **paralinguistic** (non-verbal communication and body language), **sound symbolism** (a process in which our brain instinctively links information to specific sounds in language). All the above proves that human language is a deeply mental phenomenon, that requires the knowledge of all the components that constitute the complex SYSTEM.

LANGUAGE AS A SYSTEM

Perhaps, the most important word when defining the notion of language is **SYSTEM**.

Before explaining language as a system let us define a system itself.

Figure 14.



Source: [justaa /shutterstock.com](https://www.shutterstock.com)

What is SYSTEM?

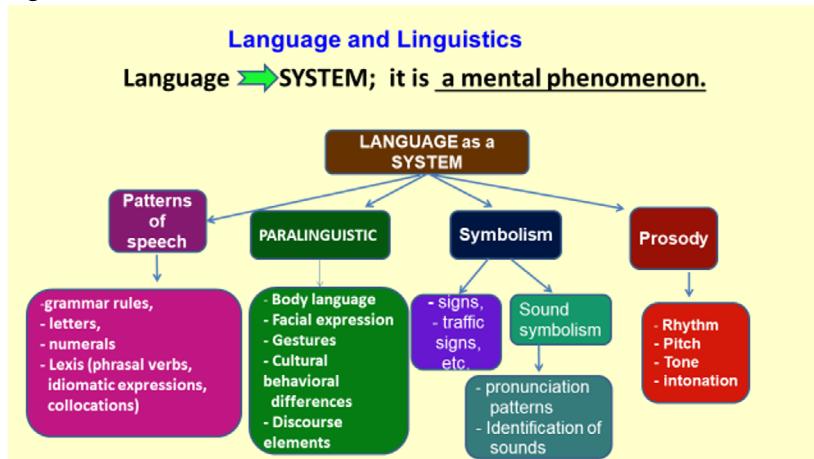
According to Webster on-line dictionary, (2020), **SYSTEM** refers to:

1. a set of things working together as parts of a mechanism or an interconnecting network.
2. a set of principles or procedures according to which something is done; an organized scheme or method.

Language is made up of several systems, and it is a structured *system* of communication.

The graphic below explains the notion of language as a system

Figure 15.



Source: Nina Nesterenko

As you can see, language is a complex notion, and it is composed of several patterns (or systems) that all world languages share. All these elements shown in the graph above constitute a complex system known as LANGUAGE.

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Recommended learning activity

Please, read the information that provides several definitions of language and scroll the page down to find a video about the same topic.

[Link](#)

Activity 1. After reading the information and watching the video , give your own interpretation of the concept of LANGUAGE:

Activity 2. Provide your own definition of Language as a System.

Well done! I am sure that you defined *language* as a *mental activity* that contains *grammar and vocabulary*, and it is considered a system because it is composed of such elements as *phonology, prosody, lexis*, etc. etc. that represent *systematic organization* of any human language. Congratulations that you could successfully accomplish this activity. Good job! Congratulations!

NOTE:

In addition to the explanations provided in this subsection, please consider the following academic learning resource ([POWER POINT # 4 KNOWING A LANGUAGE: Language as a SYSTEM.](#))

I recommend you to consider this learning resource since I presented the relevant information on a very illustrative and summarized form that might be useful for your study.

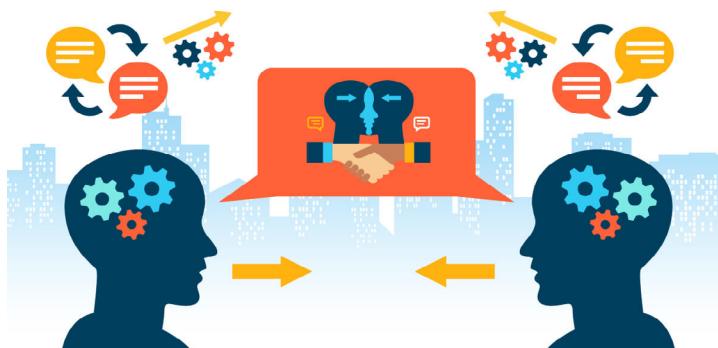
The next unit subsection explains the *functions of language*. Please, go for it!

1.6. The Functions and Elements of Language and Linguistics

Over thousands of years of evolution, the humans developed an ability to produce a wide range of distinguishable sounds, but above all, humans developed the ability to combine these sounds in systems which communicate meaning. (Fasold, 2006).

Although world languages differ in many ways, they all share certain characteristics, properties, features and functions.

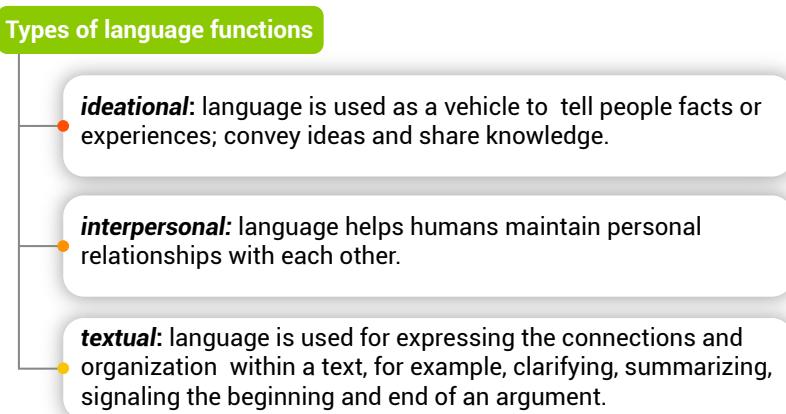
Figure 16.



Halliday (1973), cited in Schmitt (2014) contributed to definition of language, defining it as a *means of functioning in society*. He defined three language functions.

Observe the graphic below:

Figure 17.



The language functions shed light on the purpose of language and explains the reasons that no human community can live without language.

In addition, all human languages have several universal properties, or **features**. Let us outline them.

As you can see, the precise definition of language is not easy to provide, and it is due to the fact of extreme complexity of this universal communicational device.

The Functions and Elements of Language and Linguistics.

From the description of elements and functions of language provided above it can be easily identified the main **functions of LINGUISTICS** which are closely intertwined with the notion and uses of language.

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Since Linguistics is the science that deals with the knowledge of language, it can be stated that one of the Linguistic functions is its **role for communication** (or communicative roles of language, because language is a manifestation of communication).

Furthermore, communication takes place in a society whose members use a concrete language according to the communication rules imposed by each linguistic community. So, the **social uses of language** in a concrete situation used by members of this society could be considered as another function of linguistics.

To solidify your knowledge about this important and vast phenomenon, LANGUAGE, please do the recommended Learning activity.



Recommended learning activity

Dear student, please read characteristics of language and watch the video about the same topic (after opening the link scroll the page down to find the video!) that contains detailed explanation of characteristics of LANGUAGE, available at:

[Link](#)

After reading the explanations of language characteristics and watching the video, describe

Language according to its main characteristics:

Well done, dear student. I am sure when defining the characteristics of language you used at least some of this key words: *language is social, systematic, productive*, etc. and as a part of language function descriptions you mentioned *interchangeability, cultural transmission, displacement*, etc. Once again, good job!

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To sum up, language is a complex mental phenomenon, it fulfils several functions and represents an exclusively human ability to combine sounds into words, and words into grammatically organized and structured sentences, following the systematic patterns proper for every language and imposed by a concrete linguistic community established communication rules.

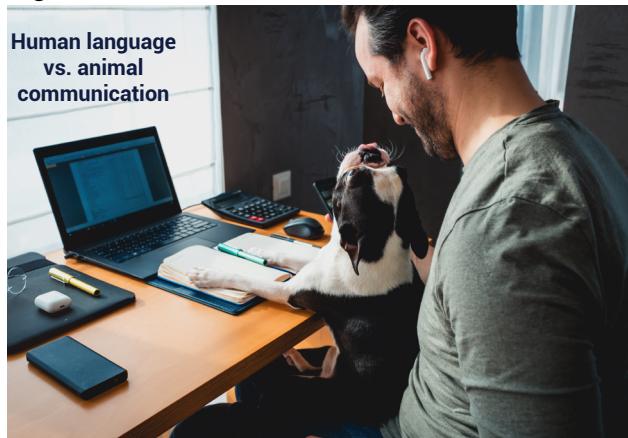
However, the description of language would not be complete without its comparison with animal communication, since we know that animals also have their own way of communication. But is it a real language they use? To find it out, please, go ahead and get acquainted with the next Unit section.

1.7. Human vs Animal Communication

To start this subsection, I decided first to explain what communication is, and compare it with Language.

Communication presupposes an intention to communicate, that is to say, it means that when speakers want to communicate, they already have a plan with specific purposes, and then they perform this plan within the frame of organized speech.

Figure 18.



Source: [Claudia K/shutterstock.com](#)

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NOTE:

Dear student, this topic is also available in your textbook, in Chapter 1: The Nature of Communication, in subsection Nonhuman and Human Communication compared.

However, please also consider the information enclosed below since it significantly clarifies the topic and is considered for your mandatory graded activities.

Listeners identify this speech in a specific way (it can be done through questions, commands, declaration, etc.), and then use this interpretation accordingly (for example, by answering a question or performing a command, or reacting to what has been said, in other words, providing a sort of feedback).

From the previous sections, you know that language is a complex phenomenon, a system, that comprises patterns of pronunciation (phonology and phonetics), grammar, prosody, and other components of the systematic nature of language.

Human vs Animal Communication

Below I offer you a graph that summarizes the differences between human language and communication in general. Please, observe the graphic below and closely analyze it:

Figure 19.

COMMUNICATION VS LANGUAGE

Communication- behaviour that affects the behavior of others by the transmission of information.



PresenterMedia®

The sent message should be detected first and placed into the CODE

CODE
complex pattern of associations of the units of communication system

Purpose:
Detect **internal state**: emotions, feelings, fears, warning, hunger, **external conditions**: danger, attracting attention

DECODE the message:
REACT to it, to the utterances, phrases, and **LANGUAGE** by understanding the reasons that sender encoded it

Human CODE: LANGUAGE
It has RULES

- Sound units
- Meaningful units (words, phrases, sentences)

As you can understand , communication presupposes a type of behaviour that those who communicate have to use for transmission of their messages. In contrast, , language is a deeply mental phenomenon, proper for human beings, and it consists of the use of grammar, phonological, semantic rules, vocabulary and should obey some socio- cultural rules adopted in each speech community or society for this purpose.

Furthermore, human language consists of some other very distinctive aspects such as verbal and non- verbal communication. As you understand, animal communication does not contain verbal communication, it is **NON- VOCAL**.

NOTE:

In addition to the information enclosed in your textbook in Chapter 1: The Nature of Communication, I offer you relevant explanations available at Learning Resource: [PPT# 5 : Human vs Animal Communication](#) since there I have presented this topic in a very succinct way that might be useful to consider it for your studies.

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As you can see, human and animal communication have many differences. From a linguistic point of view, animal communication cannot be considered as a true language as we have defined it so far, it does not fit the category SYSTEM, as human language does.

In spite of the fact that animals use gestures, body postures, different "facial" expressions, the way they communicate among their species can hardly be labeled as a "language" for several reasons. Let us analyze them closer.

We can find many **differences between human and animal communication**, such as:

- **Characteristics and properties of human vs animal language.**

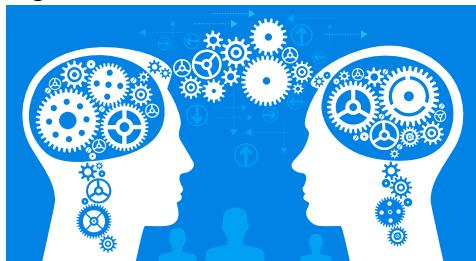
Characteristics of animal communication are hardly fit the ones as explained in the previous subsection.

Human beings acquire language culturally – words and their meanings are learned through active interaction. The way that animals communicate are purely biological, or inborn.

Humans can use language by arranging words into an infinite number of ideas, sentences, sometimes referred to as *discrete infinity*.

Animals instead only have a limited number of sounds combinations they use to communicate.

Figure 20.



Source: Petr Vaclavek | shutterstock.com

Figure 21.

Source: aPatrick Rolands | shutterstock.com

- **Functions of communication**

Functions of animal communication are completely different too. Animals do not maintain relationships in their groups through the use of verbalized expressions, they simply communicate by sounds that have meanings, as for examples, if a dog is growling it simply may mean threat or distrust. Varied range of animal sounds may express fear, threat, warning, a way of announcing presence of food, etc. However, none of these communicating sounds contain verbalized representations known as language.

Humans express their feelings through numerous verbalized expressions, words, special prosody (intonation, volume, rhythm of speech) accompanied by and non-verbal expressions.

- **Purpose of communication**

Speaking about purpose the difference between human and animal communication is very significant, too. People are very social beings and using language is just a way of life. As it was already explained in this unit, humans use language not only for communication, but also transmission of knowledge (it is a learned behavior), for transmission of information and facts, for ceremonial purposes, to give orders and commands, and what is very proper for human beings, to self-express (through the use of language we express/demonstrate our social

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status, linguistic identity, and cultural belongingness), and, of course, language is necessary to express emotions, and to form thoughts. Animal communication is purely biological way of survival, and is limited in its range of use comparing to that of human's.

- **Ways of transmission of information**

This is another contrasting point between animal and human communication. Humans can use numerous ways for transmission of information- mass media, radio, TV, SMS, traffic signs, symbology, colours (traffic light), sounds (car horn, for example), orally, and even through dress code and the use of body decorations (such as wedding ring, to indicate the marital status, the use of traditional clothes, to represent ethnicity; or black- to represent mourning in many cultures, tattoos, piercings and body modifications - to self-express, etc.) We can hardly imagine our pets reading a newspaper or writing a letter to another animal, or choosing a piece of clothes according to the country they live. Funny to think about it, isn't it? Animals transmit their information just by producing a limited range of biological sounds necessary for their survival.

- **Feedback**

This is another very distinctive feature that emphasizes the differences between human vs animal communication.

During their communication, humans provide feedback to the received message, they show their reaction to verbal and nonverbal expressions uttered / displayed by another conversation participant. We react to intonation, can distinguish sarcasm, irony, boredom and other feelings expressed by other speaker's words. In difference with humans, animals can only react to the sounds emitted, or to body posture and movements made by another animal.

None of animals cannot negotiate for meanings vocally, but people, yes, they can clarify, ask again, argue, etc. thus, provide feedback to what was said by another speaker.

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To conclude, in spite of that animals have a very sophisticated way of communication, it cannot be called “language”. Human language is a mental activity that requires knowledge of elements that compose it as a system: grammar, lexis, pronunciation, social rules, prosody, non-verbal elements. Animals just use sounds that are inborn, not learned experience.

Human language has no limitations- we can communicate verbally, non - verbally, through symbols, signs, writing, music, etc. Animals can only produce limited range of sounds according to their needs of biological survival. Consequently, animal communication is not a language as we understand it in its systematic sense.

Dear student, now we have come to the end of the first unit. I hope that by now you have a broadened vision about the field of Linguistics, its branches and subfield, you also learned about the approaches to language learning and why EFL teacher should be aware of them. We also had a glance on the history of language, the streams of language study and defined language as a system, contrasting it with animal communication.

RECOMMENDATION:

After studying in your textbook the chapter 1 The Nature of Communication I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the studied topics.

Now it is time to practice. To consolidate your knowledge and check your progress, please solve first self – test. Go ahead and good luck!

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SELF -TEST # 1

1. Choose TRUE or FASE according to each statement

Linguistics studies languages as a part of human behaviour.

- a. True.
- b. False.

2. *Functional Linguistics* describes language as a means of communication and how people use their language.

- a. False.
- b. True.

3. Language is a mental phenomenon.

- a. False.
- b. True.

4. The study of HOW languages change diachronically over time and the relationship among different languages is analyzed by Theoretical Linguistics.

- a. False.
- b. True.

5. Prescriptive approach registers and describes language variations, dialects, and styles.

- a. True.
- b. False.

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6. Choose and circle the correct answer:

"English language has formal and informal greeting forms", "There are dialect variations in English", "Reduced forms are present in informal spoken language". These statements describe:

- a. Prescriptive approach to language study.
- b. Register.
- c. Descriptive approach to language study.

7. Such notions as **syntax**, **semantics**, the terms **vocabulum** and **verbum** were created during Stream of language study:

- a. Roman grammarians.
- b. Modistae.
- c. Sophists.

8. During this stream of language studies, ancient scholars tried to explain why languages consist of systems of rules and forms. They concluded that the human languages are rule-governed it is true about:

- a. Roman grammarians.
- b. Modistae.
- c. Sophists.

9. Write your own definition of the term LANGUAGE:

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10. Match the functions of language with their definitions:

a. Discreteness _____

b. Displacement_____

1. Ability to simultaneously perform a speech while doing another activity, such as for example, driving a car, or washing the dishes.
2. Ability to speak about things that are not present at the time and place of the utterance. (possibility of talking about future and past events; possible and not possible events, things, etc. (including the capacity to lie)).
3. Language uses differences between speech units. Even if you produce acoustically similar sound, the hearer will perceive either /m/ or /n/ sound

Answer Key

You may check the correct answers at the end of this guide.

If there were some mistakes in your answer, take it easy and simply re-read the contents again, be attentive! You can do it! Good luck!

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Week 4

Through the study of this unit, students will be familiarized with the overview of the main elements of linguistics, such as Phonetics., Phonology, Morphology, Syntax, Semantics and Pragmatics, the components which constitute language as a system, and understand their role for leaning a foreign language.

To reach the learning outcomes students have to attentively read the offered contents, study the corresponding chapters of the textbook, reflect on the present material and do the recommended activities



Unit 2. The Elements of Linguistics

NOTE:

Dear student, the explanation regarding the elements of Linguistics is available in your textbook in the chapters :2 The Phonological Component: Phonetics, 3: The Phonological Component: Phonology, 4: The Morphological component, 5: Syntax

IMPORTANT:

Visit and study Open Learning Resources available at: [Link](#) (Introduction to language and its elements)

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Please, start your study by getting acquainted with the contents of your textbook first.

Now let us continue!

In Unit 1 you already learned that Linguistics is a study of language. You also learned that language is a system because it consists of patterns, or elements, that compose it: phonological, morphological, syntactical, etc.

The present Unit provides an overview of some elements of this complex system known as a LANGUAGE. These are:

PHONETICS	it deals with the sounds of language, how they are produced
PHONOLOGY	it deals with how the sounds are organized
MORPHOLOGY	it deals with how sounds are put together to form words, and everything related to word formation.
SYNTAX	it deals with how sentences and words are formed
SEMANTICS	it deals with the meaning of words, sentences, and texts.
PRAGMATICS	It studies how people comprehend and produce a communicative act or speech act in a concrete speech situation

Let us start with the following sub disciplines of linguistics.

2.1. Phonetics and Phonology

Figure 22.



Source: [pathdoc](#) /shutterstock.com

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The branch of Linguistics, **PHONOLOGY**, deals with an overall description of the sound system of a given language.

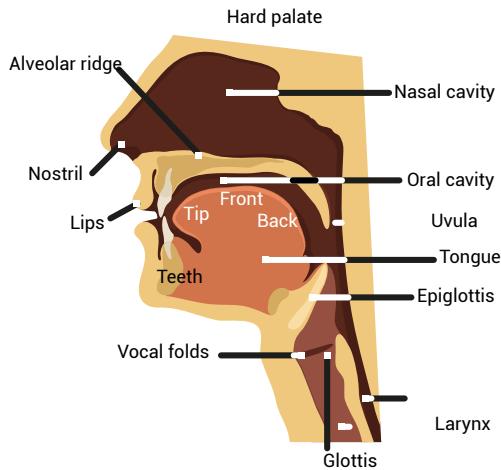
Figure 23.

The main concern of Phonology centers around

- How languages organize sounds to distinguish different words.
- Sorts of changes different sounds undergo.
- How sounds are organized into larger constituents (syllables, words, and phrases).

Phonology explains the pronunciation of the sounds of different languages. All humans have the same structure of the vocal tract and their ears to perceive and decode the uttered sounds. So why do languages differ? Why do the same letters have different pronunciation (read: ARTICULATION) across languages? The answer is: because different languages use different sounds. It also explains the phenomenon of *foreign accent*- our vocal tract and organs of speech are accustomed to some type of articulation (pronunciation) of the sounds of our native language. When use sounds of the foreign language- we have to use different ARTICULATION, however, we transfer the deviations of our native articulation to the target language.

Phonology studies PHONEME- the smallest units (sounds) .

Figure 24.

Source: [logika600 /shutterstock.com](https://logika600.shutterstock.com)

PHONETICS is a branch of Linguistics that **studies the physical production and perception of sounds used in producing language**.

The main concern of Phonetic is:

- How are speech sounds made?
- How many different sounds do languages use?
- How does sound travel through the air?
- How can we measure speech?

NOTE:

In addition to the information enclosed in your textbook in the chapters 2 The Phonological Component: Phonetics, and Chapter 3 The Phonological Component: Phonology please consider the following Academic Learning Resources: ([POWER POINT # 6 : Phonetics and Phonology](#))

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In my Power Point presentation, I made an overview of the above mentioned disciplines. Hopefully you may find it useful and comfortable for your studies because I tried to focus on the

After learning the material referring to Phonetics and Phonology, please, do the following recommended task:



Recommended learning activities

To have clearer understanding of these two sound-production related fields, please, do the recommended activities and watch the suggested video regarding the DIFFERENCES BETWEEN PHONETICS AND PHONOLOGY available at:

[Video \(Phonetics vs Phonology\)](#)

After watching this video, please, answer these questions:

1. What is Phonology about?
2. What are the main differences between Phonology and Phonetics?

Well done! Good job! I hope that you could establish the difference between these disciplines and probably defined phonetics as a linguistic element that deals with *production, or articulation, of the sounds of a particular language*, whereas Phonology studies the *sound system of human languages*. Congratulations!

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RECOMMENDATION:

After studying in your textbook the chapters 2 The Phonological Component: Phonetics, and Chapter 3 The Phonological Component: Phonology I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the studied elements of Linguistics.

The next unit subsection deals with another linguistic component, MORPHOLOGY. Go for it!

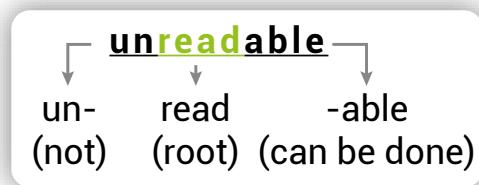


Week 5

2.2. Morphology

The next branch of Linguistics you need to be acquainted with is MORPHOLOGY

MORPHOLOGY- it is the subfield of Linguistics that studies the internal structure and classification of words and their parts, how words are constructed, or formed, out of morphemes, the RULES governing the internal structure and classification of words and the parts of words, such as stems, root words, prefixes, and suffixes.

Figure 25.

Morphology also studies words and their relationship to other words in the same language.

The term *morphology* is of Greek origin: *morph-* meaning 'shape, form', and *-ology* - means 'the study of something'.

Morphemes – the building blocks of morphology; the smallest units of meaning.

(Morpheme cannot be broken into smaller units.), in contrast with Phoneme- the minimal unit of Phonology (the study of the sound system of a language)

PHONEME has NO meaning, whereas MORPHEME is MEANINGFUL units of language.

NOTE:

In addition to the information enclosed in your textbook in the chapter 4 The Morphological Component, please also consider the following learning resource: [PPT # 7:MORPHOLOGY](#).

In this Power Point Presentation, I provided in a very summarized form overview of this element of Linguistics. I hope you may find it useful and include it in your studies.



Recommended learning activities

Please, watch the suggested video regarding MORPHOLOGY and morpheme, available at: [Video](#)

After watching the video, establish the difference between FREE and BOUND morphemes, and give examples.

Good job! I knew you could easily do it! You see, the difference between these morpheme types is clear, that is to say, morphemes that can stand alone, as in the words, *cat*, *dog*, *pin*, for examples are known as free. Whereas parts of the words, that cannot stay alone, as for example, *-ing*, represent bound morphemes. And of course, *word classes*, known as *parts of speech*, such as *nouns*, *adjectives*, *verbs* and so forth. Well done, congratulations!

RECOMMENDATION:

After studying in your textbook chapter 4 The Morphological Component, I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the studied elements of Linguistics.

Linguistic elements Semantics and Pragmatics are explained in the next unit subsection.



Week 6

2.3. Semantics and Pragmatics

The next two branches of Linguistics we need to get acquainted with are Semantics and Pragmatics. Please, study first the corresponding information in your textbook, and then consider the information I enclosed below.

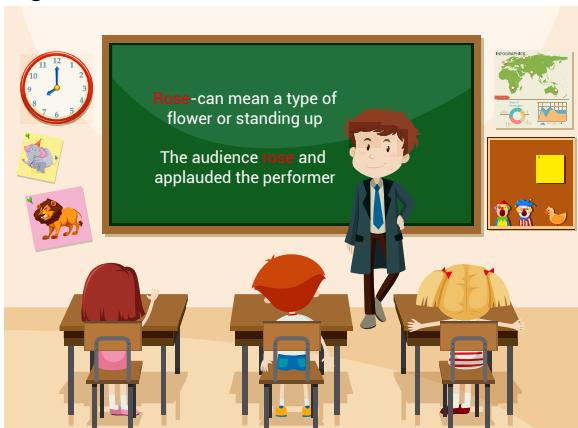
These two main fields of linguistics always go in the same block of explanation because both of them refer to MEANING.

SEMANTICS focuses on the literal meaning of words, utterances, phrases, sentences.

Semantics is the study and analysis of how language is used figuratively and literally to produce meaning.

Semantics seeks to describe how words are used.

Figure 26.



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PRAGMATICS focuses on the use of language in particular situations, thus, the meaning of words, phrases, utterances can be correctly understood from the **CONTEXT**. It explains how context factor helps to understand (or influence) both literal and implied (non –literal) meaning that speakers convey through the language use.

In fact, Pragmatics is the study of the meaning in context. Just one example, to illustrate and explain the role of context for the interpretation of the meaning.

If someone asks: *What time is it?* We can understand the correct meaning of this utterance ONLY in a context- whether the speaker needs to know the real time or he /she makes a hint for being late.

Pragmatics is also closely linked with DISCOURSE.

NOTE:

In addition to the information enclosed in your textbook in the Chapter 6 Semantics and Pragmatics, please consider the following Academic Learning Resources: ([POWER POINT # 8:SEMANTICS and PRAGMATICS](#)). The reason to offer you this learning resource is that it may represent a very suitable source to consider for your learning due to its compact format and relevant contents.

Now it is time to practice. Please consider the following recommended activity.



Recommended learning activities

Please, watch the following video that explains the main concern of Pragmatics, available at: [Video 1](#)

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After watching this video, establish the difference between Pragmatics and Semantics:

Great try! Good job, dear student! I bet it was pretty easy to identify the field of *Pragmatics* as a discipline that analyzes meaning of words, phrases according to a context; and *Semantics* as a subfield of Linguistics that deals with the study of the meaning of such linguistics expressions like isolated words or phrases and the parts of words (as morphemes, for example). Congratulations for accomplishing this activity!

RECOMMENDATION:

After studying in your textbook chapter 6 Semantics and Pragmatics, I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the studied elements of Linguistics.

2.4. Syntax

SYNTAX, the subfield of Linguistics, refers to the way in which linguistic elements (such as words) are put together to form constituents (such as phrases or clauses). It is basically about what word comes before and after another word; in other words, it's part of the larger subject of grammar.

SYNTAX refers to the arrangement of words to construct sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts.

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SYNTAX.

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Now it is time to practice, dear student. To consolidate your knowledge regarding this subfield, please, do the recommended activity.

Please, watch the following video that explains the main concern of SYNTAX, available at: [Video 2](#)

After watching this video, outline the main language aspect that SYNTAX focuses on when constructing a sentence in English:

I know you are capable students so you successfully managed to do this activity. Congratulations! Of course, you know that syntax of English is different from, let us say, your native Spanish. When constructing English sentences the word order is strictly organized and rigid. That is why this subfield of Linguistics represents a very important part of knowledge about the target language structure.

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RECOMMENDATION:

After studying in your textbook chapter 5 Syntax, I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the studied elements of Linguistics.

Linguistics (all these terms are equally applicable to Phonology, Phonetics, Morphology, Semantics, Pragmatics and Syntax). They represent the systematic nature of language. Without the knowledge of these elements, or components, your knowledge of English language would not be complete.

Now after successfully completing these units, it is time to check your knowledge you got through their study.

Please, answer the questions of the self- test, to verify your achievement and progress so far. Good luck!



SELF -TEST # 2

Choose and circle the correct answer:

1. Choose syntactic construction A SENTENCE:
 - a. Today is Thursday.
 - b. Thursday.
 - c. The dog and the cat.

2. The SUBJECT of a sentence is the topic of the sentence:
 - a. True.
 - b. False.

3. For a syntactic structure to be called SENTENCE it must contain:
 - a. Subject and predicate.
 - b. Prepositions/articles.
 - c. Complements.

4. The words underwear, underestimate, subordinator are:
 - a. Simple.
 - b. Complex.
 - c. Compound.

5. Segmental features of pronunciation are represented by:
 - a. pitch, tone, utterance.
 - b. intonation, stress, tone.
 - c. diphthongs, consonants, vowels.

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6. Choose TRUE or FALSE according to the statement:
Segmental features of pronunciation are represented by intonation, stress, tone:
- True.
 - False.
7. Lower lip, tongue, vocal cords represent _____
a. Articulators.
b. places (points) of articulation.
8. The branch of linguistics concerned with the study of speech processes, including the production, perception, and analysis of speech sounds from both an acoustic and a physiological point of view is known as:
a. Phonetics.
b. Phonology.
c. Acoustic Phonology.
9. Write the definition of Pragmatics:
10. Write the definition of Phonology:

Answer Key

You may check the answers at the end of the guide.

My congratulations if you successfully answered all the self -test question. In case there were some mistakes, you need to study again the contents to reinforce your knowledge. Good luck!

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Week 7

Through the study of this unit, students will get acquainted with the sign language as a way of communicating non verbally. The concepts of paralanguage and paralinguistics (the terms that refer to verbal and non- verbal communication) will be explained since they represent a part of systematic organization of a language.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities



Unit 3. The Sign Language

NOTE:

Dear student, in addition to the contents of your textbook enclosed in Chapter 9 Sign language, please, consider the information enclosed below.

You already know that language is a system. It is a mental phenomenon that requires knowledge of rules to combine words into sentences, or grammar, and mental vocabulary, or lexicon. Language can be used and delivered in many different ways, such as oral or written. This unit focuses on a brief overview of another

way to transmit language- through signs. When you meet people with disability that impedes them to use vocally delivered language, what ideas do come to your mind?

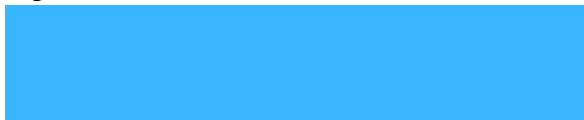
Figure 27.



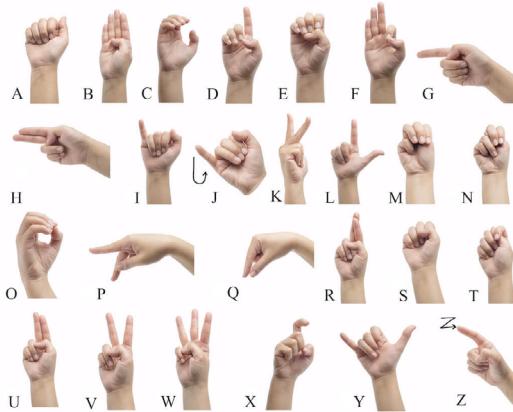
Source: [Eskymaks](#) /shutterstock.com

How is it possible to express the feelings, ideas, and exchange the information? In order to efficiently interact, these people use their arms, hands, body language, or facial gestures. They use language that applies the visual-manual modality to convey meaning. It is known as a **Sign language**.

Figure 28.



Source: [Link](#)

Figure 29.

Source: [Eddie Phantana /shutterstock.com](https://www.shutterstock.com)

Can sign language be considered a real language? Or it is just a manual representations of some concepts? Well, actually, sign language is as any other language with its characteristics, functions and features that we have already discussed in the first units of this guide. The difference between sign language and vocally transmitted one is that it can't be written as other languages are. In addition, people often think of sign language as mere usage of gestures to replace words, like waving, pointing at someone, or head shaking among others. Furthermore, sign languages differ across the world depending on the culture of its users. Every country has its own sign language. Just as any language across the world, sign language has the rules that govern it and should be obeyed by its users.

In your textbook in *Chapter 9* it is provided an explanation of the **Sign Language Nature**. Please, study this unit in detail. In addition to the textbook explanation, in this guide are included some more facts about sign languages and their characteristics. Please, get acquainted with them.

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Characteristics of SIGN LANGUAGE

- Sign language is based on the culture of the country where it is used. All world sign languages are specific to their communities and cultures.
- All world sign languages use alphabets. However, the fact that we know our native language alphabet does not mean that we are automatically become literate in sign language.
- All sign languages across the world contain and follow the grammatical characteristics of spoken languages, including phonology, morphology, and syntax.
- As in spoken languages, the main parts of speech such as nouns, verbs, adjectives, pronouns, and adverbs, are combined to form sentences. Each sign language follows the grammar rules used in spoken language. For example, in American English Sign language (ASL) is used a basic Subject-Verb-Object word order (sign) order.
- Each Sign language has grammar and vocabulary that must be obeyed by the users in order for messages be properly delivered and understood.
- Sign language is made of several components. Beside the use of hands and arms, its users also should know how to correctly interpret facial expressions (eyes, eyebrows, mouth) and body language gestures and indications of direction, such as front, right, left, up and down.
- The vocabulary of sign languages consists of the mixture of all those signs and gestures. The vocabulary is used to form sentences following the grammar rules.

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You have already got acquainted with subfield of Linguistics, Morphology. You already know that it is the system for forming or altering words in a language. In many languages, a prefix or suffix can be added to the word stem to give or change the word meaning, such as gender, tense, or number. In English, for example, the past tense of regular verbs is formed by adding the suffix “-ed” to the stem of the verb (walk-ED). In ASL, the tense marking is done through gesture. In American Sign language verbs are marked for agreement in person and number with both subject and object, as well as for timing of the action (completed or ongoing, occurring once or habitually) and other grammatical features common to verbs in many spoken languages. As in spoken language with complex morphology, when verbs are marked for subject and object, word order in ASL is relatively free.

If we compare sign and vocal language, we have to mention that there are some differences between them. Since sign language has nonlinguistic roots some iconic characteristics are present in it and may be different in across countries and languages. For example, the sign “bird” in ASL resembles the opening and closing of a bird’s beak; the sign “tree” suggests a tree waving in the wind. The sign for “tree” in Chinese Sign Language resembles the trunk, whereas the Danish sign outlines the shape of the crown at the top of the trunk. These signs for “tree” are in some sense iconic, however, they are mutually unintelligible across different sign languages. As it was already mentioned above, signed languages require structured grammatical processing but involve visual perception of signs according to the country and speech community.(*Adapted from CEREBRUM, DANA Foundation, 20201*)

Please, after studying the textbook contents of this chapter and the information enclosed in this guide regarding sign language, do the recommended activities to consolidate and deepen your knowledge of this topic.



Recommended learning activities

Watch the video regarding American Sign Language , available at:

[Video 1](#) and about alphabet of ASL available at: [Video 2](#)

After watching both videos, try to " say" some basic phrases using ASL such as *Hello, How are you?*, for example.

Think how helpful would be for you personally to have some knowledge of this language. Think at least about three reasons:

What do you say after doing this activity? Was it difficult? You probably need to watch these recommended videos once again and practice a little bit more! It is a matter of practice, dear student!

RECOMMENDATION

After studying in your textbook the chapter 9 Sign Language I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of this topic.

Two important aspects of communication are overviewed and explained in the next section.

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3.1. Verbal vs Non-Verbal Communication

NOTE:

Dear student, the information below is NOT included in your textbook, however, I consider it very useful and relevant addition to the explanation of NON VERBAL human communication since it represents a very important aspect of the way people communicate every day. Furthermore, the contents below are also considered for your mandatory graded academic activities.

In this unit section we are going to continue analyzing important role of Linguistics for communication.

You already know that communication is a complex issue. We all can transmit our ideas and share messages VERBALLY, using our language, its system of grammar and vocabulary, and NON - VERBALLY, through our body language- gestures, facial expression, dressing code, modulation of our voice tone, etc.

You also know that ***language*** and ***communication*** are NOT the same. Animals have a sophisticated way of communicating through sounds they emit and gestures or movements they adopt but it cannot be considered a language in a sense as humans use.

With this regards, to expand more the notions of language and communication, it is necessary to introduce these two new terms: Paralanguage and Paralinguistics.

What are these two concepts mean? What is PARALANGUAGE? Is it a real language? And what is its difference form Paralinguistics?

As you can notice, both terms contain concepts of "language" and "linguistics".

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It was already stated in this guide, all human communication must follow some rules established and imposed by its users within each society, and verbal communication should obey these rules.

VERBAL COMMUNICATION

VERBAL communication comprises many elements according to the social character of interaction and context in which it takes place.

To mention just some of the elements of **verbal communication** are the following:

- Greetings and Farewells

Greetings and farewells represent a rich source to understand the nature and purpose of communication between people. The differences between formal and informal greetings, for example (*Hi* vs *How do you do*, *Hello* vs *How are you?*, or *What's up?* and *Good afternoon*) may indicate whether the speakers are close friends or not, their social status, and refer to a specific setting of the conversation. The same is true about farewell forms that may range from simple *bye* or *see ya* to more formal *good buy*, or *see you later*.

All world languages have greeting/farewell forms, however, they may be represented by different "ingredients", thus, for example in some cultures a greeting form may be expressed in unusual for us way like "*Have you eaten today?*"

- Kinship terms (words that explain relationships between members of a family).

For example, such words as *mother*, *sister-in law*, *cousin*, *grandfather*, etc. are also present in word languages and represent important elements of verbal expression and communication in any language because without these terms human communication would not be complete or clear.

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- **Euphemisms and Taboo words** is another linguistic category proper for verbal communication. These kind of words basically refer to paraphrasing of words/concepts that may be considered touchy or harmful for people's feelings. To put it simply, in many world languages and cultures people avoid naming the notions directly by any means. As an example, the invalid person will never be addressed /named this way. Instead, the commonly accepted *person with special needs / special person* or another phrase with similar meaning may be used. A wide range of words, phrases or expressions are used in many languages replacing the words *death* and *died*. Elderly people may be referred as *senior citizens*, or as in your native Spanish, they may be called "*personas de tercera edad*", avoiding the use of such blunt adjective as "old".

- **Address forms** also represent elements of verbal communication. It is typically and exclusively human way of communication- using address forms when interacting.

Such address forms as *Mister, Miss, or Mrs*, or Spanish forms *Señor / señora* are used to indicate the degree of formality when addressing people during interactions.

- **Compliments**- are exclusively human verbal expressions whose purpose is to make others feel good.

When speaking about verbal communication, it should be also mentioned:

- **Acceptable/possible topics of conversation**: they constitute a very important aspect of verbal communication because of the codes, values, rules and conversational behaviors and other cultural particularities established for different societies and cultures.

- **Turn- takings rules** (conversational rules people use during their interaction). This element of verbal communication basically refers to how to interrupt someone during the conversation, how to negotiate

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for meaning or clarify something, etc.) and other conversational nuances analyzed with the discipline known as Discourse Analysis.

- **Politeness forms:** the choice of an appropriate message form expresses wide range of attitudes of the speakers /listeners. Politeness consists of this recognition of the listener and his/her rights in the situation. The most common kinds of politeness formulas are related with greetings and farewells, and may also be represented by address forms.

Each social group has its own set of rules about who should greet first according to status or hierarchical position in society, and choose the appropriate form of greeting that is explicitly encoded in human verbal communication.

- **The way people understand requests (implied vs direct meaning),** is another way of interpreting verbal messages according to settings and contexts of interaction. For example, when someone asks a question *Can you open the window?* It may be understood as a polite request to open a window because it is hot in the room, or it can be interpreted as a inquiry of physical abilities of a person to know if he/she is strong enough as to make an effort to open the window. Another example could be a reply to a request to do a favor: *I am afraid, I cannot help you.* We can easily understand the person is not scared nor afraid, but this is just a polite answer to decline the request.

This is just a very brief overview of elements of verbal communication.

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However, as it was already mentioned in this guide, when humans interact there are some other elements present in the interaction between them. These are **NON VERBAL** ones.

NON VERBAL COMMUNICATION

Not it is time to introduce the term Paralanguage and Paralinguistics since both refer to nonverbal way of communication.

A curious fact: 90% of communication is NON VERBAL. We all use non- verbal way of expressing our feelings, emotions, states, etc. Our social interactions usually involve a conjunction of verbal and non-verbal aspects.

PARALANGUAGE

This term refers to nonverbal elements of communication used to modify meanings of uttered messages and convey the emotions of the speech act participants. Since it refers to elements of communication it should also be mentioned that within the field of paralanguage is **BODY LANGUAGE** – movements and gestures that speakers usually produce during speech acts. Language of hands, body, and facial expressions is universal. Even *Cicero*, *Quintilian*, and other ancient philosophers emphasized the role of body language for efficient communication and mentioned its role on influencing other people.

Body language and **gestures** were thought to represent “natural” language (there could be established links between similarities of gestures and speech).

Power of gestures in the expression of feelings gives them status of language (that is why it is known as non- verbal communication).

As mentioned above, the importance of gestures in the expression of feelings gives them the status of language. We all “speak” paralanguage every day! Observe the pictures below:

Figure 30.
CALM DOWN !

Source: [Cookie Studio / shutterstock.com](#)

Figure 31.
I IMPORE !

Source: [Source: Khosro / shutterstock.com](#)

Figure 32.
REPROACH

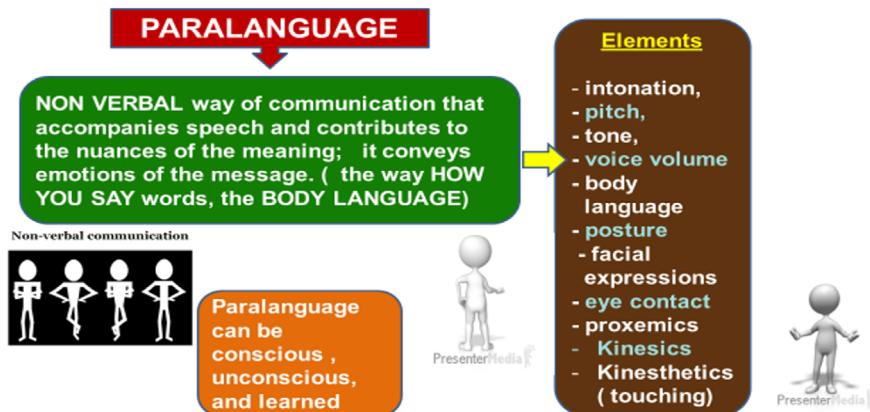
Source: [WAYHOME studio / shutterstock.com](#)

Figure 33.
"I AM TELLING YOU!!"

Source: [Cookie Studio/ shutterstock.com](#)

We begin understanding paralanguage long before we know what words actually mean. Before we can ever comprehend word definitions and usages, we identify these non-lexical (not a word) features of spoken language that help in conveying meaning and understand what is said to us.

In the graphic below you can see the definition of Paralanguage and its elements.

Figure 34.

There are many **elements of non -verbal communication** such as:

Eye Contact.

Figure 35.



It is important aspect of non -verbal communication. It varies according to culture. In some cultures ,during a conversation eye contact should be limited, while in others it is one of the main elements of speaking acts.

Source: [karelnoppe /shutterstock.com](https://www.shutterstock.com)

Proxemics- (physical proximity).

Figure 36.



Source: [Paya Mona/shutterstock.com](https://www.shutterstock.com)

It refers to a “space bubble” that speakers of different cultures maintain during the conversation. For example, in Spanish speaking countries, the physical distance between speakers during a conversation may not be very significant , while in most of Europe, the USA, Canada, and some other countries ,the speakers keep a certain distance from each other .

Figure 37.

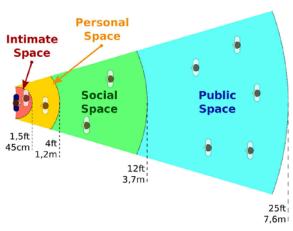
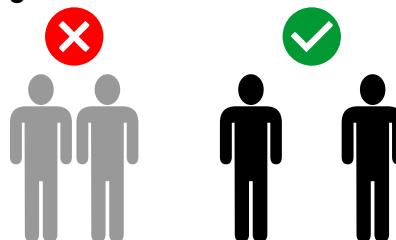


Figure 38.



The next non- verbal communication element, **Kineshetics**, refers to touching a partner during conversation , and it also represents important aspect . It varies according to culture .

Figure 39.

Source:
**MUNGKHOOD
STUDIO** /
shutterstock.com

Figure 40.

Source: [AnnaStills](#) /
shutterstock.com

Figure 41.

Source:
[wizdata1](#) /
shutterstock.
com

Figure 42.

Source: [wizdata1](#) /
shutterstock.com

Next element of non verbal communication is known as **Kinesics**- it refers to body movements, or **body language**.

Figure 43.

Source: [Vasilyeva Larisa](#)/shutterstock.com

Our body language, together with facial expressions, indeed represents a powerful way of communicating the messages.

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PARALINGUISTICS

It refers to vocal communication that give some SHADES, or NUANCES, of meaning through the tone of voice, loudness, speed of speech delivery, silence, articulation.

Paralinguistic features of language are extremely important in human communication because they may change message completely. It basically refers to HOW you say something rather than WHAT you say.

NOTE:

Dear student, please consider the following Academic Learning Resource: ([POWER POINT # 9: Verbal and Non Verbal communication](#), Paralanguage and Paralinguistics, to complement your study.

I decided to include it in this virtual guide due to the amount of illustrative images that can clarify this topic.

To sum up, Paralanguage includes body language, facial expression and elements such as kinesthetic, eye contact, proxemics, vocal expressions (NOT Linguistically expresses through lexis and vocabulary!).and Paralinguistics is a part of Linguistics that studies Paralanguage!

To consolidate your knowledge regarding verbal and non- verbal communication please do the following activity. Good luck!

Watch these two videos regarding Paralanguage and Paralinguistics, available at: [Video 1](#) (Paralanguage Examples) [Video 2](#) (Non-Verbal Communication Tools : Non-Verbal Communication: Paralanguage) and read the recommended information about the same topic

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After watching both videos outline the main purposes of Paralanguage. How is it different from VERBAL communication?

Great job, dear students! Isn't it rewarding to be able to answer correctly the proposed questions? I am sure that you included such elements of non-verbal communication as *kinesics*, *kinesthetic*, *eye contact* among others. Of course, you also have differentiated non-verbal elements of communication as a part of paralinguistic, as for example, *prosody*. Well done!

RECOMMENDATION

After studying in your textbook the chapter 11 Nonverbal Communication I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of this topic.

Great job! You successfully finished Unit 3! Congratulations!

Now it is time to check your progress. Please, answer the questions of the self-test. Good luck!

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SELF -TEST # 3

1. Such prosodic elements as voice quality, intonation, and body language, are components of paralanguage:
 - a. True.
 - b. False.
2. VERBAL communication includes the use of Taboo and Euphemisms.
 - a. False.
 - b. True.
3. KINESTHETIC is:
 - a. facial expressions.
 - b. touching.
 - c. eye contact.
4. PARALINGUISTICS refers to the use of address forms:
 - a. False.
 - b. True.
5. Personal space, or distance, is described by:
 - a. kinesthetic.
 - b. body posture.
 - c. proxemics.

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6. Body posture represents:

- a. verbal communication.
- b. nonverbal communication.
- c. kinesics.

7. VERBAL communication includes:

- a. Body language and proxemics.
- b. Voice loudness and variations of intonation.
- c. Kinship terms, taboo and euphemisms.

8. NON VERBAL communication includes:

- a. Kinesics and Kinesthetic.
- b. Levels of politeness.
- c. Address forms and turn- takings.

9. Define the element: KINESTHETIC.

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10. The true statement about SIGN language is:

- a. paralanguage is synonymous to sign language.
- b. sign language relies on facial expression and hands gestures but not on vocabulary.
- c. sign language follows the grammar rules used in spoken language

Answer Key

You may check the answers at the end of the guide

Well done, my dear student. Just do not get upset if you made some mistakes in your answer. Attentively read again the contents and review the recommended activities again. You can do it and you will succeed!

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Week 8



Final midterm activities

My congratulations, dear students, we have successfully concluded all the three units foreseen for the first term. You have worked really hard, and I am sure you gained a lot of useful knowledge that will help you become more professionally trained teachers in future! Well done!

I suggest you review the self-evaluations included at the end of each unit, the Power Points and recommended videos. Check once again the recommended learning activities. The online questionnaires and the graded activities constitute also a vital resource to be well-prepared for the test. In addition, check the corresponding chapters of your textbook. Try to do your best!

As a last activity to test and consolidate your knowledge, I suggest you to work on the following assignment.

ACTIVITY 1

Create a chart with all the topics you learned during the first term and provide their brief explanations in a summarized form. In this way you will be sure about your progress, and be prepared for the on- site tests. I wish you much success in your first term evaluations!

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ACTIVITY 2:

ON – SITE TEST corresponding to the 1st bimester.

Figure 44.



Source: [Tang Yan Song](#) /shutterstock.com

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Second term

Learning outcome 1 and 2

- Recognizes the sub-disciplines of linguistics and their influence on language learning
- Gains understanding of the linguistic theories.

To reach the learning outcomes students have to attentively read the offered contents, in both, main textbook and the virtual guide, reflect on the present material, do all the recommended activities and solve self- tests that will help understand the main focus of Communicative and Linguistic Competence, and the influence of Communicative competence on education , the role of language variations and the importance such sub branches of linguistics as Historical, Comparative, and Descriptive for the language learning.

Contents, resources and learning activities



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Unit 4. Linguistic and Communicative Competence

Dear student, in this unit we are going to focus on two important language approaches that have very significant implications for *language teaching*. It refers to the concepts of **Linguistic** and **Communicative Competence**.

NOTE:

This important topic is NOT included in your main textbook, however, it is considered for your mandatory graded activities, so please, pay a close attention to the explanations I offer you below.

Linguistic and **Communicative** approaches are quite opposite to each other since they view a language teaching from different perspective. There is still a debate among linguists about their priority and benefits for language learning. To continue discussing these two important perspective about language teaching we need to have a clear idea what the concept of COMPETENCE means.

Figure 45.

Source: [marekuliasz](#) /shutterstock.com

To start with, it is necessary to provide and establish a very clear idea of what **COMPETENCE** is.

Competence basically refers to someone's ability, condition, or quality of being competent, it is to know or do something well. In other words, what a person knows, how KNOWLEDGEABLE he/she is in a certain area, subject, discipline, field of science, etc. We usually say about a very professionally trained person that she/he is COMPETENT in a certain field. To put it simply, **competence** refers to what and how well a person knows.

When speaking about LANGUAGE and LINGUISTICS, *competence* refers to a *degree of knowledge regarding this concrete language*. Since competence means ability, we can conclude that it refers to the knowledge that enables a person to speak and understand and use a language well.

But what do we mean about "knowing language well"? Does it mean that the person speaks fluently? Or formulates/structures grammatically correct sentences? or it probably refers to a

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perfect native-like pronunciation? Is that knowledge enough to be COMPETENT in this language? Or do we have to consider how well a person can understand different language variations, dialects, or simply use appropriate way of speaking according to the audience, the situation and socio-cultural environment?

All these questions are important when we need to choose the approach to language teaching. Let us start with Linguistics competence first.

4.1. Linguistic Competence

Figure 46.

Noam Chomsky



Source: [orhan akkurt /shutterstock.com](#)

This concept was first introduced by Noam Chomsky in 1965 as part of the foundations for his Generative grammar. This theory basically refers to the fact that language learning revolves around the idea that all humans have a capacity to acquire any language. According to Chomsky, Linguistics Competence refers to the innate linguistic knowledge that allows a person to construct a correct sentence (meaning, sounds, vocabulary choice, grammar).

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LINGUISTIC COMPETENCE

To put it simply, **Linguistic competence** is the system of linguistic knowledge possessed by all native speakers of a concrete language. It is a principle for correct sentence formation, and the creation of grammatically properly constructed sentences. That is to say, it implies that this ability to learn and analyze linguistic information is universal and innate.

Competence – is also the study of grammars which are psychologically real, and which contain all linguistic knowledge, both innate and acquired.

Linguistics Competence refers also to the ‘ideal’ language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences (correct) from ungrammatical (incorrect) sentences.

For each speaker, there is a right and wrong way of constructing and understanding sentences. Language cannot be explained in terms of habits or customs. It is rule – governed. It means that we all follow certain grammar rules in our speaking. We are able to self - correct our accidental mistakes ;and we realize when someone is making mistakes in speech .

Figure 47.



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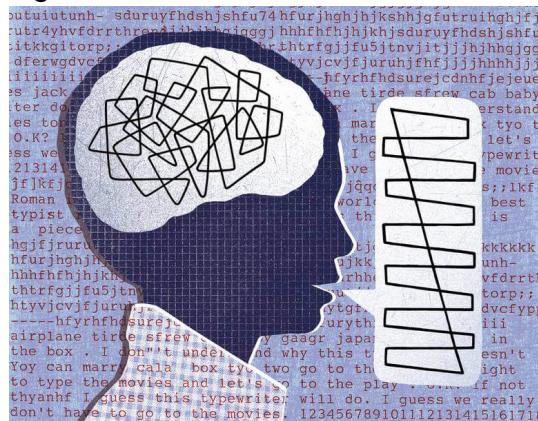
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A speaker who is willing to correct him/herself or others shows that for him or her there is a right and wrong way of saying things. These grammar rules we follow are combined with each other to form a system - a grammar – which gives an explicit description of every sentence of a language.

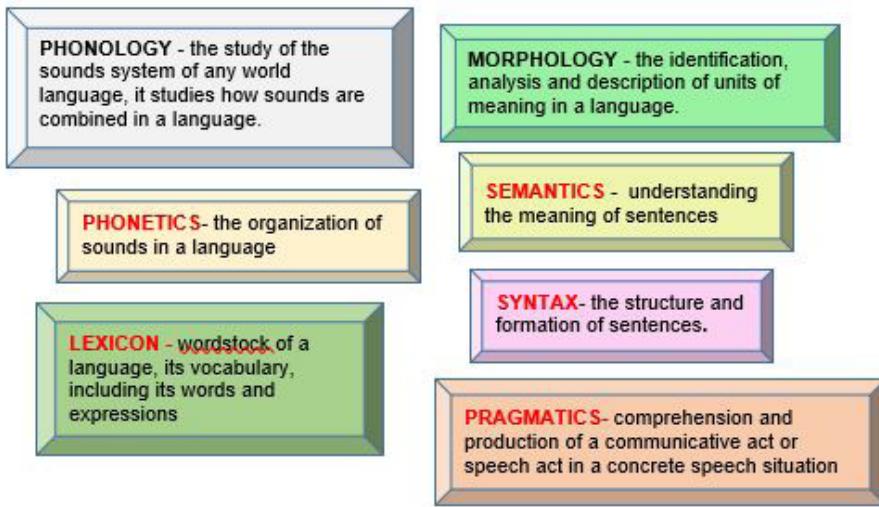
Noam Chomsky, however, separates such concepts as **competence** and **performance**; he described competence as a capacity that is located as a psychological or mental property or function and 'performance' as the production of actual utterances. To explain it in simpler way, *Competence* refers to the ideal knowledge of a language and all its components, in a form of stored mental "knowledge" of grammar rules, whereas performance implies the ability to produce that knowledge through the demonstration of the use the four language skills (language production).

Figure 48.



Performance, in contrast, is the actual language production in concrete situation, or in other words, "doing" something with the language.

To put in even simpler, Linguistics Competence refers to the knowledge of LANGUAGE as a system with all its components, as detailed in the graphic below:

Figure 49.

Language is best described in terms of grammar, sounds, lexis, etc. a system of rules that govern each aforementioned element.

To sum up, Linguistics competence is HOW WELL YOU KNOW and USE LANGUAGE and all its components above.

In spite of the importance of Linguistic Competence for language learning, this approach was criticized by many linguists and sociolinguists. Why? If you attentively read the above explanations, you could realize that this competence emphasizes the deep knowledge of language, its grammar, and rules that require correct use of all its components (pragmatics, syntax and grammar, phonology, etc. as it was already specified). But Linguistic Competence does NOT focus on language use from its socio-cultural perspective, communication skills are not emphasized at all. Since no society can survive without language, so not only grammar rules and vocabulary are necessary for communication, but some social-cultural knowledge is necessary for the efficient functioning of language to achieve appropriate communication within society.

Dear student, now it is time to practice. Please consider the following activity.

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Recommended learning activities

Watch the videos regarding both competences, available at: [Video](#) (Linguistic Competence)

After watching the video, outline the main points of Linguistic Competence and write its main elements:

Well done! I bet you correctly described Linguistic competence and mentioned that it refers to a “pure” or “ideal” *knowledge of language* and its elements such as *morphology, phonology, grammar*, etc. Good job!

As it was mentioned above, Linguistic Competence does NOT emphasize the language use. For this reason, there is an opposite approach to language teaching. It refers to COMMUNICATIVE COMPETENCE concept that will be addressed in the next unit subsection.



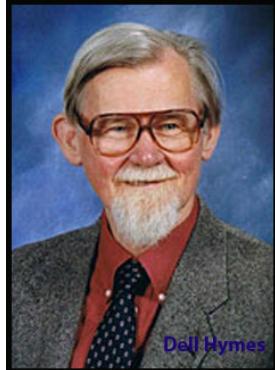
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4.2. Communicative Competence

COMMUNICATIVE COMPETENCE

Figure 50.

Dell Hymes



The concept of Communicative Competence was introduced by North American sociolinguist and anthropologist Dell Hymes. (1927 - 2009). The notion of **communicative competence** is described within the discipline of Sociolinguistics, the discipline that deals with the study of language use in society and in sociocultural contexts.

Linguists have found communicative competence as a superior model of language following Dell Hymes' opposition to Chomsky's linguistic competence (with the focus on grammar knowledge).

Since all human societies possess a knowledge of languages, we may say that language is a part of society, and we need to use language for communication with the members of this society. Not only we need to know grammar rules and lexicon to be able to communicate, some other aspects of language are also involved in communication. As one of the first sociolinguists, Hymes helped to establish the **connection between speech and human relations** and human understandings of the world.

Figure 51.

Source: [Jane0606/shutterstock.com](https://www.shutterstock.com)

He created *the Dell Hymes Model of Speaking* and proposed the term of communicative competence within language education, or knowledge necessary to use language in social context (appropriate language use). He stated that in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used.

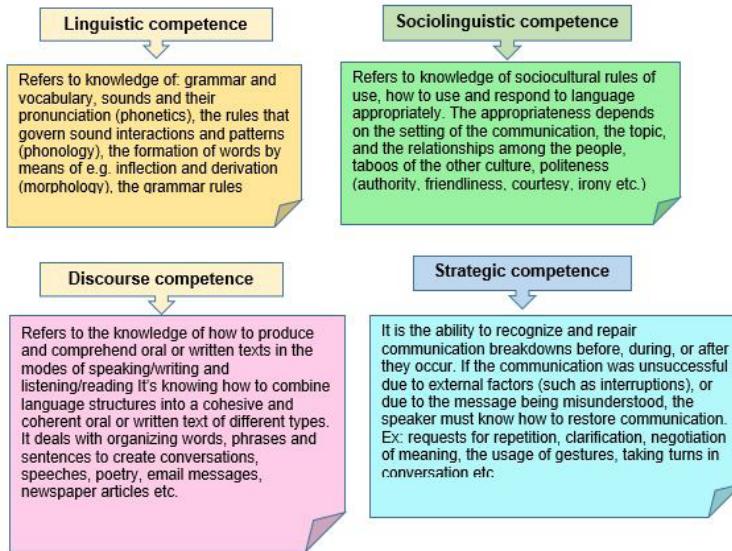
As Hymes stated: "...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. A child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others" (Hymes 1972, 277).

Hymes' original idea was that speakers of a language need to have more than grammatical competence (knowledge of the rules) in order to be able communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes.

Hymes developed a model to identify and label the components of **linguistic interaction**. He outlined the four main competences.

Observe the graphics below.

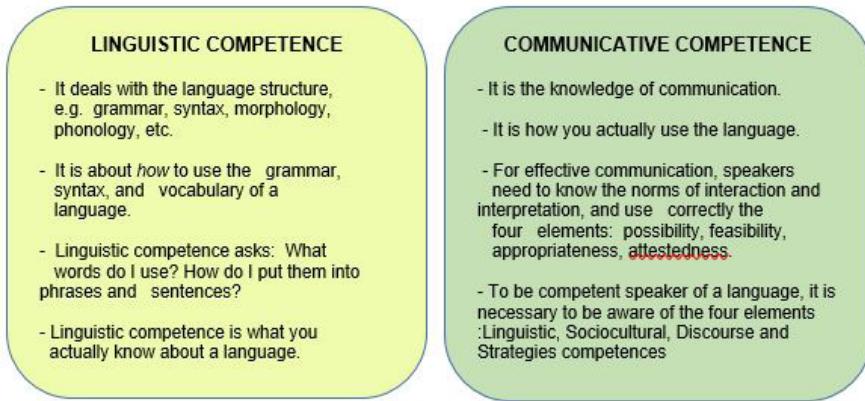
Figure 52.



Dell Hymes' explanation "*What is needed for effective communication is 'competence for use'*" help us understand the importance of **possibility, feasibility, appropriateness, and attestedness-** another names that basically restate the four main components of Communicative Competence (in a more detailed way these components are explained in the attached Power Point resource you can find at the end of this unit).

As you can figure out, Linguistics and Communicative competences are opposed to each other. Actually, linguists have found Communicative competence as a superior model of language learning following Dell Hymes' opposition to Chomsky's linguistic competence that basically prioritized grammar knowledge.

To put it clearer, I summarized the difference between Linguistic Competence and Communicative Competence in the graphic below.

Figure 53.**NOTE:**

Please consider the following Academic Learning Resource: ([POWER POINT # 10: Linguistics and Communicative Competence](#) and Influence of CC

I offer this learning resource because I presented the topic in a very summarized and illustrative form that I hope will be suitable and easy to grasp and understand. Consider it for your studies.

IMPORTANT:

Visit and read Open Learning Resources:

(Exploring Communicative Competence Development in an EFLT Classroom at Cursos Libres), with the focus on Communicative Competence.

Now it is time to practice, dear student. Check your understanding of this topic, go ahead and do the following activity. Good luck!



Recommended learning activities

Activity 1. Watch the video regarding Communicative competence, available at: [Video](#) (Communicative C.)

After watching the video, summarize the main concern of Communicative Competence and write its main elements:

Activity 2. Explain why Communicative competence is considered as a superior model of language learning.

Well done, my diligent student! I am pretty sure that you used such terms as *Strategic competence*, *Discourse competence*, etc., and also mentioned the concepts of *attestedness*, *appropriateness*, etc., as elements of Communicative competence. And of course, you mentioned that it is obviously superior model of language teaching since it emphasizes the *role of communication for language acquisition*.

Great job!

Communicative Competence left a deep track on the subsequent teaching process. Let us get acquainted with its role for teaching-learning of foreign languages. The next unit subsection sheds light on this issue.

4.3. The influence of communicative competence

Hymes's theory left a deep mark on the subsequent development of sociolinguistics and linguistics in general, and in looking at teaching languages from a different perspective as well.. We can see that the communicative approach in language teaching became widely accepted because today communicative competence is considered the goal of language education and is mandatory for efficient

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classroom practice. (This is in contrast to the previous theory put forth by Chomsky in which grammatical competence was given priority). The communicative competence theory also influenced the field of pragmatics and the philosophy of language concerning speech acts.

To sum up, I summarized the influence of Communicative Competence for the role of

Communicative approach to language teaching in the following chart:

- Meaning is more important than the structure and form . Language item should be presented in a context. They should not be taught in isolation. (role of context is prioritized).
- Dialogues are not memorized ; their function is to develop communicative skills and perform specific functions.
- Language learning implies learning to communicate. (learning structures, sounds and words are less important)
- Effective communication is emphasized.
- Reading and writing do not depend on the progress of the speech. These language skills may be included in teaching from the very first day of teaching.
- Instead of linguistic competence, communicative competence is the desired goal.
- Linguistic variation is accepted as a central condition in method and materials.
- The sequence of units is determined not by the principle of linguistic complexity but by the consideration of content, function, and meaning

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As you can understand, Communicative competence had a great impact and left a deep track on all the subsequent teaching. It was recognized that not only grammar and vocabulary are needed for efficient communication but also sociocultural aspects of communication should be taken into consideration. Students need to know which form of language they should choose according to the situation, as for example, *How do you do?* or *What's up?* when greeting someone. It is just one of the aspects of communicative competence. In addition, the whole teaching of foreign languages was significantly influenced by the model proposed by Dell Hymes, and as a result of it, it was given priority to Communicative approach in Language teaching.

REMINDER:

Dear student

Remember to review PPT # 10 **Linguistics and Communicative Competence and Influence of CC**

After analyzing the PPT #11:*The Influence of Communicative Competence* please, outline the main aspects that reflect the influence of Communicative competence on language teaching:

Well done, dear student! I hope that in your answer you included the *prioritized role of speaking over exclusively grammar teaching*, and that since appearance of Communicative competence all modern teaching of EFL emphasizes *communicative approach* and *socio-cultural aspects* that should be included and considered for the language teaching and use.

Excellent, dear student, we come to an end of Unit 4 and successfully achieved this goal so now it is time to check your progress. Please, answer the questions of Self- test. Go ahead and good luck!

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SELF -TEST # 4

1. Phonetics, phonology, syntax, semantics, and morphology are components of communicative competence.
 - a. False.
 - b. True.
2. The notion of “competence” refers to:
 - a. expertise.
 - b. ability.
 - c. creativity.
3. Attestedness, appropriateness, possibility, feasibility are elements of Communicative competence:
 - a. True.
 - b. False.
4. The notion of this discipline is necessary for areas of cross-cultural communication, for correct use of language in general, because it is considered the goal of language education, and it is necessary element in efficient classroom practice. It refers to:
 - a. Communicative Competence.
 - b. Linguistic Competence.
 - c. Universal Grammar Theory.
5. Write the definition of Linguistic Competence:

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6. The words “rise” and “ascend” are synonyms. However, in everyday speech you would probably choose the word “to rise” rather than “to ascend”. Your choice depends on the frequency of the occurrence of each word. This is known as:
 - a. appropriateness.
 - b. attestedness.
 - c. feasibility.
7. The author of Linguistic Competence approach was Dell Hymes.
 - a. True.
 - b. False.
8. Communicative competence was outlined by Noam Chomsky as a part of his Universal Grammar theory.
 - a. False.
 - b. True.
9. The influence of Communicative Competence on language teaching is reflected in creation of Communicative Approach.
 - a. True.
 - b. False.
10. Define Strategic Competence, as an element of Communicative Competence.

Answer Key

You may check the answers at the end of the guide.

Congratulation for successfully answering all the self-test 4 questions! If necessary, review the content of this unit again.

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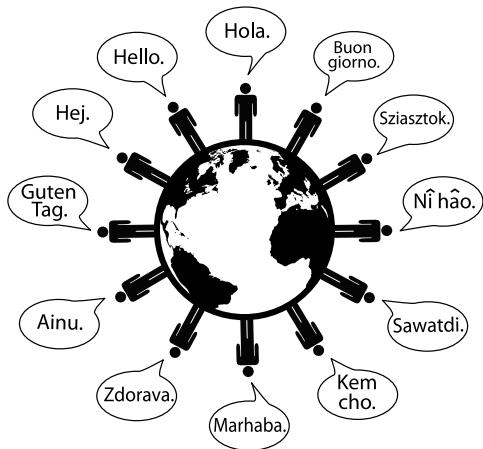
Through the study of this unit, students will have a brief overview of the sub filed of linguistics, Sociolinguistics, and learn main concepts related to language variations, be conscious of their role for EFL teaching and find out how they may affect the learning process.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.



Unit 5. **Sociolinguistics and Language variations**

The fact of existing varieties in the target language cannot be underestimated. To some degree, these linguistic varieties may influence and shape the learning process since the choice of this or that concrete language variety depends on many factors, such as the prestige, language attitude, or due to educational, political and cultural implications of each society where English is taught as a second or foreign language.

Figure 54.

Source: [Michael D Brown/shutterstock.com](https://www.shutterstock.com)

The fact of existing varieties in the target language cannot be underestimated. To some degree, these linguistic varieties may influence and shape the learning process since the choice of this or that concrete language variety depends on many factors, such as the prestige, language attitude, or due to educational, political and cultural implications of each society where English is taught as a second or foreign language.

NOTE:

Dear student, this topic is partially included in your textbook (the main concern of the field of Sociolinguistics is described in Chapter 7), however, it is a very important aspect of language since it influences in a certain point and affects the teaching learning- process that needs to be explained in a more detailed way.

For this reason, I expanded the explanations of this topic in this virtual didactic guide.

In addition, the content offered you below is considered for mandatory graded academic

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When speaking about science of language, it is necessary to introduce the branch of Linguistics- **Sociolinguistics**. If you attentively analyze this term, you can see that it consists of two parts- *society* and *linguistics*. Consequently, it can be inferred that this discipline refers to the study of language use in society and in socio-cultural contexts.

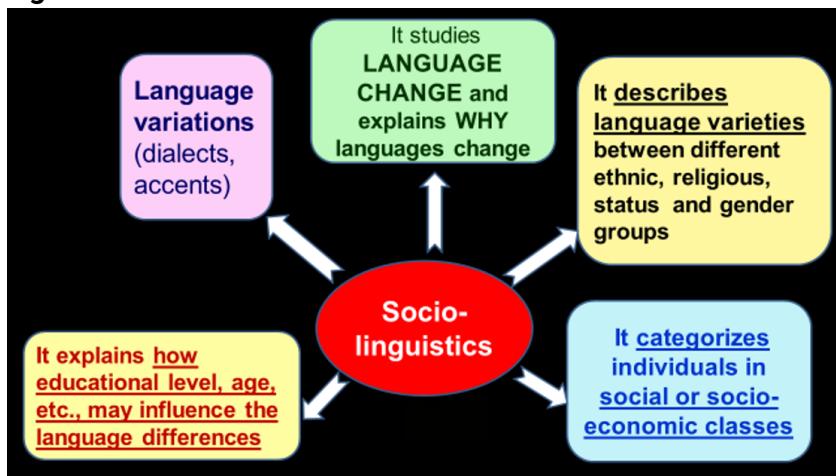
Sociolinguistics

Branch of Linguistics which deals with the study of language use in society and in sociocultural context. In addition, it is the study of the linguistic indicators of culture and power (Schmitt, 2011).

What is the **main focus** of this subfield of Linguistics?

Sociolinguistics studies **language variations** (language varieties, dialects, accents dialects) and **language change**. It describes language varieties between different ethnic, religious, status, and gender groups; and explains how educational level, age etc., may influence the language differences, and categorizes individuals in social or socioeconomic classes.

Please, observe the graphic below to get acquainted with the main concern of Sociolinguistic field.

Figure 55.

Source: Nina Nesterenko

As you can understand, this subfield of Linguistics analyzes, studies, observes the relationships between language use in society. What should be a concern for EFL teacher is the fact that English language has its varieties , and the question arises- which variety to choose for teaching. Let us analyze some main differences that are categorized as language varieties .But first of all, we need to be clear about what exactly language variety means.

In the next subsections you will be introduced the concept of *language variations*. Go ahead!

5.1. What is Language Variety?

People differ in the manner in which they speak their native tongue.

Linguistic variation is central to the study of language use. Each language exists in a number of varieties and is in one sense the sum of those varieties. It is necessary to know what **linguistic variety** is.

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Language variation is when a language has multiple ways of expressing the same meaning. It is a natural occurrence due to cultural and language differences.

According to Hudson (1980, p.24), **variety** of a language is “a set of linguistic items with similar distribution”. In other words, variety refers to a set of linguistic items, or human speech patterns, such as sounds, words, grammar, which can be associated with geographical area of speakers or a social group.

Linguistic differences can be manifested in

- sound (phonetics) and structure (grammar)
- vocabulary
- the speech of men and women
- social classes
- age groups

Language variations should be taken into consideration when learning foreign languages because some of these differences may impede intelligibility and intergroup communication. That is why EFL teachers should be aware of them.

Let us analyze some basic and more important for your professional training types of language variations and their implications for teaching.

5.2. Standard and Non-Standard Language

The first analyzed concepts are Standard and Non-Standard language variations.

Speakers of the same language may have some differences in the way of using vocabulary, grammar and pronunciation. Most language users think that their way of speaking is natural and probably the

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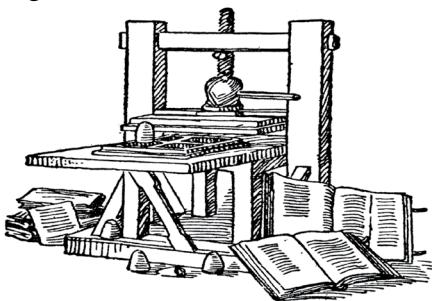
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best. Different ways of pronouncing words or speaking may be considered as "funny". Language attitudes are very powerful. We are likely to make judgments of people based on what they say and sometimes, most importantly, how they say it.(Brown,2009:95).

Standard language refers to mode of usage of most educated speakers of a language and established as the prestigious form of that language

That is to say, this term refers to the variety of a language which is considered to be **the norm** (Jenkins, 2009). It is the most correct language used by a group of people in their public discourse. This language variety is taught at schools and used in education, it is registered in the textbooks, grammar books and dictionaries. This is the official language used in a concrete country, and in its mass media, radio, and Television.

Figure 56.



Some facts from history. The need for standard language appeared in Europe between 15th and 19th centuries. One of the reasons was the need to standardize language after the invention of printing.

In contrast, **Non- Standard language** sometimes is associated with a language variety used by uneducated speakers or socially disfavored groups.

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Recommended learning activity

Please watch the recommended video and establish the difference between standard and non- standard language varieties: [Video](#) (Standard vs Non-Standard English)

I am sure that you could correctly define both language variations and wrote that *standard language* is also known as *prestige dialect*, that it follows grammar rules and it used in mass media and education of the country, whereas *non- standard variety* lacks grammatical rules and it is not official language adopted by a speech community.

Well done!

Language variations can be also manifested in different dialect, and in some other forms that are explained in the next unit subsetion.

5.3. Dialect, Accent, Jargon, Argot, Slang

Now let us define the next concepts that constitute language variations.

Dialect—derives from the Greek words *dia* meaning “across, between” and *legein* “speak.”

Dialect

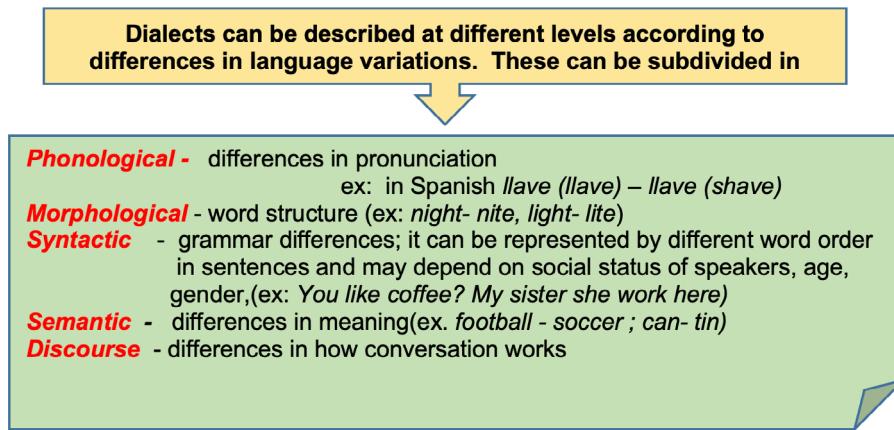
- a. the form or variety of a spoken language peculiar to a region, community, social group, occupational group, etc. It differs from standard language in matters of pronunciation, syntax, etc.
- b. the sum total of local characteristics of speech.
- c. any form of speech considered as deviating from a real or imaginary standard speech.
(Webster dictionary)

As you can see, dialect is a variety of language, and it may include accent, but dialect also may be identified by means of vocabulary. The differences in grammar may be considered as aspects of dialect, too. We may all speak a certain dialect regardless the language we use. However, dialects are usually mutually intelligible for the speakers of the same language.

Dialect, Accent, Jargon, Argot, Slang

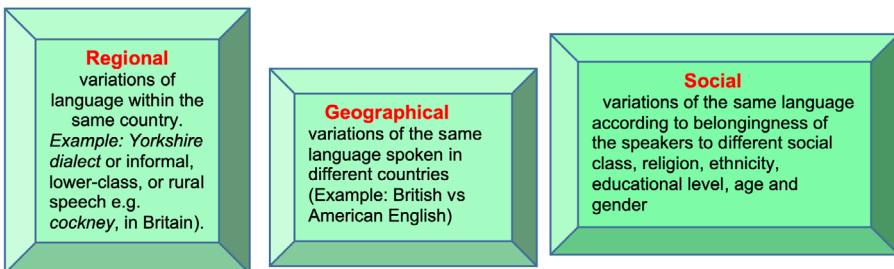
Dialect can be also defined as **STANDARD** language, or **PRESTIGE DIALECT** used in business, education, and media of a certain speech community, country, region

Figure 57.



Dialects can be subdivided in:

Figure 58.



Many language have their dialectical variations.

The next term to discuss is **accent**.

Accent: It is a pattern or manner of pronunciation.

An accent may identify the locality in which its speakers reside. We call it a geographical or regional accent. It can indicate the socio-economic status of its speakers, their ethnicity or social class. Accent can also allow to determine the speaker's first language (when the language in which the accent is heard is not his/her native language). A person's accent can provide a strong clue to his or her native (first) language., since most speakers will produce the same kind of pronunciation deviations.

Accents typically differ in quality of voice, pronunciation of vowels and consonants, and stress pitch (Compare voice intonation in Spanish and English questions! And compare the speech of people from Ecuadorian Coast and Sierra regions) .

Figure 59.



Source: [ireneuke/shutterstock.com](#)

Figure 60.



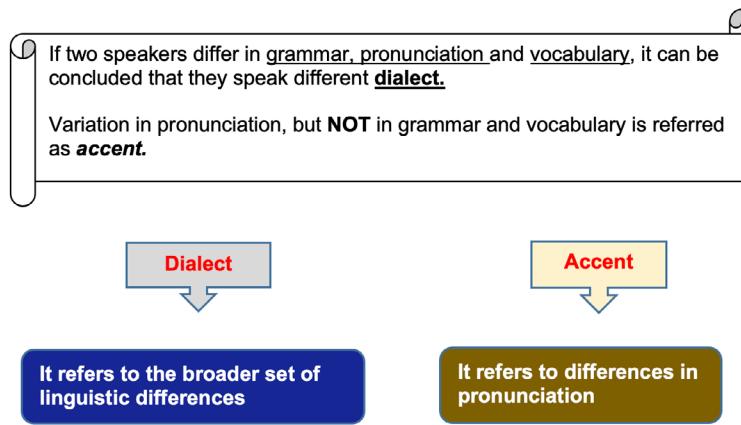
Source: [Lorraine Logan /shutterstock.com](#)

Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word 'accent' refers specifically to the differences in pronunciation. Please, be clear that **accent and dialect are not the same**. They are quite different concepts.

Dialect v Accent

Now you already know that dialect is usually regional variation of language; it refers to standard form of a language (including grammar, pronunciation, lexicon) used by a group of speakers. Dialect is a product of the individual's geographical and class origin.

Figure 61.



"Any dialect can be spoken in any accent, for example, the dialect known as Standard UK English can be heard in all of the regional accents of Britain. We often hear regional dialects spoken in foreign accents when they are being learned by non-native speakers. Every form of spoken language is uttered as a dialect and an accent. When a person says he or she has no accent, it usually means that the person speaks in a standardized and prestigious accent" (Schmitt, 2011).

The description of language variation is still not complete without the concepts explained in the next unit subsection.

The next concepts related to language variation are **JARGON**, **ARGOT** and **SLANG**.

Let us start with JARGON

Figure 62.



The word **JARGON** comes from Old French *jargoun*, and dates back to the mid 17th century.

Jargon is defined in relationship to a specific activity, profession, group, or event. In other words, the term refers to the language used by people who work in a particular area or who have a common interest

In other words, it refers to the so called “technical” words or expressions used by a profession or group that are difficult for others to understand, it may not be well understood outside the context like for example military, medical, legal, computer, educational, scientific terminology.

It can be used to express ideas that are frequently discussed between members of a group, though it can also be developed deliberately using chosen terms.

So, it can be said that **jargon** refers to **occupational variations**. For example, medical doctors need to be clear when they talk about professional issues, and they need specific, clear, specialized terms that refer to their job. We can find similar examples in many professions. What can you say about language of computer programmers, college students, or police officers, for example?

Figure 63.**Figure 64.**

In the graphic below you can observe some examples of educational jargon. I am sure you are acquainted with all this terms since they represent part of your professional training.

Figure 65.

Examples of EDUCATIONAL JARGON

- Warm Up Student's progress Self/peer assessment
- B1 A1 Multiple Intelligences
- Flipped Learning (GP)
- Term Test
- Mid Term
- Flash test
- Summative/ Formative Assessment
- TOEFL



The word **ARGOT** also has French origin and refers the language used by a particular type or group of people; It is a kind of secret vocabulary peculiar to a particular group particular class or group of people, especially that of an underworld group, devised for private communication and identification, example, criminal pool or card players' argot.

Figure 66.

However, nowadays argot represents a less secret language variation. It contains vocabulary very peculiar to a particular group, like for example words used by people for quick messaging in social nets, or in the Internet and in cyberspace, like for example those you can observe above next to ARGOT explanation.

SLANG

It refers to the use of informal words, expressions that are not considered standard in the speaker's dialect or language. Slang words are very informal, and more used in speech than in writing in a particular context.

Slang is often found in areas of the lexicon that refer to things considered taboo or euphemisms" (the substitution of an inoffensive terms such as "*passed away*" for "*died*").

It is often used to identify with one's peers and, although it may be common among young people, it is used by people of all ages and social groups.

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REMEMBER: Slang and jargon are not the same.

Jargon refers to the technical vocabulary of a particular profession.

Slang is a variety of language used by a restricted part of population, usually young people, teenagers, or less respectable groups; and it is based on a very informal lexicon.

The **slang** vocabulary is usually not long-lasting. Many slang words that were very fashionable in one period of time, are not used anymore.

Example of slang could be word “crash” used by teenagers nowadays referring to unhappy romantic relations. Years ago the term “pelado, - a” was used to refer to a boy/girlfriend.

There are still some more types of language variations. The next unit subsection explains them.

5.4. Register and Code- Switching

These two terms are also discussed within the concept of language variations.

CODE- SWITCHING

We all switch codes in our speech, change one manner of speaking to another according to the circumstances, in order to give an appropriate impression, and adapt our speech depending on who we are talking to and a nature of the contact. This deliberate change from one manner or style of speaking to another is called **CODE SWITCHING** or **code choice**.



For example, when an adult speaker addresses to a little child, he/she deliberately simplifies the speech, uses a lot of diminutives, short sentences and simple words. The speaker may sound politer to people he/she does not know, for example.

Another example of code switching is when speakers mix two different languages in the same stretch of utterance. An example of it could be observed in *Spanglish*- way of speaking of Spanish speaking immigrants living in the United States or any other English-speaking country.

Very close in meaning to it stands

REGISTER- one of many styles or varieties of language determined by such factors as social occasion, purpose, and audience. It is also called *stylistic variation*, and is analyzed by the field of stylistic or pragmatics.

Examples of registers (or speaking styles) can be found in newspaper articles (very formal language), or in the speech of sports announcers (dropping of articles ,brief sentences, a lot of exclamations and interjections, incomplete sentence structures, etc.).

Figure 67.



Source: [antoniodiaz /shutterstock.com](https://www.shutterstock.com)

Register can be also discussed from the point of view of language pedagogy, and it might be important for successful mastery of a second or foreign language.

REGISTER may also be defined as "a set of choices among linguistic features." (Brown, 2009:116).

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REGISTER may also be defined as “a set of choices among linguistic features.” (Brown, 2009:116).

NOTE:

Please consider the following Academic Learning Resources: ([POWER POINT # 11: Sociolinguistics and Language variations.](#)

I offer your attention this resource where I in illustrative and clear form explained this topic which may be very convenient addition to complement your studies.



Recommended learning activity

To learn more about the field of sociolinguistics and language variations, please, watch the recommended videos available at: [Video 1](#), [Video 2](#) (Why do people code-switch)

After watching them, provide your own definitions of language variation terms explained in the video:

Well done, dear all! I am sure in your response you included such terms as *dialect*, *slang*, *accent*, *code-switching* and some other. I also believe that you have a clear understanding of each concept. Good job!

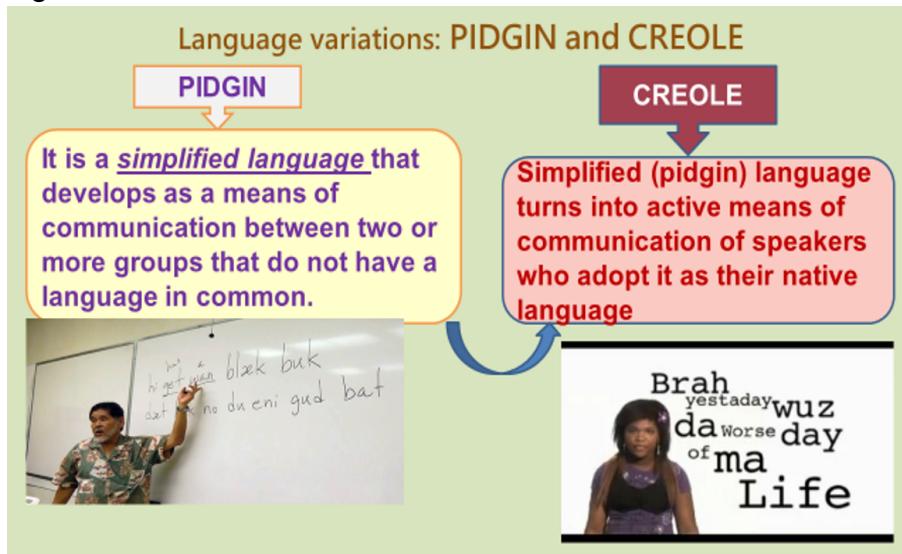


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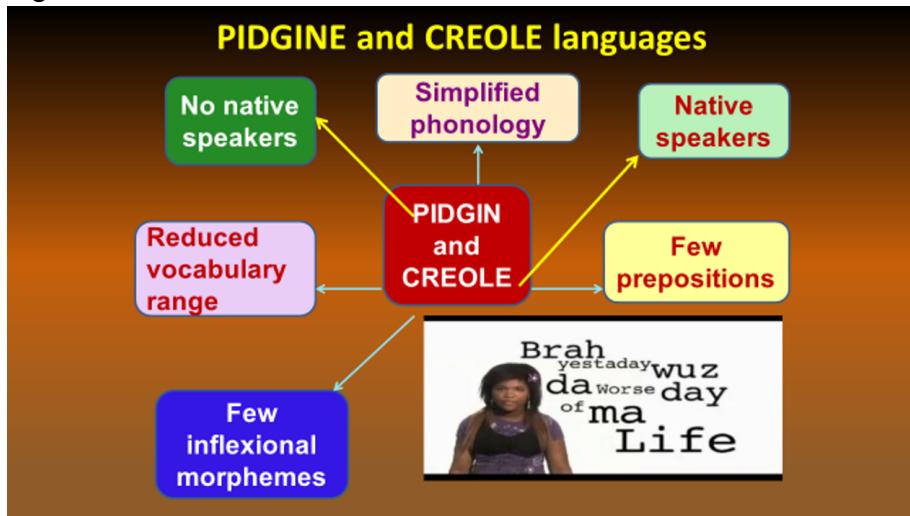
5.5. Pidgin and Creole Languages

In this subsection we are going to continue explanation of language variation, and two more language variations are introduced: Pidgin and Creole languages. Please. Observe the graphic below with the definitions of both terms.

Figure 68.



In the following graphic there are some main characteristics of both concepts. Pay attention the differences and similarities between them.

Figure 69.

Time to practice! For a complete understanding these term please do the recommended learning activity. Go ahead and good luck!



Recommended learning activity

Please, watch the video regarding Pidgin and Creole languages, available at: [Video](#)

After watching and analyzing it, briefly explain the differences between these two concepts.

Well done, my dear student. I hope you could correctly define both terms. When defining *Pidgin*, in your response should be included such phrases as *simplified language*, *poor grammar structure*, *no native speakers*. When defining *Creole* language, there should be mentioned such phrases as *native speakers*, *simplified phonological* and *grammatical systems*, etc. My congratulations for this effort!

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The next unit subsection deals with concept of *speech community* and explains reasons for choosing a certain speech model for language study. Go ahead!

5.6. Speech Community: Which Model to Choose for Language Study

Figure 70.



Source: Rawpixel.com /shutterstock.com

When speaking about language variations and their implication for foreign language teaching, we need to mention another term: **speech community**.

Speech community is a term used in *Sociolinguistics* (science that studies the use of language in society) and *Linguistic Anthropology* (discipline that focuses on the study of relationships between society and culture).

Speech community refers to a group of people who share the same language characteristics of their speech, such as vocabulary, language variety, dialect, accents, etc. and ways of interpreting communication from socio-cultural perspective.

These linguistic characteristics help individuals identify themselves as a part of the same COMMUNITY, and users of the same language variation.

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With relationships to language use and its implications for education, EFL teachers have a problem to solve: which variety to choose? British English or American? Or it may be Canadian or Australian? Some other questions may arise, like: How do we know that a variety of a language we choose is considered as a correct, or standard and worldwide accepted language?

The study of language variation guides language development activities chosen by EFL teacher. Consequently, it is important to identify the most unifying features of the language.

The choice or preference of the most suitable variety for teaching/learning depends on the **educational policy** of each country.

The target language variety to be chosen for learning is also dependent on series of factors such as status of a language, number of its speakers, and perspectives to apply the acquired knowledge in a society and obtain benefits of the time and effort invested for learning.

In the South American region (particularly in Ecuador) the most acceptable variation is represented by North American English whereas in Europe the preference is given to British variant of English language.

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IMPORTANT:

Regardless the variety, British or American, EFL /ESL teachers should base their teaching on **standardized** or formally accepted and recognized, variation of English language.

Standard language is registered in the dictionaries and grammar books- this is the **key to teaching English to EFL students.**

RECOMMENDATION:

After studying in your textbook chapter 7Sociolinguistics and Linguistic Anthropology, I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the Sociolinguistic field.

You as learners of English, should also know some commonly used terms regarding classification of English according to its role in society. The next unit subsection explains them.

5.7. EFL, ESL, ENT, ELF (English as a foreign language, as a second language, as a native language and as a lingua franca)

The last terms to define within the topic of language variations we have the following:

Figure 71.

ENL- English as a NATIVE LANGUAGE

English as a **native language** is the language of people born and raised in one of the countries where English is historically the first language to be spoken (mainly The UK, the USA, Canada, Australia and New Zealand)

The figure contains four small images of flags: the Australian flag (blue with Commonwealth emblem and seven stars), the New Zealand flag (blue with four stars and a central heraldic shield), the Canadian flag (red and white with a central maple leaf), and the American flag (stars and stripes).

Source: Nina Nesterenko

The next term corresponds to English as a SECOND language, or **ESL**.

ENGLISH as a SECOND LANGUAGE (ESL) has specific functions in society. It serves as:

- the medium of instruction of the educational systems (especially in high schools and universities)
- It is used in regional or national administration, in radio, TV, press media.
- it is the official language or plays very important role.

ESL is spoken in a large number of countries such as India, Nigeria, Bangladesh, Malaysia, which were once colonized by Britain. ESL co-exists with the local languages in the same country. When referring to EDUCATION and TEACHING of ENGLISH, EFL teachers have to consider the following

Tabla 1.*Differences in teaching / learning of EFL and ESL*

EFL	ESL
<ul style="list-style-type: none"> ▪ learning in some points is like second language learning: material and methods are designed to give a <u>practical command of the language</u>. ▪ difference consists in the purpose of language acquisition. ▪ the foreign language learner needs it to be able to establish contacts with a community of speakers other than his/her own. ▪ foreign languages are usually taught in the secondary school. (It implies that foreign language teaching is addressed to an older age group.) 	<ul style="list-style-type: none"> ▪ learner needs the language for <u>the use within his/her own community</u>. ▪ the second language teaching usually starts at the primary level of education. ▪ it is taught to adult immigrants.

The next term to define is **ENGLISH AS LINGUA FRANCA (ELF)**.

English as a Lingua Franca (ELF) is a way to refer to communication in English between speakers who have different first (native) languages. ELF is used to facilitate communication among speakers of different languages.

The graphic below contains its definition and explains its role in society where English is used.

Figure 72.

ESL refers to English language learning in countries where English is the main and / or official language, and the student's own native language (first language) is not English.



- English as a **second language** has special proposal in communities (Ex. India, Malaysia, Philippines)
- The term ESL is used frequently in the USA.

Source: Nina Nesterenko

In some countries, such as India, Malaysia, Philippines, English is used as a language of mass media, TV, Education. In these countries, as in some other (in some African countries, for example), English has a function of a SECOND language. English as a SECOND LANGUAGE functions for example, for Latin American immigrants in the USA, where they use this language only OUTSIDE their home, at work, in transportation, and as a means of survival in that country, etc.

As you can understand, English as Lingua Franca performs a very important role in communicating in our globalized world.

There are some **reasons why English became LINGUA FRANCA**.

First of all, this happened due to some historical reasons (related with expansion of English during British Empire conquest of great parts of Africa, India and other parts of the world.)

Next, English gradually became a language of international congresses, science seminars, etc.

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In addition, it is a language of international education (Majority of International masters and undergraduate programs are conducted in this language).

It is needless to mention that English also became a language of entertainment, movies, songs, etc.

Figure 73.



Source: [Alexandros Michailidis](#)

Figure 74.



Source: [Cookie Studio / shutterstock.com](#)

Figure 75.



Source: [DarioZg / shutterstock.com](#)

English as a LINGUA FRANCA is a very important concept since nowadays majority of speakers of English are NOT native speakers. So, for example, if you travel to Greece, or Japan, for example, and you do not speak Greek nor Japanese, you would probably use English for your communication. This is an example of English as LINGUA FRANCA- means of communication between speakers who have different native languages, like you and me, my dear student. Your native language is Spanish, mine is Russian, but we communicate by means of ENGLISH! WOW! Is not it amazing!

Great, we have come to an end of Unit 5.

To check your knowledge and to consolidate it, please, do the following self-test. Good luck!

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SELF -TEST # 5

1. *Sociolinguistics* is a discipline that focuses on study of how language and social factors are related. It basically explains:
 - a. the cognitive processes that enable human beings to acquire languages (native, second, foreign), construct a grammatically correct and meaningful sentences, and understand utterances, words, text, etc.
 - b. how learning environment influences the process of language acquisition in general
 - c. how people of different social status, gender, age, race, ethnicity, speak and how their speech changes in different situations.
2. *Prestige dialect* can be defined as:
 - a. standard language.
 - b. non-standard language.
 - c. geographical variation of a language.
3. Simplified phonology, incorrect grammar, reduced amount of vocabulary, omission of prepositions, are some of the features of:
 - a. non-standard language.
 - b. slang.
 - c. jargon.

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4. Choose and complete the definition by circling the letter of the correct answer:

_____ refers to differences in pronunciation:

- a. jargon.
- b. dialect.
- c. accent.

5. Choose and circle the letter of the correct answer:

Geographical variation of a language is called:

- a. dialect.
- b. standard language.
- c. creole.

6. Choose and complete the definition by circling the letter of the correct answer:

_____ refers to the use of informal words, expressions, phrases that are not considered standard in the speaker's language.

- a. slang.
- b. jargon.
- c. dialect.

7. Provide the definition of SLANG:

8. Explain the term CODE SWITCHING

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9. Choose TRUE or FALSE according to the statement:

"Nobody's native language that may arise when two speakers of different languages with no common language try to have a conversation; its lexicon usually comes from one dominant language; it is characterized by very simplified grammar, vocabulary and phonology". This is a description of CREOLE LANGUAGE.

- a. True.
- b. False.

10. Choose TRUE or FALSE according to the statement:

Speech community refers to a group of people who share the same language characteristics in their speech

- a. True.
- b. False.

Answer Key

You may check the answers at the end of the guide.

Congratulations! However, if you still were not sure about the correct answer for the self -test questions you need to re -read the contents of this unit. I am sure you will succeed in your studies.

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Week 13

In this Unit you will get acquainted with three subfield of Linguistics, Historical, Descriptive and Comparative. The notion of Indo- European languages will be introduced, and the role of one of the oldest world languages, Sanskrit, will be explained together with the Language Family Tree Model, to demonstrate the relationships between languages.

Explanations of such concepts as Language attitude and language death and language Shift are also included, and the reasons for languages to disappear.

To reach the learning outcomes students have to attentively read the offered contents, in the textbook and this virtual didactic guide, reflect on the present material and do the recommended activities.



Unit 6. **Historical, Comparative and Descriptive Linguistics**

NOTE:

Dear student, this very wide and interesting topic is explained in your textbook, chapter 12 Historical Linguistics. However, I decided to add some relevant extra information that will be considered

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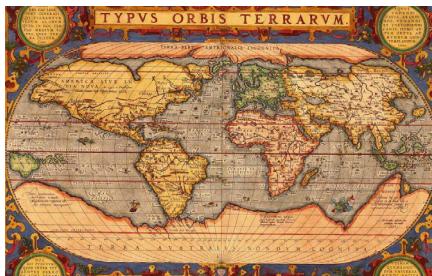
for your mandatory graded activities. Please, first get acquainted with the textbook contents and then continue reading and studying the contents enclosed below.

IMPORTANT:

Visit web source Open Learning Resources available at. Introduction to Linguistics: [Link](#) (with the emphasis on Historical Linguistics)

The explanations of language, its roles and functions in society, the relationships between world languages, their development, changes they underwent throughout the centuries would be incomplete without being familiarized with the subfields of Linguistics- **Historical, Descriptive** and **Comparative**.

Figure 76.



The explanations of language, its roles and functions in society, the relationships between world languages, their development, changes they underwent throughout the centuries would be incomplete without being familiarized with the subfields of Linguistics- **Historical, Descriptive** and **Comparative**.

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These subfields are focused on analyzing world languages, establishing their origins, similarities, describe the facts of world languages that allow linguists to establish those relationships.

Let us start first with *Historical Linguistics*.

6.1. Historical Linguistics

Historical Linguistics represents a subfield of Linguistics. The main concern, or focus, of this discipline is the study the world language from the perspective of their change, development, in order to find out the *genetic relationships* between them.

Figure 77.



Historical Linguistics

It is the branch of linguistics concerned with the study of phonological, grammatical, and semantic changes in languages, the reconstruction of earlier stages of languages, and the discovery and application of the methods by which genetic relationships among languages can be demonstrated.

Source: Britannica, [Link](#)

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Actually, Historical linguistics is one of the oldest subfields of modern linguistics. The first historical linguists noticed recurrent correspondences between languages, and started to closely analyze them to figure out the explanation to this phenomenon. Through the scrutinized study of languages, it was possible to establish how they have evolved from past to present. First historical linguists applied several methods, as for example, the study and analysis of phonological, grammatical, and semantic changes, the reconstruction of earlier stages of languages were done, and it was possible to demonstrate genetic relationships among languages.

It is necessary to make a trace back to the origin of languages to see how they developed and changed. The world languages came from the same, parental, or **PROTO language**, and belong to the so called **Indo – European group of languages**. Please, continue this topic in the next subsection.

6.1.1. Indo- European Languages and Sanskrit

In the center of Historical Linguistics, and its sub -branch Comparative Linguistics, is the analysis of the one of the oldest languages in the world that has written representation.

The basis for establishing the relationships between languages is trace them back to the most ancestral language, **Sanskrit**.

Figure 78.



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To clarify this topic, I recommend you the following activity that is focused of the explanation of SANSKRIT, the oldest registered in its written form world language that is still considered by many linguists the “mother” of Indo- European languages.



Recommended learning activity

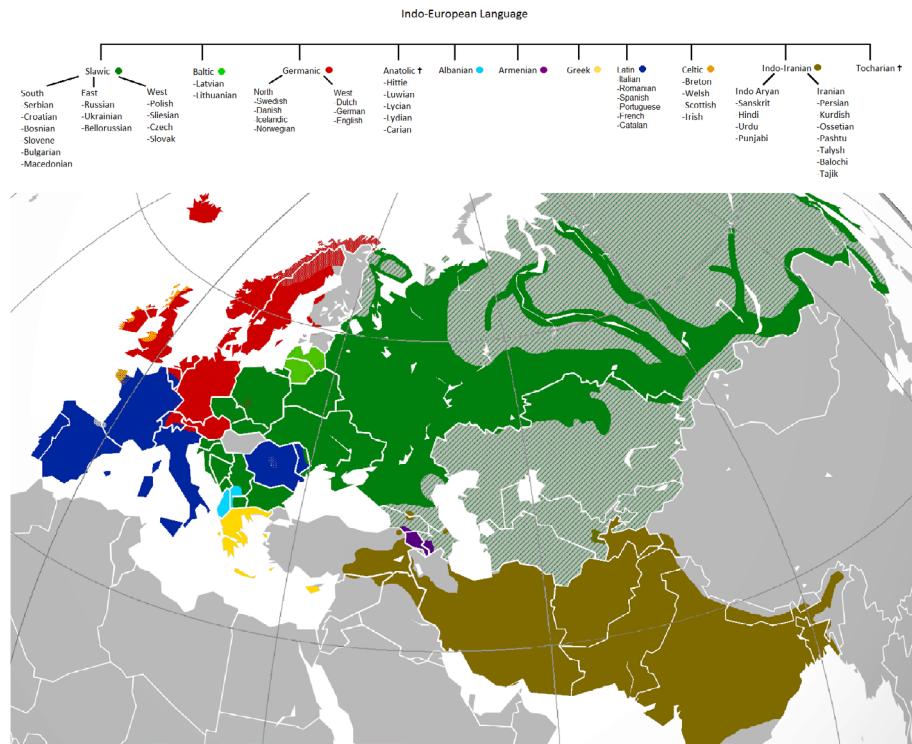
Dear student, please watch the recommended video Sanskrit available at: [Video](#)

After watching the video, try to explain the role of Sanskrit for the use of comparative method and when establishing the common origin of Indo- European group of languages.

I am sure you enjoyed the video since it clarifies the origin of languages and explains why Sanskrit is considered *the proto-* (or “the oldest”) ancestral language that gave origin to all languages that constitute Indo European Group of languages. Well done!

Let us continue.

When philologists in India and other countries started seeing similarities across the languages, they were able to develop methods of study, including the *Comparative Method*, and theories of language development from a proto-language. There were found out systematic similarities in vocabulary, sounds, and grammar structures of languages spoken in Europe and in Indian subcontinent, that is why all those language were unified and placed in one group known as **Indo- European languages**. Graphic below shows you the territorial extension of languages that belong to the Indo- European group.

Figure 79.

The term ***Indo-European languages*** comprises the set of all languages recognized as belonging to one particular 'branch' of the evolutionary 'tree' of languages - that derived from the common source, identified as the ancestral language, or *Proto-Indo-European*.

The prefix *proto-* refers to ancestral origin, the basis from which other languages evolved.

Many linguists assume that about 144 modern and extinct language of Europe, Wester Asia, and parts of India were derived from Proto-indo- European language. these languages were spoken around 5000-3000 BC in areas of Eastern Europe/Western Asia.

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Words derived from the Common Indo-European language are preserved in a large number of languages, among which linguistics could identify:

- numerals from one to ten;
- words for certain bodily parts (*nose, eyes, heart, lung, head, foot*);
- words for certain natural phenomena (*air, night, star, snow, sun, moon, mind*);
- certain plant and animal names (beech, corn, wolf, bear);
- certain cultural terms (*yoke, mead, weave, sew*);
- pronouns (*I, you, me, my*)

Now it is time to practice. Please do the following activity to check your progress and understanding of this topic.



Recommended learning activity

Dear student, please watch the recommended videos regarding Indo – European Language family origin, as a part of Historical linguistics, available at:

[Video 1](#)(Indo- European language Family)

[Video 2](#) (Video:Indo- European origin)

After watching the videos, outline at least some groups of languages that belong to the same family:

The recommended video is pretty helpful to have an idea of the concept *related languages* , and I am sure that you could identify some groups of languages known as *related*, and ,for example, you placed your native Spanish in the group of *Romance languages*, together with French, Italian and Portuguese, and English, according to this classification, you placed within the group of Germanic languages due to its origin.

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Well done!

In the next unit sub -section we will focus on another subfield of Linguistics- **Comparative**. Its concern centers around comparing languages due to the degree of existing similarities or differences between them.

Go ahead!

6.2. Comparative Linguistics and Related Languages, an overview

This section deals with the subfield of Linguistics- **Comparative Linguistics** and the concept of **Related Languages**.

Comparative Linguistics

Comparative Linguistics is concerned with establishing historical relations between languages through the comparison and study of the linguistics correspondences between them.

Figure 80.



Source: [Lonely Walker](#) /shutterstock.com

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Comparative linguistics is the sub- branch of *Historical Linguistics*., and its main focus, or concern, is to **ESTABLISH RELATIDNESS** between world languages, to **COMPARE** them and **RECONSTRUCT** their **historical links** and to find out the most ancient mother language that gave origin to daughter languages spoken today.

An interesting fact- more languages you know- easier for you is to learn another one. Have you ever asked yourself WHY this happens? Very simple, it is due to common origin of languages- their belonging to the group of Indo- European Languages that were already mentioned in the previous unit subsection.

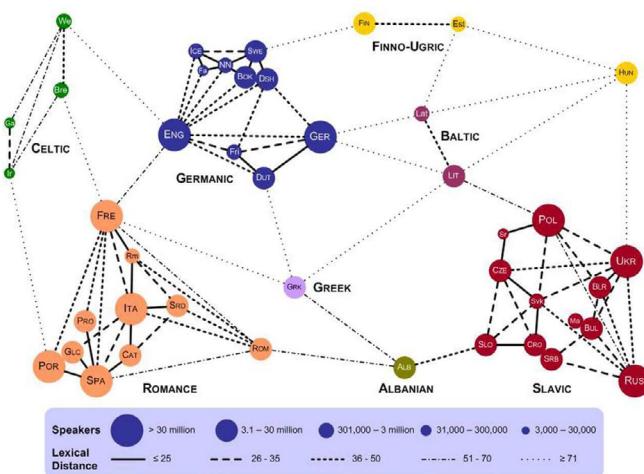
History of languages of great cultural carry such as Greek, Latin, Sanskrit, Arabic, Chinese represents a rich source for Comparative Linguistics and for establishing the links between languages known as **Related languages** (those that have a common origin, like for example, Spanish, Italian and Portuguese, or English, German and Dutch).

Let us get a closer look at Comparative linguistics.

Language relatedness implies a common origin that can be traced back to **proto-language**, and comparative linguistics aims to reconstruct proto-languages and specify the changes which have resulted in the registered and documented languages.

This comparison is done based on registered WRITTEN TEXTS (remember the oldest registered written text was in Sanskrit!) that offer the possibility of analyzing the languages.

The fundamental technique of comparative linguistics is the so called **COMPARATIVE METHOD**. The basis of this method consists in comparing the phonological, morphological systems, syntax and the lexicon, analysis of systematic changes, for example in phonological or morphological systems.

Figure 81.

To understand it better, please do the following recommended activity.

Time to practice, dear student. Take your time!



Recommended learning activity

Dear student, please watch the recommended video about the main points of Comparative Linguistics, in order to understand in depth its focus. The complete overview of Comparative Linguistics is in the following video: *Comparative Linguistics*, available at: [Video](#).

After watching this video, try to define the main points of this field:

Well, good job! In the answer you are expected to provide there should be mentioned such key words as: *similarities and relationships between languages*, *proto (ancestral) language*, *phonological system*,

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similarities in vocabulary and grammar structure among other terminology. And as the main key word there should be mentioned “*COMPARISON*” between languages. Good try!

In the next unit sub-section you will learn about the concept of *Related languages*, and why they are called like this. Based on the previous explanations it will be easy to learn and understand the upcoming topic.

6.2.1. The Relationships between Languages and Language Family Tree Model

According to *Ethnologue* (database on languages), in contemporary world there are approximately 7 000 languages in 228 countries.

Historical Linguistics and the comparative methods used within it, helped linguists to determine that world languages may be ***highly related*** to each other, ***minimally related*** or ***not related*** at all.

Figure 82.



As it was explained in the previous subsections, to find out relatedness between language was possible by tracing them back to a common source, or ***proto-language***. All world languages are classified in groups called **language families**, according to their common origin. Each language family has its proto-language.

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The Relationships between Languages

Distinct languages which can be traced back to a common proto-language are said to be **RELATED LANGUAGES**.

A **LANGUAGE FAMILY** is a group of languages derived from the same (parental) language.

For example, languages that derived from Latin are known as *Romance languages*. In this group belongs your native Spanish, together with Italian, Portuguese, French, and some other languages. The target langue you learn English, belongs to *Germanic group* of languages, in which we can also find German, Dutch, Norwegian, etc. Within the same group of related languages, There can be observed similarities in vocabulary that prove their common origin, as shown in the graphic below:

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Figure 83.

Systematic correspondences	
 English	 German
House	Haus
Drink	Trinken
Brother	Bruder
Come	Kommen
Winter	Winter
Dream	Traum
Door	Tur
Ram	Ram
Sister	Schwester
Milk	Milch
Butter	Butter
Bread	Brot
Bed	Bett
Father	Vater
Mother	Mutter

To know more about the concept of *Language Family Tree* model please continue reading the information below.

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Language Family Tree Model

Figure 84.

August Schleicher

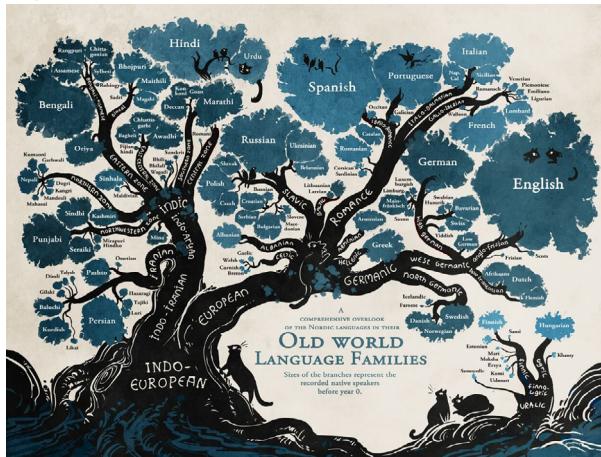


Source: [Link](#)

A German Linguist **August Schleicher** (1822-1868) in his book “*A Compendium of the Comparative Grammar of the Indo –European languages*” made an attempt to reconstruct the Proto-Indo- European language to show how Indo-European might have looked , and he created a short tale, to exemplify the reconstructed vocabulary and aspects of Indo - European society inferred from it.

Schleicher created a **family tree model** of language relationships. This assumes a “genetic” relationship between languages within a language family . This relationship consists in that all languages in the family derived from a common ancestor, or a *proto-language*.

Figure 85.



Source: [Link](#)

Check image in the [link](#)

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Recommended learning activity

Dear student, please watch the recommended videos that explain: the relationships between languages and how they evolved available at: [Video 1 \(HOW LANGUAGES EVOLVED \)](#)

After watching the video, try to provide your own definition of the term *related language*:

and *Language Families of the World* available at: [Video 2](#)

After watching it, outline main language families:

Well done! Now it is logically clear how the relations between languages are and why they are called RELATED. In your answer there should be some key words like: *common origin, language families, ancestral roots*. Among Language Families, you should have outlined at least some groups as *Romance* - with Spanish, Italian, French, etc. languages, *Germanic* – with English, Dutch, German, *Slavic* – with Russian, Ukrainian, Polish, and some other. Good job!

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Well, to conclude our course of Linguistics let us continue with some more topics that explain more facts about world languages addressed by **Descriptive Linguistics**. Go ahead!



Week 14

6.3. Descriptive Linguistics

NOTE

Dear student, please, first read the information enclosed in your textbook, Chapter 12, section “Types of Language Change”, and then complement your knowledge with the information I offer you below in this virtual guide.

Figure 86.



In this unit subsection we will address **Descriptive linguistics**, the subfield of Linguistics that focuses on **DESCRIPTION of world languages**, as you can infer from its name.

Source: [Thitiwat.Day/shutterstock.com](https://www.shutterstock.com)

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Descriptive linguistics is a subfield of linguistics that studies how world languages are structured and how a particular language is actually used (or how it was used in the past) by a speech community.

Descriptive Linguistics also analyzes **language changes**, based on the empirical observation of regular patterns in world languages. The first attempts to observe languages made in ancient India, in Sanskrit language, as it was already described in the previous subsections of this unit. Later on, the description was made considering the systematic occurrence of language patters. As we have already discussed it in this guide language is a system, with its grammatical, lexical, phonological, etc. components. So descriptive linguists compare the diverse world languages form their systematic nature, to describe the organizational principles that govern each language system.

Figure 87.

Ferdinand de Saussure



Ferdinand de Saussure (1857-1913), a Swiss linguist is credited as being the father of modern linguistics. In his main work "The Cours de linguistique générale, (lecture notes published posthumously in 1916), he outlined the general principles and methods of what now is known as descriptive linguistics.

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DESCRIPTIVE LINGUISTICS

- Investigates the form and function of language(s)
- Applies theoretical approaches to the analysis of descriptive and sociolinguistic data.
- Provides the description of language and dialect systems.
- Emphasizes the primacy of speech (focus on spoken linguistic data)
- Uses synchronic approach (use of languages at the same chronological time)

Time to practice, my dear student. Please, do the following recommended activity.



Recommended learning activity

Dear student, please watch the recommended video about the main focus of descriptive Linguistics, available at: [Video 1](#)

After watching the video, outline main aspects that descriptive linguists do to analyze languages:

Good job! I bet it was interesting to know how linguists compare and describe world languages. You should have mentioned *COMPARATIVE method* in your response.

NOTE:

Dear student, in addition to textbook information consider the following Academic Learning Resource [Power POINT # 12: Historical, Comparative and Descriptive Linguistics](#)

The reason why I decided to include this PPT in this guide is because I tried in a very succinct form explain the main issues addressed in this unit.

The next unit subsection sheds light on some facts regarding world languages. Go ahead!

6.3.1. Languages in the contemporary world and attitudes to languages

Nowadays, there are around 7 000 languages in the world. When stating “the most spoken language” linguists consider not the language popularity but the number of its users, or speakers. For this reason, Mandarin language is the most spoken language in the word. The most spoken are in the graphic below.

Figure 88.



Source: Nina Nesterenko

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Time to practice again! Please do the following recommended activity!



Recommended learning activity

Dear student, please watch the recommended video *10 most spoken languages in the world* available at: [Video 2](#)

After watching the video try to number the most spoken languages:

I bet you were surprised to know that English is NOT the most spoken language in the word but *Mandarin*, spoken in China. This due NOT to its popularity but to the very significant amount of speakers. However, English remains one of the most popular languages in the world. So in your answer Chinese Mandarin should be the number 1 in the list of the most spoken world languages. Well done!

Our decision to learn this or that language is guided by our **attitudes toward that language**.

What is language attitude?

Language attitudes are opinions, feelings, ideas and prejudices that speakers have with respect to a certain language about their own language variety or language varieties of others.

They are feelings people have about their own language variety or languages, or language varieties of others.

With this regard I would like to share with you my experience as a pedagogue. During my teaching practice my students have frequently asked me which variety is the best or most accepted one. Is it British or American variety of English language? I let my students to answer this question themselves. They are almost always unanimous in their

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opinion; their preference is strongly influenced by one simple reason- the proximity of a powerful English- speaking country. However, in majority of European countries, the situation is reversed. There people tend to prefer British over American variety of language, mostly because of the same reason- proximity of the country where target language is native. We may conclude that our choice of language variety depends on or influenced by our **attitude** toward a particular variety.

Language attitudes are very powerful. We are likely to make judgments of people based on what they say and sometimes, most importantly, how they say it. (Brown,2009)

It is quite probably that you all decided to learn English language because of your very positive attitude toward this the most popular and world-wide spread language.

Why do we need to be aware of language attitudes?

First of all, this is a decisive moment when a person chooses to start learning a language. Second, it will influence motivation to learn it successfully depending on each person's personal reasons. And third, it is very important aspect for EFL to consider- creating the positive attitude toward English (or any other language) will significantly contribute to the success of teaching- learning process.

Not all teachers are lucky enough as to have a highly – motivated students in class. The task and responsibility of teacher in this case would be to make the students learn more about the countries where particular languages are spoken; in this way it is possible to replace some myths with an understanding of the other culture as one that is different from one's own, yet to be respected and valued, and through the encounters with persons from other cultures, if possible. In this way teachers can change the stereotypes that we already have about

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certain countries and the speakers of their languages. So, changing the attitudes toward a certain language is possible, though difficult task of a teacher.

Having a positive language attitude is a success in teaching of foreign language.

The next unit subsection addresses the types of language changes. Borrowing are also represent a part of language change and constitute an important aspect of development of modern languages spoken worldwide.



Week 15

6.3.2. Borrowings and Types of Language Change

In addition to the information enclosed in your textbook in the chapter **12 Historical Linguistics** in the subsection **Types of Language Change**, please also consider the following information I offer you below.

Language is as an alive organism, it is not static, not a steady phenomenon. Change is the part of the nature of language. Our native language (whatever it is) is not the same nowadays comparing to the one spoken by our ancestors. New words appear, and become a part of modern lexis (they are known as *neologisms*), whereas some other words become old fashioned, and drop out of our daily use (these words are known as *archaisms*). Due to globalized word and becoming English the most popular and wide- spread language, many new words entered into our vocabulary form this language and became a part of our lexicon. These words are known as *Anglicisms*.

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We all use words like “chat”, “click” and adapt them to the native language structure (as in Spanish, these words are used in the form of *chatear*, *clickear*, for example).

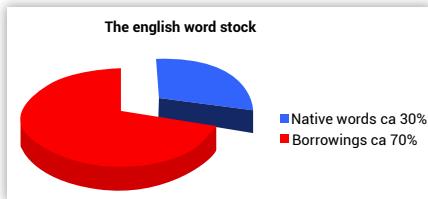
All languages change over a period of time. Sometimes these changes happen very gradually in such a way that speakers even do not realize until a century or more has passed.

Changes may occur in all aspects of a language- in pronunciation, in syntax, in word structure, or in a lexicon. Compare the language you use with the language of your parents, or grandparents. Needless to say that you will find several differences! Furthermore, if we compare modern language with the one used some centuries ago! The difference will be even more noticeable!

Lexical changes are the most noticeable and may be observed almost daily. Consider your own range of vocabulary: how many new words have entered into your lexicon during last 15- 10 years? Many new words appeared in your lexicon with the advance of technology, and due to influences of other languages.

How long does it take for a language undergo those changes?

According to a new discipline, ***Lexicostatistics -a technique of developing hypotheses about the historical relationship between languages, dialects and their changes*** (it was first introduced by American linguist Morris Swadesh,(1909 – 1967), it is quite a long process. In addition, world languages adopt words from other languages. This is known as **BORROWINGS** which constitute a very significant type of lexical change in English.

Figure 89.

Borrowing refers to addition to the lexicon of a word from another language.

Source: [Link](#)

The phenomenon of borrowing is very common in many languages. We can easily find examples of borrowing in our native language sometimes even without realizing that the words are borrowed from other languages. English has borrowed so many words from a high number of languages that nowadays it is almost impossible to say anything without using at least one borrowed word.

Please, consider some more examples of the most frequently used borrowing in English.

These words came from:

French : *recipe, route, camouflage, garage, menu, boulevard*

Italian: *solo, piano, costume, paste, allegro, casino*

Spanish: *fiesta, taco, plaza, guitar, pronto, poncho, ranch, rodeo, mosquito*

German: *noodle, kindergarten, waltz*

Dutch: *yacht, cookie, waffle*

Arabic: *sofa, alcohol, mattress, algebra*

Turkish: *yogurt, tulip*

Chinese: *tea*

Norwegian: *sky, ski, take, then, they*

North American Indian: *moose, skunk, raccoon*

These are just few words to mention among many more borrowings.

Isn't it surprising? Which words of the list above you did not consider as borrowings?

Please, do the following recommended activity:



Recommended learning activity

Dear student, do the following activities:

1. Give example of language borrowings in English and Spanish:
2. What types of language change do you remember? Mention them and think of 1- 2 examples for each:

Good try, my dear student! It is a matter of recalling some words that you use at a daily basis, for example, *tea* comes from Chinese, the words starting with consonant cluster *sk*-as *sky skull, skirt, ski* entered to English from Norwegian. Regarding the types of language change, you should have mentioned also *morphological, syntactic* changes, for example. Well done!

NOTE:

To complement your knowledge regarding the topic discussed in this subsection, please also consider the learning resource:

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The reason for including this information to this section is that it may help you organize your learning since the information is presented in a very summarized and illustrative way that may help you in your studies.

Types of Language Change.

Study Resources

Well, my dear student, we are very close to finish this Linguistic course. We still need to discuss one more topic referring to disappearing languages.

Please, go ahead!

6.3.3. Language Death and Language Shift

NOTE:

This topic is addressed in your textbook, in Chapter 12, section "Disappearing languages".

In addition to that explanation please also consider the extra information I offer you below. I hope you will find it useful and enriching for your professional training.

For Historical Linguistics this topic represents very important and relevant issue since it is the science that studies how languages change over time and the relationship among different languages and WHAT has caused changes in different languages and the result of such changes on the language itself and other associated languages.

Figure 90.

Source: [adempercem](#) /shutterstock.com

Why languages die and what is the implication of it for nation cultural heritage? What is the difference between dying and extinct language? With this regard it is necessary to mention two terms: **language shift** and **language death**.

Figure 91.

Language Shift

It deals with the fact that the minority language in a bilingual environment tends to shift, or converge, to the dominant language over generations.

Language death, or Disappearance, refers to:

a disappearance of a language; when there are no alive fluent speakers of that particular language anymore.

Language death is a continuous process; languages survive thanks to the speakers who constantly use them and keep them alive. Younger fluent speakers sometimes speak in a way that older fluent speakers consider it a mistake. Other speakers understand the language almost completely, but they do not use it in speech; as a result, their children will be monolinguals. Other categories of language users are the so called passive bilinguals, who know or understand many lexical items but are not fluent.

Very often, words in the language may be replaced by words from dominant language. Syntactic structure of a language becomes simplified, too, in most cases; some elements of grammar forms may disappear. In other cases, only some formal chunks of language (for example, prayers) remain. This is how a process of **language death** is occurring. It starts with a basic pattern of simplification at all levels.

However, sometimes languages are brought back to life. This is the case of Irish Gaelic; it had almost disappeared by the end of 19th century. However, the government of Ireland adopted a policy to revive this language. Now it is the “first official language” of Ireland. (Brown, 2009)

To have a more complete idea of the phenomenon of disappearing languages, please do the following recommended activity.

Figure 92.





Recommended learning activity

Dear student, please watch the recommended videos: [Video 1](#) (Why do languages die?) and [Video 2](#) (Dying languages, by National Geographic) and [Video 3](#) (What does the world lose when a language dies)

After watching the recommended videos, please, answer the following questions:

1. What is a DYING language?
2. What is EXTINCT language? Give examples.
3. What consequences does extinction or death of language bring for cultural heritage of a nation?
4. Why is it important to save a language? What could be done to preserve/ rescue/save a language?

Well done! I bet you correctly established the difference between *extinct* and *dead* language . Here the key words could be: *extinct language has no alive users of it*, and *dead language*- it is used for certain purpose, like , for example, in science- *Latin (in biology, medicine, clerical service, etc.)* . Great job!

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RECOMMENDATION:

After studying in your textbook the chapter 12 Historical Linguistics, I strongly recommend you to do the exercises enclosed there.

Your textbook contains the ANSWER KEY section, so it would be very practical and highly recommendable to do the offered exercises and get a deeper understanding and knowledge of the studied topics.

NOTE:

Dear student ,I offer your to your attention the following Academic Learning Resource:[POWER POINT # 13: Language Shift and Extinct languages \(Language death\).](#)

Well, my dear diligent student, we have successfully arrived to the end of this long unit and course.

Now it is time to practice and check your progress. Please, answer the questions of the self- test below. Good luck!

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SELF -TEST # 6

1. *Lexicostatistics* was created with the purpose to calculate the number of world Languages
 - a. False.
 - b. True.
2. Provide definition of Historical Linguistics:
3. Main goals of Historical Linguistics is to identify related languages or languages that are not related at all.
 - a. True.
 - b. False.
4. When a dominant language in a speech community absorbs a minority language it is known as :
 - a. language death.
 - b. language shift.
 - c. language attitude.
5. To label a language as the most spoken in the world linguists consider the number of the speakers of that language.
 - a. False.
 - b. True.

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Answer Key

You may check the answers at the end of the guide

Well, my dear student we have come to an end of our course of Linguistics.

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Week 16



End of term activities

Dear student, please review the self-evaluations provided at the end of each unit, do the recommended learning activities, visit the web links for related videos. Remember that the online questionnaires and the graded activities also constitute a tangible resource that help you to become well-prepared for the test. Do not underestimate these resources for your studies. I wish you to always do your best!

So the course is finished, I sincerely hope that it was useful for you and you learned the main points of Linguistics.

Hopefully you found this course useful for your professional training and interesting for your general knowledge of Linguistic field.

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.Just keep studying more to become an excellent professional in future.

GOOG LUCK IN YOUR SUBSEQUENT STUDY!

Figure 93.

**I wish you all the best...
And enjoy your studies !!!**



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4. Answer key

Self- Test # 1		
Question	Answer	Feedback
1.	a	Language is the outmost manifestation of human behavior, and linguistics studies it from psychological and a social and cultural aspect to determine which characteristics are unique to a language and which are universal.
2.	b	Language is one of a means of communication, and it has several functions within society. Functional linguistics deals with this aspect of language use.
3.	b	Language is exclusively human ability that involves conscious use of all its elements that constitute the complex system, and art of ii are the use of grammar and vocabulary.
4.	a	The provided definition corresponds to Historical Linguistics
5.	b	The provided statement corresponds to Descriptive approach
6.	c	Descriptive approach simply describes facts of language as it evidenced in the provided examples
7.	a	The mentioned terms entered in the use during the period of language study known as Roman Grammarian period
8.	b	During a period of language study known as Modistae, the scholars who belonged to this stream proved that all languages are rule-governed
9.		Possible answer: Language is known a system of vocal signs, by means of which humans communicate and transmit information
10.	A-3	Provided definitions correspond to language functions: A- Discreteness B- Displacement Option 1 corresponds to SPESIALIZATION function

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Self- Test # 2

Question	Answer	Feedback
1.	a	<i>Today is Thursday</i> represents a sentence because it contains a structure proper for a sentence: subject and predicate
2.	a	The subject of a sentence is the topic of this sentence
3.	a	For a syntactic structure to be called SENTENCE it must contain such parts as subject and predicate
4.	b	The words <i>underwear</i> , <i>underestimate</i> , <i>subordinator</i> are complex
5.	c	Segmental features of pronunciation are represented by diphthongs, consonants and vowels
6.	b	Intonation, stress and tone represent supra segmental elements
7.	a	Lower lip, tongue, vocal cords represent articulators
8.	a	Phonetics is a branch of linguistics concerned with the study of speech processes, including the production, perception, and analysis of speech sounds from both an acoustic and a physiological point of view
9.		Possible answer: Pragmatics refers to the discipline that studies how the context influences the meaning of the words and language use
10.		Possible answer: Phonology is known as the branch of Linguistics that deals with the study of the patterns of sounds in a particular language and across languages

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Self- Test # 3

Question	Answer	Feedback
1.	a	Voice quality, intonation, and body language represent components of paralanguage
2.	b	Taboo and Euphemisms constitute part of verbal communication since they involve the use of words uttered orally
3.	b	Touching a partner during conversation is known as kinesthetic
4.	a	Address forms are representation of vocal or verbal communication
5.	c	Proxemics refers to personal space, or distance, speakers maintain during conversation
6.	b	Non - verbal communication includes body posture
7.	c	Kinship terms, taboo and euphemisms are part of verbal communication since they imply the use of oral language use
8.	a	Kinesics and Kinesthetic do not require the use of language in its oral/verbal representation, consequently, both concepts represent non- verbal communication
9.		Possible answer: Kinesthetic is a non -verbal element of communication that refers to touching during the conversation
10.	c	Sign language follows the grammar rules used in spoken language

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Self- Test # 4

Question	Answer	Feedback
1.	a	Phonetics, phonology, syntax, semantics, and morphology are components of Linguistic Competence
2.	a	Competence is best defined as an expertise in a certain field.
3.	a	Attestedness, appropriateness, possibility, feasibility are elements of Communicative competence
4.	a	Communicative Competence is necessary for areas of cross-cultural communication, for correct use of language in general, because it is considered the goal of language education and pedagogy
5.		Possible answer: Linguistic Competence is the system of linguistic knowledge possessed by all native speakers of a concrete language and a principle for correct sentence formation and the creation of grammatical sentences
6.	b	Provided examples illustrate the concept of attestedness
7.	b	The author of Linguistic Competence was Noam Chomsky
8.	a	The author of Communicative Competence was Dell Hymes
9.	a	Communicative Approach emphasizes speaking ability and communicative skills in general including socio- cultural aspects of language use
10.		Possible answer: An element of Communicative Competence known as Strategic Competence refers to the ability to have a smooth flow of conversation, ask for meaning clarification, etc.

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Self- Test # 5

Question	Answer	Feedback
1.	c	Sociolinguistics basically focuses on how people of different social status, gender, age, race, ethnicity, speak and how their speech changes in different situations.
2.	a	Standard language is also known as Prestige dialect
3.	a	Simplified phonology, incorrect grammar, reduced amount of vocabulary, omission of prepositions, are some of the features of non-standard language
4.	c	Accent refers to differences in pronunciation
5.	a	Geographical variation of a language is called dialect
6.	a	Slang refers to the use of informal words, expressions, phrases that are not considered standard in the speaker's language.
7.		Possible answer: Slang refers to technical vocabulary of a particular profession (ex: doctors, engineers, lawyers, etc.), euphemisms, or words that are used to establish in-group membership
8.		Possible answer: Code switching deliberate change of speech that an adult speaker uses to simplify, modify and adapt his/her speech according to age, status, education or cultural background of a speech partner, or a mix of two or more languages during the same conversation.
9.	b	The definition describes Pidgin language
10.	a	Speech community refers to a group of people who share the same language characteristics in their speech

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Self- Test # 6

Question	Answer	Feedback
1.	a	Lexicostatistics measures how much time it takes for two or more languages to develop and change from a common earlier proto-language.
2.		Possible answer: It is a subfield of Linguistics that studies how languages change over time and analyzes the relationships among world languages.
3.	a	Historical linguistics focuses on analysis of languages, their origin and development.
4.	b	Provided description represents linguistic phenomenon known as language shift since the mentioned process does not lead to disappearance of language but change of its role in society.
5.	b	Example is Mandarin language whose number of speakers is the most numerous in the world but it does not mean that this language is the most popular
6.	b	<i>Descriptive linguistics</i> is a subfield of linguistics that studies how world languages are structured and how a particular language is actually used
7.		Possible answer. The main characteristic of Extinct or Dead, language is the absence of its speakers
8.	a	Language family refers to a group of languages derived from the same parental language
9.		Possible answer: <i>Descriptive linguistics</i> is a subfield of linguistics that studies how world languages are structured and how a particular language is actually used
10.	b	English belongs to the group of Germanic languages, whereas Spanish belongs in Romance group of languages. These languages are NOT related at all.

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6. Appendix

Appendix 1: Descriptive vs Prescriptive Approach to language study

PDF # 1: Descriptive vs Prescriptive Approach to language study

Descriptive approach tries to find the rules that govern the language spoken by people (Ex. English, Spanish, Italian, Russian, Chinese, etc.).

Broadly speaking, it is a description of "correct" language. This notion stands close to standard language.

Prescriptive approach dedicates to imposing rules that come from outside the language and /or seek to preserve a stage of the language that has been left behind by the evolution of the language itself (Brown :3, 2009). It is close to the notion of non- standard language.

The prescriptive theory is not often supported by linguistic data. For example, the use of double negative is considered incorrect. But if we analyze English literature, we can find examples of the use of double negation.

Linguists have to describe both, "correct" and "incorrect" language forms, and leave others to decide which is socially more appropriate to which situations. (Crystal, (1986).

To sum up the information above, it can be stated:

PREScription:

- deals with variety or manner of speaking of a language.
- refers to HOW language should be used.
- can apply to most aspects of language: spelling, grammar, semantics, and pronunciation.
- may imply a view that some forms are incorrect, improper, illogical, lack communicative effect, or are of low aesthetic value (non standard).

The main aims of linguistic prescription are:

- to specify standard language forms either generally (what is Standard English?)
- for specific purposes: explain what style and register is appropriate.
- to formulate styles and registers in such a way as to make them easily taught or learned.

Prescriptive grammar categorizes certain language uses as acceptable or not acceptable. **Prescriptive rules** (rules of grammar)- teach people how they SHOULD speak or write according to established standards. Example of some rules:
1. Modals verbs do not change (She CAN speak / He MUST go)

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2. No Particle *to* is used with modals (Wrong: She can TO play the piano).

3. Do not use double negation (Wrong: I don't do nothing).

DESCRIPTION: observes and records (describes) how language actually is used.

DESCRIPTION / DESCRIPTIVE grammar describes what native speakers do when they speak their native language.

Examples:

Contractions *are proper for informal spoken language: I'm / She's / ain't*

Reductions are met in rapid informal speech: *Wanna, hafta, 'cuz, kinda.*

Summarizing it in the chart, we have:

Prescribing vs Describing	
Prescription	Description
• Establishes the rules how language should be used	• registers and describes language variations, dialects, and styles
• Includes grammar rules	
• Applies for spoken, written language, pronunciation	

If we compare two sentences "*The man whom I saw was your uncle*" and "*The man who I saw was your uncle*", what form should be considered as a correct :WHO or WHOM? Or which form is incorrect? A linguist may "say that educated people may use both forms, but the form "whom" is more appropriate for formal contexts, and "who" is more suitable for informal situations. The word "appropriate" is a much better word to use in this connection than the word "correct".(Crystal, 1986)

Languages are in constant change. A grammar book, however, does not change. So we can say that a grammar book is a little behind the times, because the way we pronounce words, vocabulary (appearance of neologisms) are changing, even some grammar rules change over time. People not always speak in accordance with the rules of traditional grammar books, and are aware of this. People often try to speak "grammatically", and tell their children to. It is an attempt to follow rules that some time ago were prescribed by some scholars. (Crystal, 1986)

Among the most frequent examples of prescriptivism should be mentioned:

Double negative

The main principle for "correct" language was taken from the rules of Latin. According to the scholars, English language had to follow the rules existing for Latin. In spite of the fact that double negatives originally existed in English, their usage was considered incorrect.

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The double negative “rule” was invented by Robert Lowth, a British priest, (XVIII) (Brown, 2009).

The double negative rule doesn’t apply where it should. Its usage can be considered an issue of social class and good manners. So, if you follow this rule, it means that you “belong to educated people” (Brown:5, 2009).

Split infinitives. The rule states that the infinitive should not be split .If we try to change the sentence “I have tried to consciously stop worrying about it” to follow this rule, we would change the meaning of the sentence :“I have tried to stop consciously worrying about it”. The rule and the sentence can’t both be right. Therefore, we must split infinitive when necessary.

As it has been stated above, languages are in constant change so criteria about correctness of language can change, too; consequently, we have to be aware of prescriptivist and descriptivist approaches to language use .

Well, if these two concepts cause you some difficulties, let us use the following example.

PREScription vs DESCRIPTION



Source: N. Nesterenko

Let us suppose, a person is sick. He has to go to a doctor. What does sick patient do? He DESCRIBES the symptoms he feels, and then doctor PRESCRIBES the medication- and the patient has to strictly follow them, to get better. To put it simply with regard of language, and approaches to its study- descriptive approach describes language in general, and prescription orders the rules to follow to use language correctly.

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Appendix 2: Syntax

PDF # 4 SYNTAX

Syntax, the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. In a language such as English, the main device for showing the relationship among words is word order; e.g., in "The girl loves the boy," the subject is in initial position, and the object follows the verb. Transposing them changes the meaning.

In many other languages, case markers indicate the grammatical relationships. In Latin, for example, "The girl loves the boy" may be *puella puerum amat* with "the girl" in initial position, or *puerum puella amat* with "the boy" in initial position, or *amat puella puerum, amat puerum puella*, or *puella amat puerum*. The meaning remains constant because the *-um* ending on the form for "boy" indicates the object of the verb, regardless of its position in the sentence.

Sentences are constructed from phrases or groups of words that have a closer relationship to each other than to the words outside the phrase. In the sentence "My dog is playing in the yard" there is a closer relationship between the words "is playing," which together form the verb, than between the words "playing in the," which form only part of the verb and part of the phrase indicating the location of the playing.

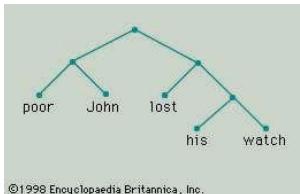
The study of syntax also includes the investigation of the relations among sentences that are similar, such as "John saw Mary" and "Mary was seen by John." Syntax received much attention after 1957, when the American linguist Noam Chomsky proposed a radically new theory of language, transformational grammar.

SYNTAX for Bloomfield, was the study of free forms that were composed entirely of free forms. Central to his theory of syntax were the notions of form classes and constituent structure. (These notions were also relevant, though less central, in the theory of morphology.) Bloomfield defined form classes, rather imprecisely, in terms of some common "recognizable phonetic or grammatical feature" shared by all the members. He gave as examples the form class consisting of "personal substantive expressions" in English (defined as "the forms that, when spoken with exclamatory final pitch, are calls for a person's presence or attention"—e.g., "John," "Boy," "Mr. Smith"); the form class consisting of "infinitive expressions" (defined as "forms which, when spoken with exclamatory final pitch, have the meaning of a command"—e.g., "run," "jump," "come here"); the form class of "nominative substantive expressions" (e.g., "John," "the boys"); and so on. It should be clear from these examples that form classes are similar to, though not identical with, the traditional parts of speech and that one and the same form can belong to more than one form class.

What Bloomfield had in mind as the criterion for form class membership (and therefore of syntactic equivalence) may best be expressed in terms of substitutability. Form classes are sets of forms (whether simple or complex, free or bound), any one of which may be substituted for any other in a given construction or set of constructions throughout the sentences of the language.

The smaller forms into which a larger form may be analyzed are its constituents, and the larger form is a construction. For example, the phrase "poor John" is a construction analyzable into, or composed of, the constituents "poor" and "John." Because there is no intermediate unit of which "poor" and "John" are constituents that is itself a constituent of the construction "poor John," the forms "poor" and "John" may be described not only as constituents but also as immediate constituents of "poor John." Similarly, the phrase "lost his watch" is composed of three word forms—"lost," "his," and "watch"—all of which may be described as constituents of the construction. Not all

of them, however, are its immediate constituents. The forms "his" and "watch" combine to make the intermediate construction "his watch"; it is this intermediate unit that combines with "lost" to form the larger phrase "lost his watch." The immediate constituents of "lost his watch" are "lost" and "his watch"; the immediate constituents of "his watch" are the forms "his" and "watch." By the constituent structure of a phrase or sentence is meant the hierarchical organization of the smallest forms of which it is composed (its ultimate constituents) into layers of successively more inclusive units. Viewed in this way, the sentence "Poor John lost his watch" is more than simply a sequence of five word forms associated with a particular intonation pattern. It is analyzable into the immediate constituents "poor John" and "lost his watch," and each of these phrases is analyzable into its own immediate constituents and so on, until, at the last stage of the analysis, the ultimate constituents of the sentence are reached. The constituent structure of the whole sentence is represented by means of a tree diagram in Figure 1.



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Figure 1: The constituent structure of a simple sentence (see text).

Each form, whether it is simple or composite, belongs to a certain form class. Using arbitrarily selected letters to denote the form classes of English, "poor" may be a member of the form class A, "John" of the class B, "lost" of the class C, "his" of the class D, and "watch" of the class E. Because "poor John" is syntactically equivalent to (i.e., substitutable for) "John," it is to be classified as a member of A. So too, it can be assumed, is "his watch." In the case of "lost his watch" there is a problem. There are very many forms—including "lost," "ate," and "stole"—that can occur, as here, in constructions with a member of B and can also occur alone; for example, "lost" is substitutable for "stole the money," as "stole" is substitutable for either or for "lost his watch." This being so, one might decide to classify constructions like "lost his watch" as members of C. On the other hand, there are forms that—though they are substitutable for "lost," "ate," "stole," and so on when these forms occur alone—cannot be used in combination with a following member of B (*compare* "died," "existed"); and there are forms that, though they may be used in combination with a following member of B, cannot occur alone (*compare* "enjoyed"). The question is whether one respects the traditional distinction between transitive and intransitive verb forms. It may be decided, then, that "lost," "stole," "ate" and so forth belong to one class, C (the class to which "enjoyed" belongs), when they occur "transitively" (i.e., with a following member of B as their object) but to a different class, F (the class to which "died" belongs), when they occur "intransitively." Finally, it can be said that the whole sentence "Poor John lost his watch" is a member of the form class G. Thus, the constituent structure not only of "Poor John lost his watch" but of a whole set of English sentences can be represented by means of the tree diagram given in Figure 2. New sentences of the same type can be constructed by substituting actual forms for the class labels.

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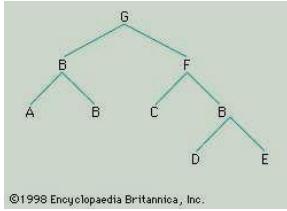
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Figure 2: The constituent structure of a class of simple sentences with arbitrary letters used to represent the form class of each constituent (see text).
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Any construction that belongs to the same form class as at least one of its immediate constituents is described as endocentric; the only endocentric construction in the model sentence above is "poor John." All the other constructions, according to the analysis, are exocentric. This is clear from the fact that in Figure 2 the letters at the nodes above every phrase other than the phrase $A + B$ (i.e., "poor John," "old Harry," and so on) are different from any of the letters at the ends of the lower branches connected directly to these nodes. For example, the phrase $D + E$ (i.e., "his watch," "the money," and so forth) has immediately above it a node labelled B , rather than either D or E . Endocentric constructions fall into two types: subordinating and coordinating. If attention is confined, for simplicity, to constructions composed of no more than two immediate constituents, it can be said that subordinating constructions are those in which only one immediate constituent is of the same form class as the whole construction, whereas coordinating constructions are those in which both constituents are of the same form class as the whole construction. In a subordinating construction (e.g., "poor John"), the constituent that is syntactically equivalent to the whole construction is described as the head, and its partner is described as the modifier: thus, in "poor John," the form "John" is the head, and "poor" is its modifier. An example of a coordinating construction is "men and women," in which, it may be assumed, the immediate constituents are the word "men" and the word "women," each of which is syntactically equivalent to "men and women." (It is here implied that the conjunction "and" is not a constituent, properly so called, but an element that, like the relative order of the constituents, indicates the nature of the construction involved. Not all linguists have held this view.)

One reason for giving theoretical recognition to the notion of constituent is that it helps to account for the ambiguity of certain constructions. A classic example is the phrase "old men and women," which may be interpreted in two different ways according to whether one associates "old" with "men and women" or just with "men." Under the first of the two interpretations, the immediate constituents are "old" and "men and women"; under the second, they are "old men" and "women." The difference in meaning cannot be attributed to any one of the ultimate constituents but results from a difference in the way in which they are associated with one another. Ambiguity of this kind is referred to as syntactic ambiguity. Not all syntactic ambiguity is satisfactorily accounted for in terms of constituent structure.

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Appendix 3: Types and Levels of variation in English

PDF # 3

TYPES and LEVELS of VARIATION in ENGLISH

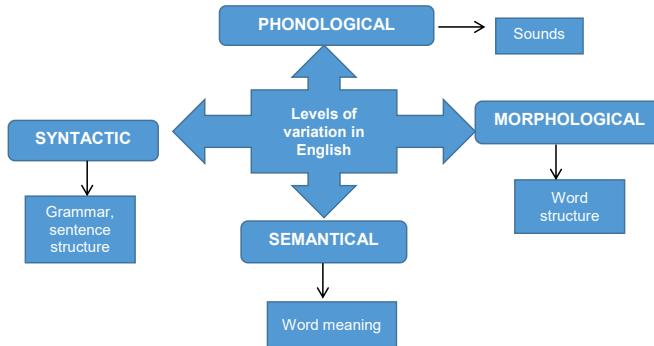


Levels of Variation in English

We can observe variations of English language in some dialects, and New Englishes (varieties of English language spoken by population that considers it as a second language).

Please, consider the following graphic:

Source: _____



To have it clearer, please, read the explanation below:

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PHONOLOGICAL LEVEL

It refers to the changes of the pronunciation of sounds of English language in different world Englishes.

Rhotic and non – rhotic variations (t refers to variation of English that lost the pronunciation of /r/ followed by vowels:
Examples: car star far more

Rhotic accents – retain the post -vocalic /r/ (general American and Canadian accents)

Non- rhotic- /r/ in final position is not pronounced (British English)

Consonant sounds variations:

/w/ is pronounced /v/ in India, Sri Lanka, Philippine, Malaysia wet – vet
/p/, /t/, /k/ are pronounced without aspiration at the beginning of words,
example: pin, take, cake

/l/ and /ll/ sound is not distinguished in most varieties;

/r/ and /l/ lack of distinction in Hong Kong, Singapore, in some East African countries
(example: red – /led/;

In some East African varieties: ship - /sip/;
In India *th*-sound (this, that, thin): / t / or /d/, ex: thin -/tin/ this / dis/

Consonants at the end of words tend to be unreleased (some African countries, Singapore): example: cat/

Many of New Englishes (Singapore, India, Africa) **distinguish minimally between short and long vowels** as in examples below:

/i/ and /ɪ:/,
/u/ and /ʊ:/,
/a/ and /ɑ:/; sit – seat , staff- stuff , bus, March

In African varieties *schwa* at the end of words is pronounced as a full sound, example:
Matter - /mataɪ/

Diphthongs tend to be shorter (India, Malaysia, Africa):

examples: take - /tek/: /eɪ/ - /e/,
coat / Ko:t/

**SYNTACTIC LEVEL (grammar)**

It refers to the change in the rules for structures. Syntactic change affects grammar in its morphological and syntactic aspects. As a result of spread of English around the world, and due to a contact with another languages, some variations are also observed at a grammatical level. Among them could be mentioned the following changes:

- loss of endings, emphasis on prepositions, increase in the importance of word order.

Example: Mary always prefers limes to oranges. vs Mary has always preferred limes to oranges

- a tendency not to mark nouns for plural (India, Jamaica, Philippines)

Examples: Up to 12 year of schooling (India)
They know all four dialect (Jamaica)
Mathematics is only one of the subject (Philippines)

(Note: In Ecuador low social class speakers may omit morpheme – s for plural: no plural for *dollar*)

- change in the use of quantifiers :

Examples: Don't eat *so much* sweets (Singapore)
Some few fishermen may be seen (West Africa)

- change in the use of pronouns:

Examples: When I first met my husband, *she* was a student (West Africa) ; My mother, *he* live in the village (Malaysia)

- change of word order: the rules of syntax are broken.

Examples: A two-hour exciting display (Ghana)
Dis two last years (Papua New Guinea)

- omission of morpheme – s in 3rd person singular

Examples: She *drink* milk (Singapore, Philippines)
Every microcosm *consist* of many cells (India)

- limited marking of verbs for the past tense

Examples: I *learn* French privately (Hong Kong)
My wife *she pass* her Cambridge/ Singapore)

- tendency to use an aspect system rather than tense system

Examples: I still eat (I am /was eating) – Malaysian English
I have worked there in 1960 (Indian English)

- tendency to extend the use of be + verb + - ing constructions for stative verbs

Examples: She is knowing her science well (East African English)
He is having two houses (Indian English)

- simplification of questions and omission of it :

Examples: Is OK, Is nice food (in African English)



fan- fanatic; dorm - dormitory; bus- autobus;
compare with similar phenomenon in Spanish language : licen- licenciado, doc-
doctor. As a morphological change , we can also mention addition of new suffixes: - gate
(Watergate, Irangate).

SEMANTIC CHANGE

It refers to the change of word meaning

Meaning of words can be **broadened** (extended) or **narrowed**.

For example, much time ago the word *girl* was used to refer to youngster of either sex; nowadays it has just one meaning: a young female. This is an example of **narrowed meaning** (from general, broader meaning to a shortened, specific).

When an ordinary lexical item takes a special meaning in addition to its original general meaning, we refer to the creation of a word by means of **narrowing**. With this regard can also be mentioned such words like *gay*, *silly*, *weed*; today all these words lost their primary meaning and have different connotation.

Broadening (extension) of meaning is a reversed process. In recent years, there has been a tendency to use items already present in the lexicon as names for new product, as for example, *Kleenex*, *thermos*, *soda*. Most people nowadays may refer to any cleaning towels by using the term *Kleenex*. *Thermos* is referred as a particular vacuum bottle, however, these days, this word can be applied for any empty recipient to store or carry liquid. Needless to say that today we say *soda* when refer to any non-alcoholic beverage. These are just some examples of broadened meaning of lexical items.

Some words may disappear and appear new ones. These words are known as *archaisms* and *neologisms* accordingly.

To illustrate it, consider this example: the word *prevent* has an archaic meaning of "precede", today it means "hinder." Words like *thy*, *thee*, *brethren* represent archaic words, and not are used in modern English anymore. These are examples of archaisms. I am sure that you can provide a lot of words that are considered *neologisms*- just recall all the words related to computers and new technological / electronic gadgets and devices.

Semantic change also depends on Sociocultural changes – changes in culture that lead to changes in language, and vice versa, changes in a language that lead to changes in culture.

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7. Study Resources

What is linguistics ? Linguistics field overview

The image shows the cover page of a document. In the top left corner, there is the logo of UTPL (Universidad Católica de Doña) and the text "UTPL La Universidad Católica de Doña". The background is dark blue with a light blue circular pattern. A yellow rectangular box contains the title "What is linguistics ? Linguistics field overview". In the bottom left corner, there is a note: "Elaborado: M.S. Nina Nesterenko nnesterenko@utpl.edu.ec". In the bottom right corner, there is a yellow square with the text "soy+ utpl".

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Welcome
to
my class

Introduction to Linguistics

Unit 1: The Field of Linguistics

1.1. WHAT IS LINGUISTICS ? Linguistics field overview



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What is Linguistics ?

Linguistics is a comparatively new science, or new, at least, in the form it has taken in recent years. (1950s)

**LINGUISTICS - THE STUDY
OF LANGUAGE IN GENERAL
OR SOME PARTICULAR
LANGUAGE(S)**



- <https://www.youtube.com/watch?v=bzz1pFWAtMo> (WHAT IS LINGUISTICS?)
- <https://www.youtube.com/watch?v=bzz1pFWAtMo> (What is Linguistics) not?

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Linguistics Answers these questions:



- What is language?
- How does language work?
- What do all human languages have in common?
- What are language variations ?
- How and why human languages differ from animal communication?
- How does a child learn language?
- Why do languages change?
- How are social class differences reflected in language use?
- What exactly do we know when we know a language?
- How is this knowledge acquired?
- how is such knowledge used?

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What is Linguistics?



It is the study of human language in all its aspects including: its **structure**, its **diversity**, how it **changes and evolves**, how people **learn and make use of it** to communicate, and how it is implicated in relations of power.

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I texto aqui



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LINGUISTICS:

- Provides a methodology for exploring the structure of particular languages;
- investigates what is universal to all human languages;
- studies how language varies over time and between different societies;
- analyzes how language is learnt and how it is used for human communication, how and why languages change, "die" or "are born" . . .

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What is Linguistics ?

It is the study of a particular language and its relationship to other languages.



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What is Linguistics ?

It's a scientific study of language.



Its goal is



describe the varieties of languages and explain
the unconscious knowledge all speakers have of
their language

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What is Linguistics ?

Linguistics is a science that studies languages and has some subfields:

PHONETICS - it deals with the sounds of language, how they are produced

PHONOLOGY – it deals with how the sounds are organized

MORPHOLOGY – it deals with how sounds are put together to form

words, and everything related to word

formation

SYNTAX – it deals with how sentences are formed

SEMANTICS – it deals with the meaning of words, sentences, and texts

PRAGMATICS –studies how people comprehend and produce a communicative act or speech act in a concrete speech situation

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LINGUISTICS

EDUCATION



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To sum up, **LINGUISTICS**:

It is the science of language, including such branches as phonetics, phonology, morphology, syntax, and semantics.



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Linguistics :

- It is the study of language in general, from a scientific point of view.
- It seeks to understand the nature of language as a universal human faculty and means of communication.
- It asks questions : *How is language structured? What features are necessary parts of any language? In what ways can languages differ? How are meanings encoded in words? How are words put together in sentences? How do languages reflect the culture of their speakers? How do languages change through time?*

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**Thank
You**

Have a nice day!

To be
continued.....

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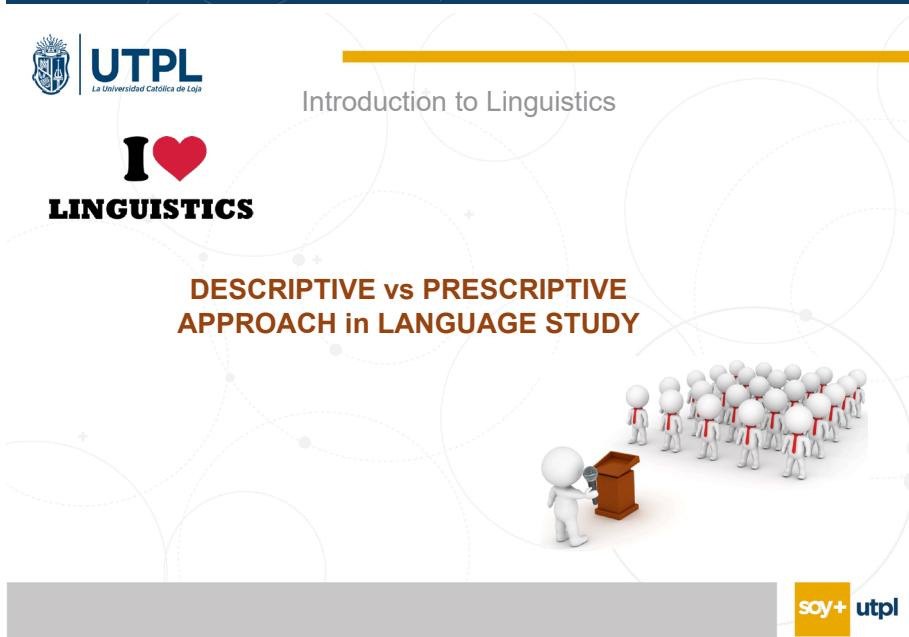
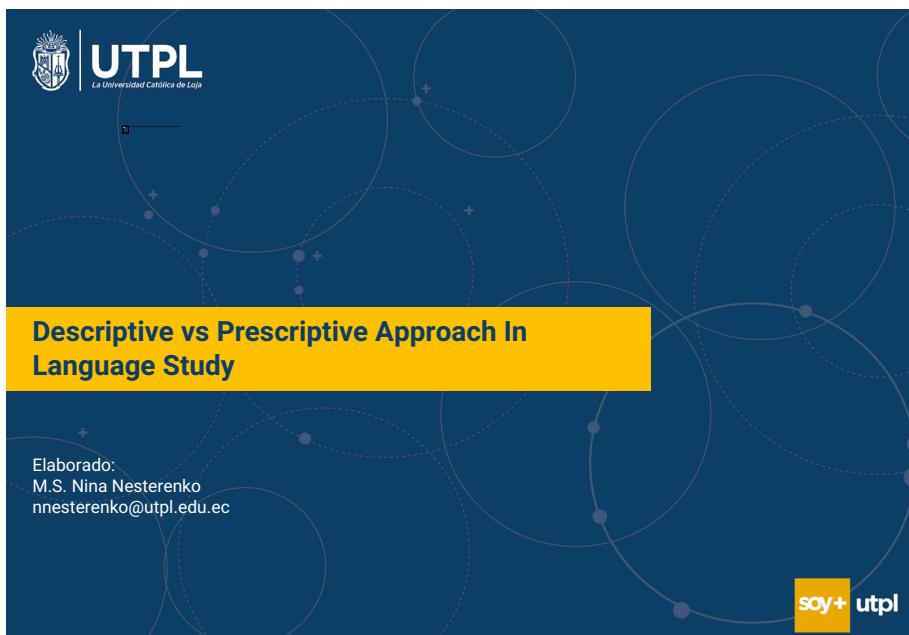
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Approaches to language: Prescribing and Describing



states what is considered right and wrong in language

Ex: "Using particle to after modal verbs is wrong".



describes facts

Ex: "There are three grammar tenses in Russian language: present, past and future". There are definite and indefinite articles in English



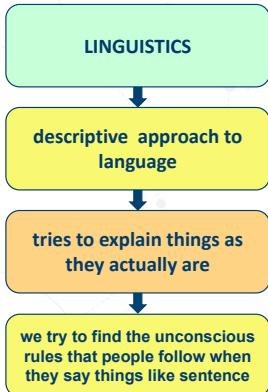
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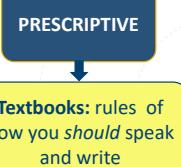
Approaches to language Learning.

Describing



and

Prescribing



Difference between these approaches is in focus:
scientific study vs teaching

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Prescribing and describing

PRESCRIBING – HOW and WHAT TO DO



Be clear about
what you mean

Prescription deals with variety or manner of speaking of a language

Prescription can apply to most aspects of language: spelling, grammar, semantics, and pronunciation



P. refers to HOW language should be used.

It may imply a view that some forms are incorrect, improper, illogical, lack communicative effect, or are of low aesthetic value (non standard)

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Prescribing and describing

Prescription / prescriptive rules (rules of grammar)- teach people HOW they **SHOULD** speak or write according to established standards.



RULES:

1. **Modals verbs do not change**
She **CAN** speak / He **MUST** go
2. **No particle to is used with modals**
Wrong: She can **TO** play the piano
3. **Do not use double negation**
Wrong: I don't do nothing
4. **Splitting infinitives is wrong**
Wrong: I like to much read.



Your examples of rules?

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Prescribing and describing

Describing
(**Descriptive Linguistics**)
observes and records
(describes)
how language is actually used.



Prescriptive grammar
categorizes certain language
uses as acceptable or not
acceptable, or incorrect.

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Prescribing and describing

The main aims of linguistic prescription are

for specific purposes: what
style and register is appropriate

to specify standard
language forms
either generally
(what is Standard English?)

to formulate styles
and registers in such
a way as to make
them easily taught or
learned

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Prescribing and describing

DESCRIPTION / DESCRIPTIVE grammar describes what native speakers do when they speak their native language.



Ex: **Contractions** are proper for informal spoken language: I'm / She's / ain't

Ex: **Reductions** are met in rapid informal speech: Wanna, hafta, 'cuz, kinda



Description: describes dialects, language variations

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Reduction

DESCRIPTION: Spoken English is full of reduced forms:

Ex. wanna, hafta, 'cuz, and kinda.

DESCRIPTION: These reduced forms are one aspect of AmE "connected speech."

I don't hafta go
but I kinda
wanna go 'cuz it
sounds like fun!



Your examples of
DESCRIPTION (facts
about English language)?

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Prescribing and describing

Conflict between these approaches.

What Prescriptivists say is not often supported by linguistic data.

Ex: banning double negatives as in I don't want no carrot (it is not correct)



BUT!



"I will **not** budge for no man's pleasure" (Romeo and Juliet by W.Shakespeare).

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Prescribing and describing



To conclude, following certain grammar rules (prescription) provides information about the group to which individuals belong.



Linguistic usage helps gather information about someone (description: correct/incorrect, low status", prestige, etc.)

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Prescribing and describing



WHY and WHICH approach to choose?

ADULT learners

want someone to tell them how to speak, (to follow prescribed particular set of rules), and expect a teacher or book to provide those rules

Prescription can only occur **after the language has been described**, and good prescription depends on adequate description, in order to TEACH CORRECT THINGS ABOUT LANGUAGE

linguists would describe the rules of a language, and pedagogues would use those descriptions to make textbooks to teach language learners.

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Prescribing and describing

To SUM UP, Prescribing

- How language should be used
- Includes grammar rules
- Applies for spoken, written language, pronunciation

Describing

Registers and describes language variations, dialects, styles, and language particularities in general



- http://www.youtube.com/watch?v=ukYRvOQw_B4 Prescriptive vs Descriptive grammar
- https://www.youtube.com/watch?v=eFIBwBwL_iU

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Suggested web links

ARTICLES:

- ✓ <https://caxton1485.wordpress.com/archive/2010-2/descriptive-and-prescriptive-approaches-to-language/>
- ✓ <http://www.polysyllabic.com/?q=navigating/intro/prescriptive>
- ✓ <http://www.sil.org/language-assessment/language-variationhttp://jottify.com/works/standard-and-non-standard-variants-of-the-english-language/>
- ✓ <https://caxton1485.wordpress.com/archive/2010-2/descriptive-and-prescriptive-approaches-to-language/> <http://www.polysyllabic.com/?q=navigating/intro/prescriptive>

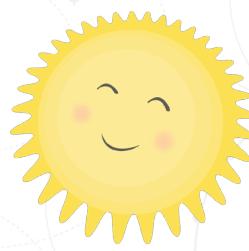
VIDEOS:

- ✓ <http://www.youtube.com/watch?v=0opkSG0mfBQ> (restricted vs elaborated code)
- ✓ http://www.youtube.com/watch?v=ukYRvOQw_B4
- ✓ https://www.youtube.com/watch?v=eFIBwBwL_iU (Prescriptive vs Descriptive grammar)

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**Thank
You**



Have a nice day!

To be
continued.....

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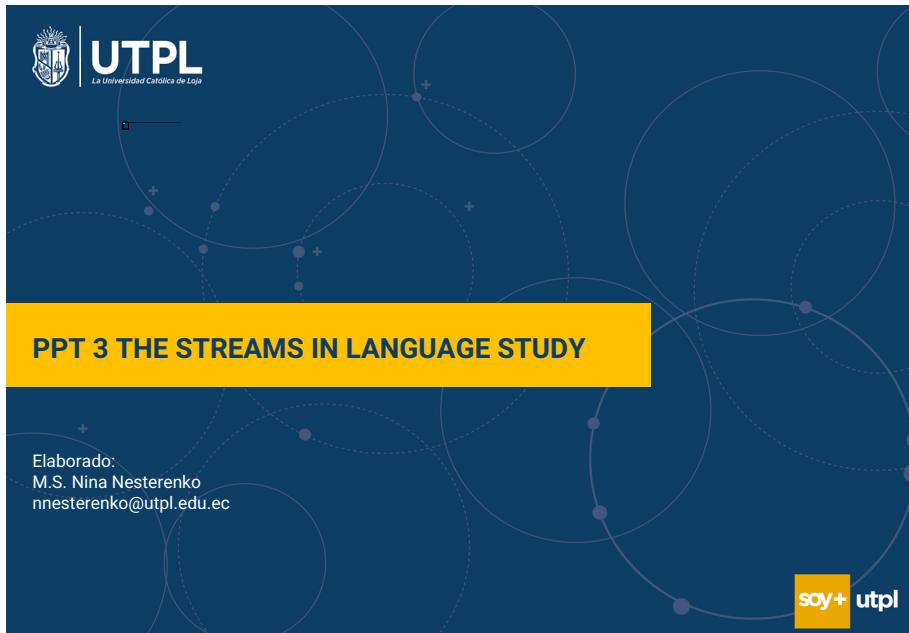
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The streams in language study



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THE STUDY OF LANGUAGE

- Is language itself a simple phenomenon?
- Do we know everything about language?



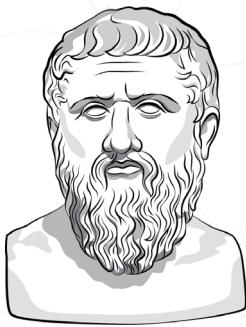
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THE STUDY OF LANGUAGE: HISTORICAL OVERVIEW

Interest in languages and language teaching / learning has a long history.



Ancient Greeks
Plato and *Aristotle*
contributed to the
design of a curriculum
beginning with “good
writing” (*grammar*),
“effective discourse”
(*rhetoric*) and
development of
dialectic to promote a
philosophical
approach
to life.



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The study of Language

The scientific study of human speech:

When and Where:

late in the XVIII- early XIX century, Europe.

HOW: Comparison of the languages which belong to the great Indo-European family:

Latin, Greek, Sanskrit,
Celtic, Slavic,
Germanic, and some others

Result

how languages change, how they related to each other, how they influence one another



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Historical Perspectives

History of languages of great cultural carry:

Greek, Latin, Sanskrit, Arabic, Chinese.



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ORIGIN of LANGUAGE

Ancient philosophers

- Languages are alive organisms (gain space in the world)
- Languages are a muscular activity
- Ability to speak is a natural activity, similar to ability to breath,
- walk, see, etc.



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LANGUAGE and SOUNDS

How did languages appear?

imitation of the sounds of nature, of feelings
(ONOMATOPOEIYA, to express pain, joy, fear, etc.)



Human beings learned to use words to name objects, animals, surroundings, to communicate with gods, use language as a vehicle to communicate thoughts.

People endowed words with magic qualities – to call the rain or to lay curses upon the enemies.

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Origin of Language

1. Ancient Greeks theory

1. Language appeared by itself, without interaction of laws of nature
2. "Animal" origin of language – imitation of the sounds of nature and animals, as basis for human language formation
3. According to mutual agreement of all people



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Streams in Language Study: Ancient Greek Theory

- A philosophical concern around the issues of regularity of language. Some scholars maintained that language was systematic and regular - if language were not regular, it wouldn't be possible for a human to learn it. (Exceptions - irregularities)



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Streams in Language Study

2. Sophists (5th cent. BC, Greece)

Sophists- noun (Greek) σοφία (sophia), meaning "skilled" or "wise" (sophos).

Traveling professional teachers/intellectuals in Ancient Greece and later in Roman Empire.

Topics included rhetoric, politics, grammar, etymology, history, physics, and mathematics.

Professional orators / Sophists: Protagoras, Dion Chrysostom, Herodes Atticus, Aristides, Lucian, and Socrates (Socrates accepted no fee)



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Streams in Language study: Sophists (5th cent. BC, Greece)

Descriptive approach of language - the interest was on the linguistic form rather than on meaning (for students of rhetoric)

A few sophists claimed that they could find the answers to all questions. Many sophists taught their skills for a price.

S. taught ability to influence people in political gatherings through rhetorical persuasion



S. taught courses in various subjects, speculated about the nature of language and culture and employed *rhetoric* (art of speaking well) to impress or persuade an audience . Later- negative connotation, "tricky", "sophisticated"). The term *sophistry* : the deliberate use of fallacious reasoning, intellectual charlatanism

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Streams in Language study: 3. Roman Grammarians

Descriptive approach of language - the interest was on the linguistic form rather than on meaning (for students of rhetoric)

Roman grammarians were interested both in the literature (*historical literary criticism*) and in the history and structure of the Latin language, and thus, grammar was a broader study than the word implies in contemporary English.

The discipline of grammar developed together with rhetoric during the Hellenistic and Roman periods

Grammar schools provided training necessary for a student before he entered a school of rhetoric.



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Roman Grammarians

The most famous Roman grammarian: Aelius Donatus, (IV th Century after Christ): the Latin grammar Ars Grammatica, basic grammatical texts for the Middle Ages.

(Ars Minor, a shorter version) covered only the eight parts of speech, was the first book to be printed in the 15th century)

Scholars concentrated on written language (literature).

Lasted approximately 1000 years.

- syntax and semantics
- the terms vocabulum and verbum



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Streams in Language Study: 4. ***MODISTAE (13th -14thcent)***

Speculative grammarians - were the members of a school of grammarian philosophy known as Modism (France, Germany, Britain, Denmark)

They tried to explain why languages consist of system of rules and forms.

The study was based on a theory of 'modes' of meaning in language:

- modes of understanding* (modi intelligendi), and
- modes of being* (modi essendi),
- modes of signifying* (modi significandi).

To the Modistae, the various parts of speech were viewed as representing reality in terms of these modes.

The explanations were based on the relationships between language, thought, and universe:
thoughts and knowledge are determined by the universe and the language is a reflection of thought;
therefore, *language is rule-governed*.



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USEFUL LINKS

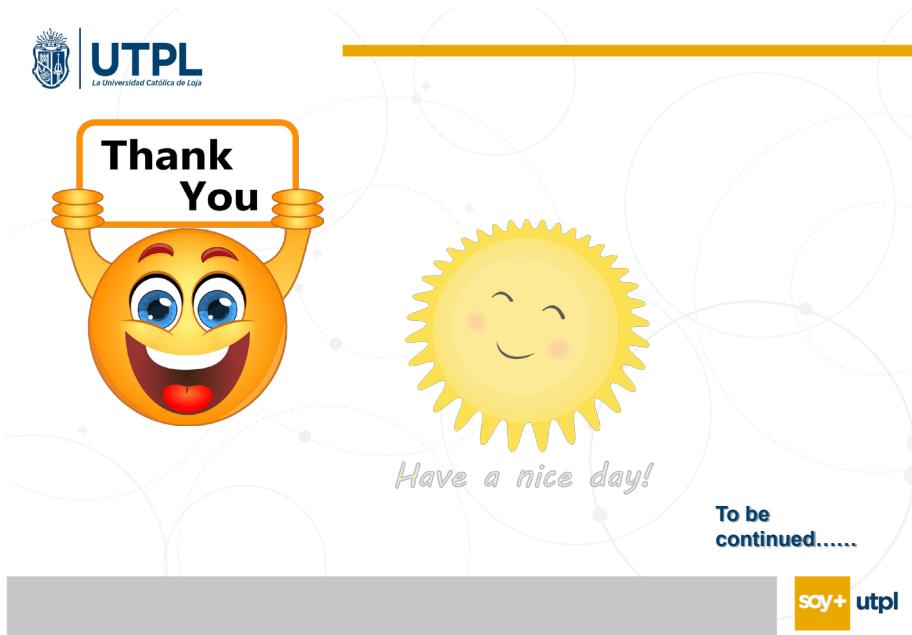
The history of language study

<http://www.iep.utm.edu/sophists/>
<http://plato.stanford.edu/entries/sophists/>
<https://www.iep.utm.edu/sophists/>

<https://www.britannica.com/biography/Aelius-Donatus> (Roman Grammarians)
<https://www.0wikizero.com/index.php?q=aHR0cHM6Ly9Ibi53aWtpcGVkaWEub3JnL3dpa2kvTW9kaXN0YWU> (MODISTAE)

<https://aryamccarthy.github.io/campbell1998historical/> Linguistic correspondences

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KNOWING A LANGUAGE: Language as a SYSTEM.

PPT 4 KNOWING A LANGUAGE: Language as a SYSTEM.

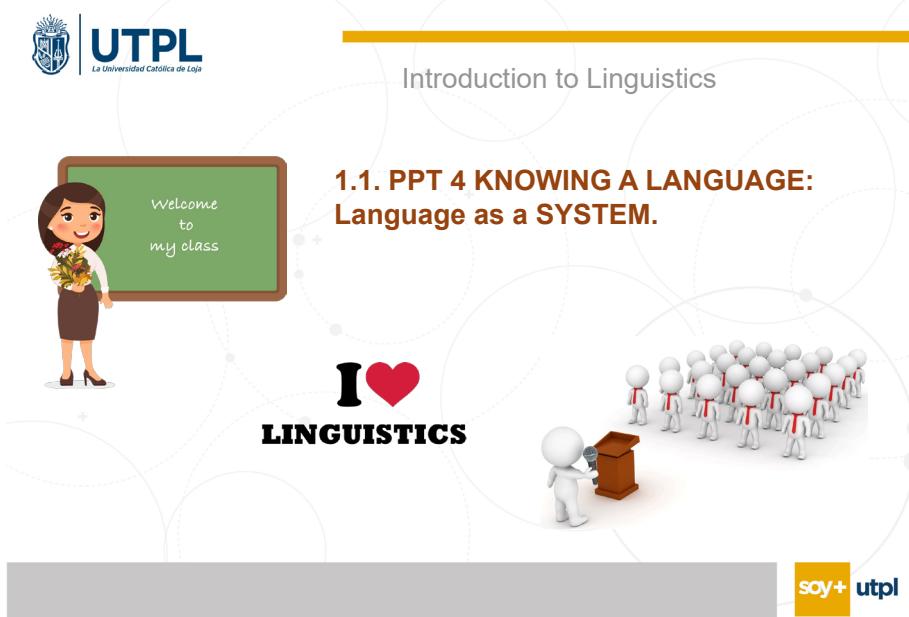
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Introduction to Linguistics

1.1. PPT 4 KNOWING A LANGUAGE: Language as a SYSTEM.



Welcome to my class

I ❤ LINGUISTICS

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Language

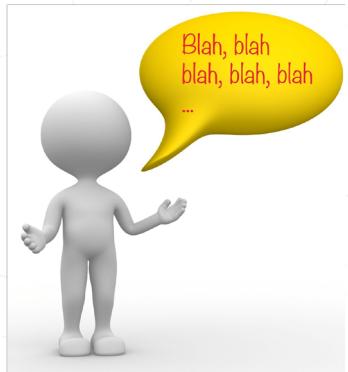
No community may live without language



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Why do we need language?



- ✓ For communication
- ✓ For transmission of knowledge
- ✓ For conveying information and facts
- ✓ For ceremonial purposes
- ✓ To influence people (orders, commands)
- ✓ To self-express
- ✓ To express emotions and feelings
- ✓ To form thoughts
- ✓ To.....YOUR IDEA?

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Knowing a Language

What does it mean? Grammar? Vocabulary?
Discourse? Body language ? Or all of the above?



"Language": correctness,
appropriateness, discourse
elements , gesticulations, intonation,
accents, dialects.....

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What is language?



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Language is

A system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thoughts and feelings .



Any means of expressing or communicating, as gestures, signs (traffic symbology, or nonverbal communication (body language)

The particular form or manner of selecting and combining words characteristic of a person, group, or profession

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Language is

A special set of symbols, letters, numerals, rules, grammar sets, etc, used for the transmission of information: the written representation of such system



شیوه‌ی ارائه مفهومی زبان
Fómhar Jesen 秋
Sonbahar Jesen Ruduo 가을 Otoño
ବୁନ୍ଦ ମେହର୍ବାନ୍ଧୁର୍ବାନ୍ଧୁ
الخريف Høst 가을 Otoño
Efteråret jesen Autumn Herbst
Podzim jesień Tardor Gada rudeni
秋季 jesen אַתָּה
秋季 jesen ຂົງໝາຍເຊົ້າ ຂົງໝາຍເຊົ້າ

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All the vocal sounds, words, and ways of combining them common to a particular nation, tribe, or other speech community

Human speech



The particular form or manner of selecting and combining words characteristic of a person, group, or profession

Form or style of expression in words



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LANGUAGE is a mental phenomenon

Language is KNOWLEDGE about sounds, meaning, and grammar

Language is best described in terms of grammar, a system of rules.

For a communication system to be called language, it must have a lexicon and a grammar.



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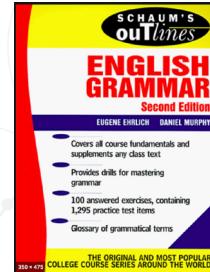
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What is language?

It is a system of elements (words) and rules of phonology, morphology, syntax, and semantics and the study of those elements and rules.

What is the lexicon?

It is a "mental dictionary", the vocabulary that we have stored in our brain



Without these two components it is impossible to use any language.

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LANGUAGE FEATURES and FUNCTIONS

Interchangeability

It refers to the exclusively human ability to be a speaker and a hearer at the same time. It does not happen with animal communication system.

Displacement

Ability to speak about things that are not present at the time and place of the utterance. (possibility of talking about future and past events; possible and not possible events, things, etc. (including the capacity to lie).

Specialization

Exclusive human language property. You can perform a speech while doing another activity, such as, for example, driving a car, or washing the dishes.

Discreteness

Language uses discrete differences between speech units. Even if you produce acoustically similar sound, the hearer will perceive either /m/ or /n/ sound.

Cultural Transmission

Not all of the aspects of language are innate. For ex. a child reared in Japan will learn Japanese; and if the same child is reared in France, he/she would have learned French.

Productivity

Language can be used to produce new sentences, the ones that have never been uttered before...

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Why do we need a language?

Types of language functions

ideational: language is used as a vehicle to tell people facts or experiences;

interpersonal: language helps humans maintain personal relationships with each other

textual : language is used for expressing the connections and organization within a text, for example, clarifying, summarizing, signaling the beginning and end of an argument

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LANGUAGE

- Communication system used by a certain group of people
- Dialect or tongue
- The theory and practice of oral expression and communication



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SYSTEM

1. a set of things working together as parts of a mechanism or an interconnecting network.
2. a set of principles or procedures according to which something is done; an organized scheme or method.

Language is made up of systems

A language is a structured system of communication.



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Language and Linguistics

Language → SYSTEM; it is a mental phenomenon.

LANGUAGE as a SYSTEM

Patterns of speech

- grammar rules,
- letters,
- numerals
- Lexis (phrasal verbs, idiomatic expressions, collocations)

PARALINGUISTIC

- Body language
- Facial expression
- Gestures
- Cultural behavioral differences
- Discourse elements

Symbolism

- signs,
 - traffic signs, etc.
- Sound symbolism
- pronunciation patterns
 - Identification of sounds

Prosody

- Rhythm
- Pitch
- Tone
- intonation

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Guess the language! (sound symbolism)

English / Spanish / Russian / German / Swahili / Chinese ?

Zdrojest	vrulk	wessein	quan
Dojd	christiso	glasپ	xiangwa
Ngawa	Xianxi	pozdrov	lation
Drincho	verhtenzerhen	tuque	skrantion
Elaiomba	guarsion	splunchn	ojhdanie
Mbwana	Skaterka	pojdat	djongdon
Salesticho	rojden	charrazo	mirhkengen
slunked	artition	mtareomba	pozdanie

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SYMBOLISM



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To be
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Human vs Animal Communication



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Human vs Animal Communication

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Introduction to Linguistics



Human vs Animal Communication



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Communication

- Language vs Communication
- Types of Language
- Human vs non human communication
- Analyze and explain the statements:
- **LANGUAGE is NOT dependant on hearing or speech**
- **Language as a human universal**



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COMMUNICATION implies **sender** (speaker or writer) and **receiver** (listener or reader).



speaker / writer

oral / written

listener / reader



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Communication presupposes an intention to communicate.

It means that when speakers want to communicate, they already have a plan with specific purposes , and then they perform this plan within the frame of organized speech.

Listeners identify this speech in a specific way (it can be done through questions, commands, declaration, etc.), and then use this interpretation accordingly (for example, by answering a question or performing a command).



Communication vs Language



Communication- behaviour that affects the behavior of others by the transmission of information.

The sent message should be detected first and placed into the **CODE**

CODE
complex pattern of associations of the units of communication system

Purpose:
Detect **internal state:** emotions, feelings, fears, warning, hunger, **external conditions:** danger, attracting attention

DECODE the message:
REACT to it, to the utterances, phrases, and **LANGUAGE** by understanding the reasons that sender encoded it

Human CODE:
LANGUAGE
It has **RULES**

- Sound units
- Meaningful units (words, phrases, sentences)

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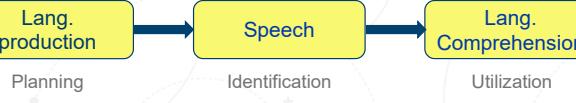
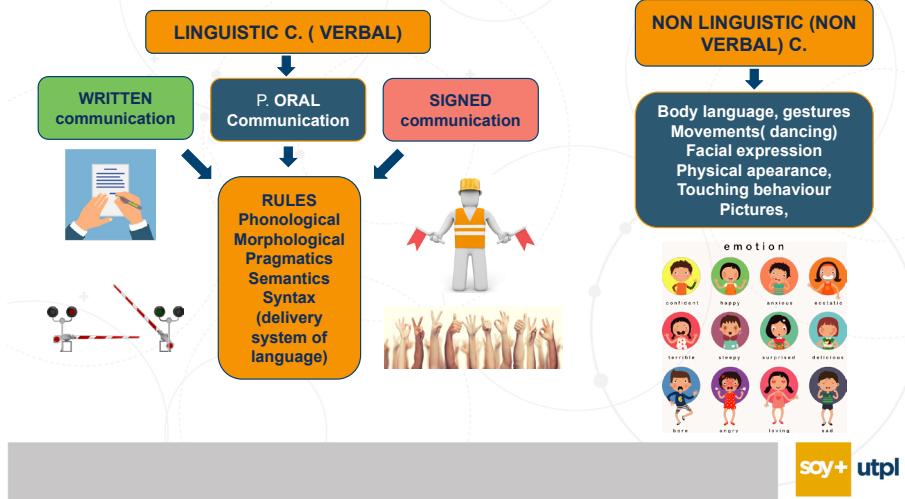
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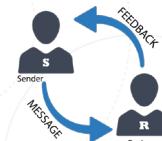
Communication vs Language



All these components are based on a linguistic code.

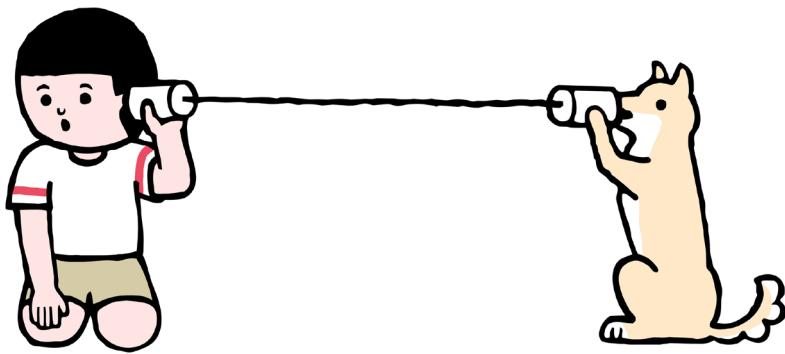
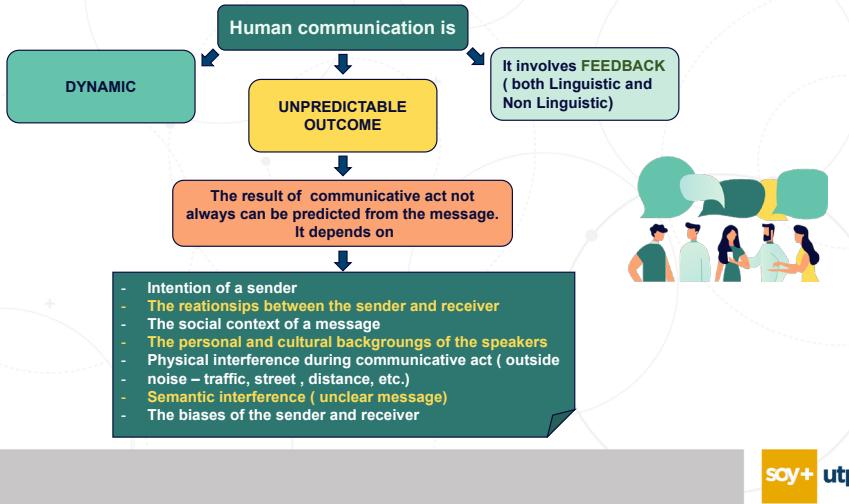
Both listener and speaker must be acquainted with the concrete code; otherwise, verbal communication would be impossible.

Each culture has its own communication code.





The nature of Communication



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Difference between **HUMAN LANGUAGE** & **ANIMAL COMMUNICATION**



ASPECTS TO CONSIDER

- ✓ Characteristics and properties of human language vs animal l.
- ✓ Functions
- ✓ Purpose
- ✓ Ways of transmission of information
- ✓ Mental activity?
- ✓ Learned or innate ?
- ✓ Limitations?
- ✓ Is it a system?

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Differences between human and animal communication

Characteristics and properties of human vs animal language

Humans acquire language culturally
Animals communication is **biological**

Functions of communication

Humans use verbalized expressions, words, special prosody
Animals communicate by sounds that have meanings

Purpose of Communication

Humans: transmission of knowledge , ideas, thought, culture, to self- express, influence, etc.
Animals: purely biological way of survival

Ways of transmission of information

Humans: mass media, radio, TV, SMS, traffic signs, symbology, colours (traffic light), sounds (car horn, for example), orally, in written way, etc.
Animals: limited range of biological sounds necessary for their survival.

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Differences between human and animal communication



Feedback

Humans : provide feedback to the received message, they show their reaction to verbal and nonverbal expressions uttered / displayed by another conversation participant.
It can be done orally, in written way, by using body language and facial expressions, etc.

Feedback

Animals may show they react to external sounds by producing sounds or adopting body movement that express threat, fear, but not verbalized sentences

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Recommended Web Links

- ✓ <https://notesread.com/characteristics-of-human-language/>
- ✓ <https://youtu.be/Li5acAUhKnc>
- ✓ (Human and animal communication)
- ✓ <https://courses.lumenlearning.com/boundless-psychology/chapter/human-language/>
- ✓ <https://owlcation.com/stem/The-difference-between-animal-and-human-communication>
- ✓ Human vs Animal Communication, watch the supporting video What is Language? I Definition and characteristics of language | Characteristics of Language available at:
<https://www.youtube.com/watch?v=SU7XcD9TIGY>
- ✓ Verbal communication, and the fields of Paralanguage and Paralinguistics, with the supporting videos available at:
<https://www.youtube.com/watch?v=PbPHOFwduEg> (Types of Non verbal communication- Paralinguistics)

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Human vs Animal Communication



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PPT 6. Human vs Animal Communication

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Introduction to Linguistics



PPT 6. Human vs Animal Communication



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Components of LANGUAGE (Linguistic Competence)



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PHONOLOGY

Interest in languages and language teaching / learning has a long history.

It is a branch of linguistics. It is an overall description of the sound system of a given language.

- How do languages organize sounds to distinguish different words?
- What sorts of changes do sounds undergo if sequences arise that do not obey the restrictions?
- How are sounds organized into larger constituents (syllables, words, and phrases)?



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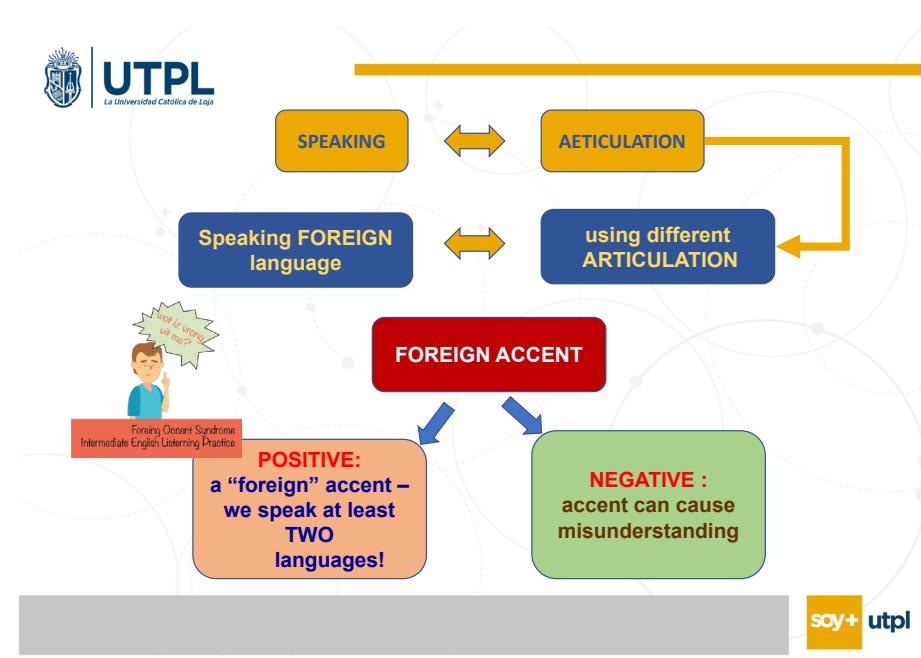
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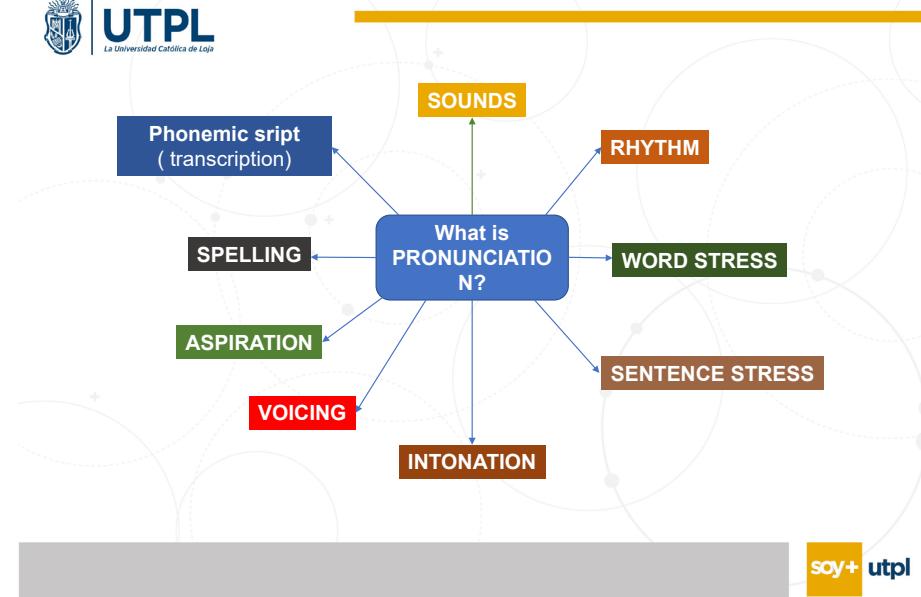
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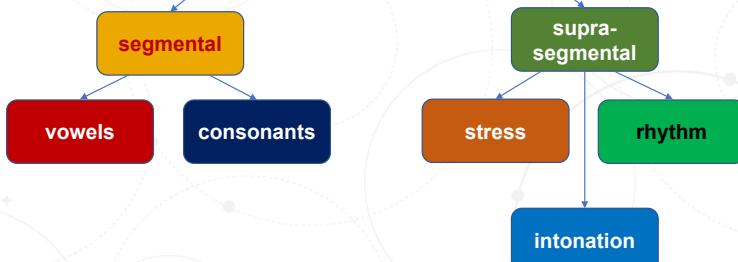
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Phonology: DESCRIPTION OF SPEECH

The main features of pronunciation

Teaching pronunciation consists of two main fields



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SEGMENTAL features of pronunciation

VOWELS and CONSONANTS

In written English, the 26 letters of the alphabet comprise 5 vowels and 21 consonants.



In spoken English, there are 20 vowels and 24 consonants.

Legend:

- VOWELS
- CONSONANTS
- long vowels
- short vowels
- voiced consonants
- unvoiced consonants
- Diphthongs

"It is this discrepancy, of course, which underlies the complexity of English spelling." (David Crystal, *How Language Works*. Overlook Press, 2006)

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Differences between Vowels and Consonants

1. THE PHYSIOLOGICAL DIFFERENCE

2. ACOUSTIC DIFFERENCE

3. ROLE IN THE SYLLABLE

4. VOICING



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Differences between Vowels and Consonants

1. THE PHYSIOLOGICAL DIFFERENCE

It is about the way the sounds are produced



1. Vowels are letters with sounds that are made with no blockage of airflow
2. Consonant letters have sounds that are blocked by the lips or the tongue
3. "Vowel" came from the Latin word "vocalis" which means "speaking," while "consonant" came from a borrowed Latin Word "syphonon" which means "pronounced with"

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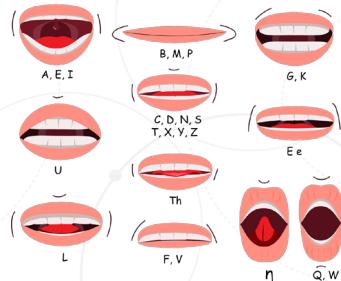


CLASSIFICATION OF VOWELS

LENGTH

TONGUE POSITION

LIPS POSITION



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CONSONANTS ARE SOUNDS THAT

often accompany
vowels in the syllable
Ex: for-ward

have a greater degree of
constriction than vowels.
*/p /, /b/, /k/, /g/, /s/, /f/, /ʃ/, /dʒ/, /tʃ/,
/ð/, /χ/*

are produced with some degree of
air obstruction, ranging from
the complete stoppage of air, as
in the sounds
p, t, k, b, d, g, v, h

to very little air obstruction –
as in the sounds
s, z, ʃ, r, dʒ, ʒ, tʃ
**soul, zeal, shine, rock, jeans,
pleasure, chalk.**

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TABLE OF ENGLISH CONSONANTS

Place of Articulation									
Front → Back									
Manner of Articulation		Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
	Plosive	p b			t d			k g	
	Affricative					tʃ dʒ			
	Fricative	f v	θ ð	s z	ʃ ʒ				h
	Nasal				n			m	
	Lateral				l				
	Approximant	(w)				r j		w	
	Unvoiced phonemes are on shaded background. Voiced phonemes are normal								



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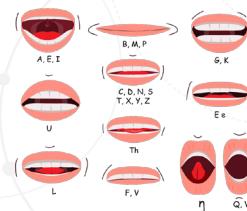


Differences between Vowels and Consonants

2. ACOUSTIC DIFFERENCE

This distinction is present in all languages .

- Vowels are always produced with an open vocal tract and are therefore highly resonant.
- The articulatory properties of vowels differ in several aspects from those of consonants, mainly in the degree of vocal tract opening.
- Consonants are more constricted and therefore have weaker sound.
- Vowels produce longer reaction times than consonants.
- Consonants are less prominent than vowels.



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Differences between Vowels and Consonants

3. ROLE IN THE SYLLABLE

Vowels are usually the centre or nucleus of the syllable; consonants are marginal.

Ex: *dog, sail, book, phone*

A single vowel forms the prominent nucleus of each syllable.

There is only one peak of prominence per syllable and this is nearly always a vowel.

Ex: *pre-si-den-cy*

Syllables usually consist of a vowel surrounded by a number of consonants.

Ex: *re-la-tion-ship*

The consonants form the less prominent spaces between the vowel peaks.



Ir texto aquí



Differences between Vowels and Consonants

4. VOICING

It refers to the activity of the vocal cords.

Voiced sounds will make the throat vibrate

TECHNIQUE TO TEACH VOICING



For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds.

Touch your throats while pronouncing voiced and voiceless sounds to feel vibration with the voiced sounds only.

- ▢ <https://www.youtube.com/watch?v=XNrloK1KA0c> English Pronunciation - voiced & voiceless English sounds



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VOICING

Examples:
belief - believe
get - cat
wet - pet
rock - sock



All vowel sounds are voiced



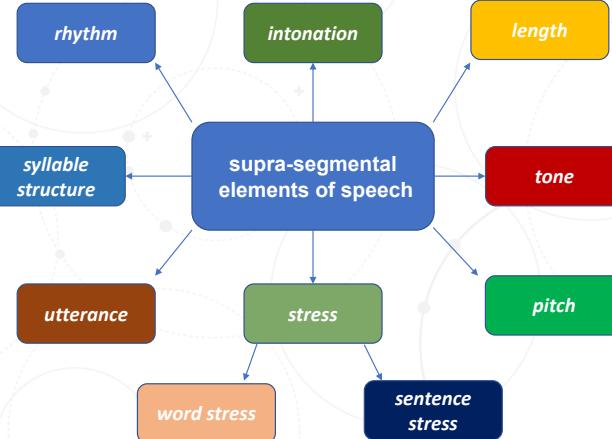
Your examples?

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supra-segmental elements of speech



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PHONEMES

Phonemes are considered the basic unit of phonology.
The word *phoneme* is of Greek origin that means **sound**.

Phonemes are speech sounds as they are perceived, that is to say, it is pronunciation

"A phoneme is a perceived unit of language that signals a difference in meaning when contrasted to another". Phonemes are distinctive in a language.
Ex: identify minimal pairs such as 'tin' and 'bin'.

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PHONEMES

The phone connection

accents: difficulty in understanding a foreigner speaking your native language



- <https://www.youtube.com/watch?v=dwFvD5Cv9n8>
- <https://www.youtube.com/watch?v=uY3cjdx7sg>

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PHONEME

SOUND

IMPORTANT

**DO NOT CONFUSE
LETTER and PHONEME!**

Example : A – letter ; phonemes are:

take /eɪ/,
map /æ/,
tall /ɔ/,
star /a:/



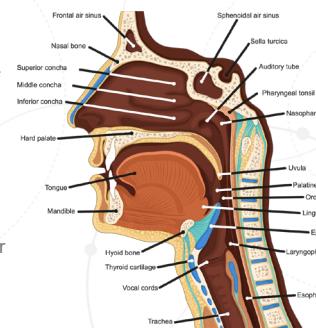
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The Physiology of Pronunciation *Human Speech Apparatus*

1. **The RESPIRATORY apparatus** (lungs) – provides the air which is used in the production of most speech sounds.
2. **The LARYNX** (vocal cords) – generates most of the energy in speech sounds.
3. **The SUPRAGLOTTAL CAVITIES** (mouth, pharynx, nasal cavity), which act as resonators for the laryngeal tone.



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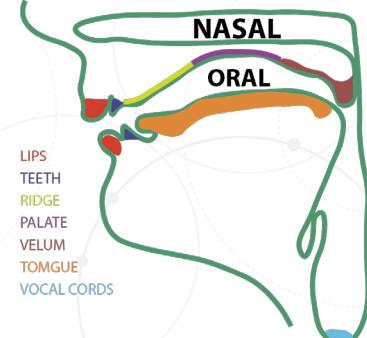
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The Physiology of Pronunciation

According to their functions, the organs of speech are sub-divided into:

ARTICULATORS and

PLACES (POINTS) OF ARTICULATION.

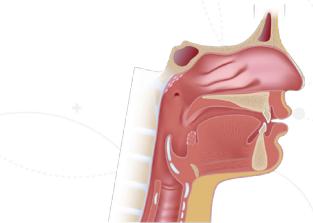
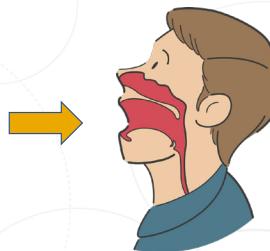


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The articulators are **movable parts** of the vocal tract. They are organs or parts of organs that produce speech.



Places of articulation are **POINTS** or parts of the vocal tract, **some of them are NOT movable organs of speech**

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The PLACES (points) of Articulation

The PLACES (points) of Articulation - place in the vocal tract where there is the greatest degree of air obstruction

Upper lip	Initial sounds like <i>pill, bill</i>
Upper front teeth and lower lip	Initial sounds like <i>fan, van</i>
Lower front teeth, with the tip of tongue as articulator.	As in words like <i>think, thank, this, those</i> .
Alveolar ridge, located behind the upper front teeth.	Initial sounds in the words like <i>ten, den, let, chin</i> .

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PHONETICS

The study of the sounds of Speech is divided into the disciplines of phonetics and phonology.

- studies speech sounds as physical objects. It is an empirical science based on the observation of facts
- studies human speech sounds, how these sounds are produced and methods for their classification.
- it is concerned with the human sound-producing capacity and analyzes the whole range of possible speech sounds

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PHONETICS



- How are speech sounds made?
- How many different sounds do languages use?
- How does sound travel through the air?
- How can we measure speech?

Phonetics is the study of speech sounds, their physical properties, the way they are received and decoded by the brain, and the way they are produced.(Rowe, 2009)

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Phonetics and REFORM MOVEMENT

Late 19th century, there was a general movement in linguistics and phonetics for strong changes to how languages were taught.

International Phonetic Association (1886) founded by phoneticians such as Henry Sweet, Wilhem Viëtor, and Paul Passy

Creation of International Phonetic Alphabet (IPA) – to describe and analyze the soundsystems of world languages

<https://www.youtube.com/watch?v=jyDjve9xGik>

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Changes in teaching as a result of REFORM MOVEMENT

Internation Phonetic Association(1880)

Creation of the International Phonetic Alphabet (IPA)

Learning should happen in context. (A focus on context vs text)

New principles of Language Teaching.

The key idea was the need to teach language from SIMPLE TO COMPLEX

The focus on the spoken language.
Shift from reading and writing to speaking/listening.

(In contrast with the focus on text used in the Grammar-Translation method.)

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PHONEMIC (Phonetic) TRANSCRIPTION

- It is the visual representation of speech sounds (or phones).
- Phonemic transcription is a representation of phonemic structure of a language.
- The most common type of phonetic transcription uses a phonetic alphabet, e.g., The International Phonetic Alphabet (IPA), based on Latin alphabet, recognized as a standardized representation of the sounds of spoken language.



The IPA is also not universal among dictionaries

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Phonetics

- **Phonetics** is the study of speech sounds and their physiological production and acoustic qualities- DESCRIPTION of sounds in any language
- It is strictly physical.
- Spelling system (transcription-use of signs to represent the different sounds)

Phonology

- Phonology is the study of the sound system in a language and across languages.
- It is the study of the categorical organisation of speech sounds in languages; how speech sounds are organised in the mind and used to convey meaning (It pays attention to the function or meaning of a sound).
- It is a very detailed descriptions of sounds, so each language has its own unique set of symbols (because no two languages use all of the exact same sounds).

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- ❑ <https://www.youtube.com/watch?v=De4iMKxSpqY> (Phonetics vs Phonology)
- ❑ <https://www.youtube.com/watch?v=XTzkT3j9pHI&t=321s> (International Phonetic Alphabet. IPA)
- ❑ <https://www.youtube.com/watch?v=6PSdIctYBsw> (Aspiration)
- ❑ <https://www.youtube.com/watch?v=9wg7UNz5oSQ> (aspiration in English)

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To be
continued.....

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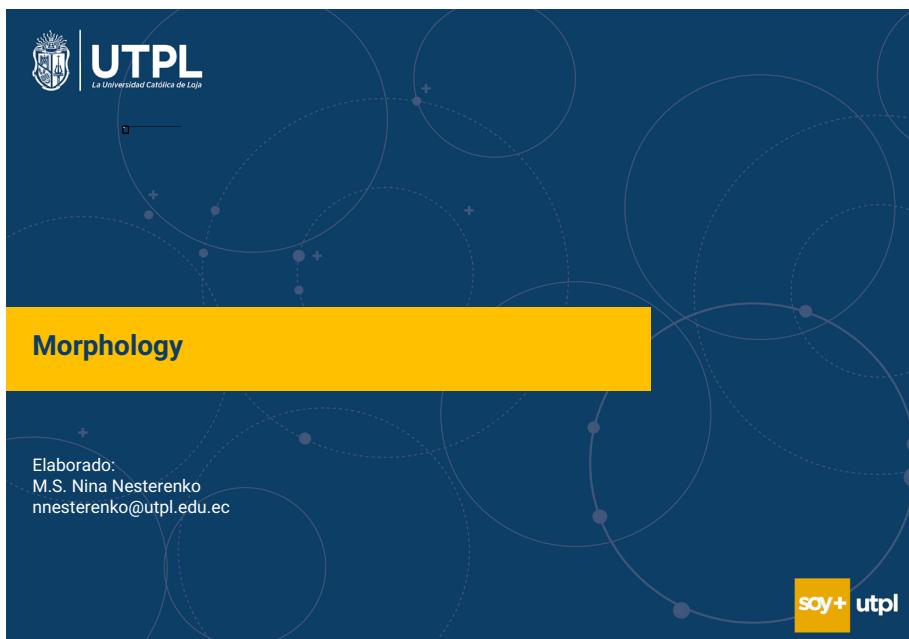
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Components of LANGUAGE (Linguistic Competence)

phonetics

phonology

morphology

syntax

semantics

lexicon



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Morphology

LANGUAGE is an OPEN SYSTEM OF COMMUNICATION

How are words created?

How can word parts change the meaning?

HOME + less BRAIN+ less HEART+ less

PROUD+ly QUICK+ly SLOW+ly

Under+ GROUND under+ WHEIGHT under+ ESTIMATE

Over +TIRED over+ JOYED over + FED (feed)

TEACH +er SING+ er TELL+er LIE+er SELL+er

Un+ BELIEV+ able

AGREE+ment SETTLE+ment STATE+ment

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Morphology and Morphemes

MORPHOLOGY- sub- field of Linguistics.
It is the study of the internal structure and classification of words and their parts.

MORPHEME – the smallest units of meaning.
(Morpheme cannot be broken into smaller units.)
Phoneme is the minimal unit of Phonology
(study of the sound system of a language)
PHONEME has NO meaning.
MORPHEME is MEANINGFUL units of language

The term **morphology** is Greek : *morph-* meaning 'shape, form', and *-ology* - means 'the study of something'.

Morphology – study of how words are constructed out of morphemes
It is the study of the RULES governing the internal structure of words.

Morphemes – the building blocks of morphology

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Morphology: Lexical Categories

Morphology categorizes , or classifies, words according to PARTS OF SPEECH- Or their USAGE or FUNCTION

Verbs: action, or state of being

Ex: work, give, TO BE- I AM a teacher, the day IS sunny

Adverbs: description of action(verb), modify verbs

Ex. Carefully ,noisily, well, often ,usually rarely

Nouns: things , objects, places names

Street, John, cow, car, rice, liberty

Adjectives: characteristics or qualities of nouns or pronouns

anybody, all ,each, this, that, I, you, who

Adjectives: characteristics or qualities of nouns or pronouns

Ex. Good, bad, nice, interesting

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Morphology: Lexical Categories

Prepositions: shows relationship between the object and another word in the sentence location, places

Ex: for (me), on ,at, below, in front of, across, by

Conjunctions- connect words or group of words

Ex: and, or, but, for, so, either..or, neither.. nor, while

Interjections- to express feelings

Ex. Oh, wow, goodness sakes, good heavens, etc.

Determiners

Articles (a/an/the)
Qualifiers- all, many, some

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Types of morphemes

a BOUND m

Derivational- change the meaning or a part of speech of a word

Write- RE+ write; TELL- RE+tell

Inflectional- change grammatical function of a word

Plurals: cat- catS
3rd person sing: sing- singS
Comparative- taller+ ER than
Superlative- bigg+EST
Progressive- sing+ING
Past t.: work+ED
Past participle: eat+EN

a BOUND m

Meaningful unit, it can stand alone

Ex: cat, dog, red

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Types of morphemes

A ROOT

It is a "bulging block" for other words form the basis of new words through the addition of AFFIXES.

Ex: ego-IST-IC
act +ING + OR
MIS-lead; lead+ er
I- legal+ ly
Phobia: fear:/arachnophobia, claustrophobia, hygrophobia)

AFFIX

It can be added to a root

PREFIX

UNDER -GO
INTER-cultural
UN-usual
PRE-teach

SUFFIX

Teach- ER
Tecnic-AL- LY
Econom-Y; econom- ic- ally

Word formation

Words have internal structure: built of even smaller pieces

SIMPLE WORDS:

Don't have internal structure (only consist of one morpheme)
They can't be split into smaller parts which carry meaning or function.

work, build, run, cat, sun, rock, ill

COMPLEX WORDS: Have internal structure (consist of two or more morphemes)

Worker: affix -er added to the root work to form a noun
Smile- smiling

COMPOUND WORDS: consist of two independent units

Ex: laptop, workman, classroom, hairdresser, Ice- cream, babysitter

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Word formation

COMPOUNDING-
creation of a word by
combining more than
one root

Ex:
downpour
crybaby
canopener
sunglasses

ACRONYMS – words
that are formed from the
first letter of more than
one word

Ex. NASA – National
Aeronautics and
Space
Administration

CLIPPING – a deleting a
word section to create a
shortened form

Ex: bus (omnibus),
fan (fanatic) , exam
(examination)
détox (detoxification),
Spanish prof, licen...

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FOREIGN WORD BORROWING- from other languages/cultures

Examples of Borrowings

- ✓ French : vernissage, massage, garage, recipe, route, menu, camouflage, boulevard
- ✓ Italian: solo, piano, costume, paste, allegro, casino
- ✓ Spanish: fiesta, taco, plaza, guitar, pronto, rodeo, mosquito, lasso
- ✓ German: Noodle, Kindergarten, Waltz, cool (kool), Schnitzel, Pretzel
- ✓ Dutch: yacht, cookie, waffle , freight
- ✓ Arabic: sofa, alcohol, mattress, magazine, algebra, alcove, almanac
- ✓ Turkish: yogurt, tulip
- ✓ Chinese: tea (chai)
- ✓ Japanese : tsunami, sushi, kimono
- ✓ Norwegian: sky, ski, skate, skull, skirt
- ✓ Persian: caravan

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Word formation

BLENDING

It is the process of taking two or more words or their parts and combining them

Brunch: breakfast + lunch
Sitcom: situation + comedy
Telethon: televisión + maratón
Eurasia: Europe + Asia

DERIVATION

It is the process of forming a new word by adding a derivational affix to a word

Re- restore
Un- unconscious
Dis- displace
In- inbox
Anti- antiwar
Sub- subculture
-ness- shyness
-able- understandable

Back-Formation

Creation of a new word through the process of analogy by removing an affix from that word

Ex: bus (omnibus), fan (fanatic) , exam (examination)
détox (detoxification).
Spanish prof, licen...

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**Thank
You**



Have a nice day!

To be
continued.....

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Semantics and Pragmatics



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PPT 8 Semantics and Pragmatics

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Introduction to Linguistics

PPT 8 Semantics and Pragmatics



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Language

What it means to mean something?

sense

**extended meaning of a word
that in a context clarifies the
referent**



- Dog is barking.
Your dog is barking.
A dog is a good pet for a family with children

He had steam coming out of his ears! (Angry)



I'M SO HUNGRY,
I COULD EAT YOU

She could eat a horse ! (VERY hungry)

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SEMANTICS

The term **semantics** (from the Greek word for sign) was coined by French linguist **Michel Bréal** (1832-1915), who is commonly regarded as a founder of modern semantics.

SEMANTICS – is the study of the **MEANING** of linguistic expressions (words, phrases , clauses, sentences)

Semantics is the study and analysis of how language is used figuratively and literally to produce meaning.

Semantics seeks to describe how words are used



Syntax vs Semantics

form of an utterance ≠ meaning

"Colorless green ideas sleep furiously!"



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SEMANTICS

Literal meaning, we take concepts at face value.

'Fall began with the turning of the leaves,' we would mean that the season began to change when the leaves turned colors



Figurative meaning utilizes similes and metaphors to represent meaning and convey greater emotion.

'I'm as hungry as a bear' would be a simile and a comparison to show a great need for sustenance.



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SEMANTICS

Connotative Semantic

it represents figurative meaning.
It what the word implies.
Usually poets use this type of meaning in their poetry.

Denotative Semantic

It suggests the exact, or literal, explicit, or dictionary meanings of the words, without using associated meanings.
It also uses symbols in writing that suggest expressions of writers, such as an exclamation mark, quotation mark, apostrophe, colon, or quotation mark.

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SEMANTICS

FUNCTIONS of SEMANTICS

propose exact meanings of words and phrases, and remove confusion, which might lead the readers to believe a word has many possible meanings. It makes a relationship between a word and the sentence through their meanings. Besides, semantics enables the readers to explore a sense of the meaning because, if we remove or change the place of a single word from the sentence, it will change the entire meaning, or else the sentence will become anomalous.

Analyze semantic properties of words

Elements of meaning that make up the mental image of the words in the mind of the speaker

Ex:

Man- male, human, adult

Boy- man, human, child
(difference- individual's age)

Semantic property: maleness and humanness

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SEMANTICS

Semantics also focuses on *The - nyms* words

Hyponymes

Subclass of a more general word

Red- pink, scarlet, orange, hot pink
Tree- maple, birch, pine, oak
Furniture- sofa, chair, table, bed, book-case
Fruit- lemon, orange, apple, kiwi
Kitchen utensils- knife, pan, fork

Synonyms

Words with similar meaning

Harsh - hard ,brutal,cruel, tough
Garrulous- talkative, chatty, mouthy, talky

Antonyms

Words with opposite meaning

Deep - shallow
Harsh - soft
Heavy - light
Garrulous- reserved, closemouthed

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Homonyms (homophones)

Words that sound the same but have different meaning

Two- too
Tale- tail
Flower- flour

Your examples?

SEMANTICS

POLYSEMY

POLY

many

the same word which mani
RELATED meanings

Homophone

homo means

the same

SEMY

meaning

phone means

sound



Polysemous (homographs)

Words that have more than one meaning

- Arms bend at the elbow.
- Germany sells arms to Saudi
- Arabia
- The key broke in the lock.
- The key problem was of quantity
- There are 20 pupils in the class..
- Pupils' size changes according to the brightness of light.

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HOMOPHONES (HOMONYMS) AND HOMOGRAPHHS (POLYSEMOUS)

Homophones (homonyms) are words that sound alike but they have different meanings and different spellings.

see and sea



meat and meet



blue and blew



<https://www.youtube.com/watch?v=G45RQ5b4W78>

<https://www.youtube.com/watch?v=G45RQ5b4W78>

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Homophones (Homonyms)

Hi and high



There and Their



Won and One



Too, Two, and To

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Homographs (Polysemous)

Homographs are words that may or may not sound alike but have the same spelling but a different meaning.

Read and Read



Tire and Tire



Tone and Tone



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Homographs (Polysemous)

bow and **bow**



scale and **scale**



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SEMANTICS

EX: My car is hungry
My toothbrush is jealous

ANOMALOUS
utterances

Words in which the semantic properties do not match

Metaphor- utterances in which two items are symbolically considered to be similar

She has rubi lips and pearl teeth
You are my sunshine
She is an Iron Lady
The Lord is my shepherd
She is the rose, the glory of the day!
I feel like I am on cloud!

Oxymorons
phrases that combine contradictory words (poetry, to evoke emotions)

Idioms –contradiction between the meaning of the parts of utterance and the entire utterance

Sweet sorrow
Sweet revenge
Thunderous silence
Sedentary activity

Sweatheart- beloved person
Shoot the breeze- kill the time
Feeling blue- depression
Couch potato

Cross – cultural misunderstandings

Your examples?

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PRAGMATICS

For a successful communication to take place some other conditions should be present. Not only is knowledge of grammar rules, vocabulary, and pronunciation needed, but other elements of speech act are also involved in communication event (Communicative Competence)



<https://www.youtube.com/watch?v=0xc0KUD1umw>

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PRAGMATICS

Pragmatics

Latin *pragmaticus*

from the GREEK πραγματικός (*pragmatikos*), meaning "fit for action" "deed, act".

The speaker's meaning



It studies :

The study of the meaning in context

The influence of a context on the message

Can you open the window? (ability or request?)
Can you pass me the salt?



What time is it? (real time or hint for being late)

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DISCOURSE ANALYSIS (D.A.) and PRAGMATICS

Discourse Analysis is a branch of linguistics that focuses on language use above and beyond the sentence. It is closely related with PRAGMATICS- word meanings in context



PRAGMATICS

It is a subfield of linguistics. It studies how the transmission of meaning depends not only on the linguistic knowledge (grammar, lexicon, etc.) of the speaker and listener, but also on the context of the utterance

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PRAGMATICS

The ability to understand another speaker's intended meaning and use language effectively in an appropriate context is called *pragmatic competence*.



Anne Barron: "pragmatic competence refers to the knowledge of the linguistic resources available in a given language for realizing particular conversation, knowledge of the sequential aspects of speech acts, knowledge of the appropriate contextual use of the particular language's linguistic resources."

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Concern of Pragmatics

People of different cultures may react to the same situation differently, and choose a certain word or phrase according to their cultural backgrounds .



In some countries it is acceptable to answer to a compliment with "thank you", while in others, a polite silence or compliment "in return" might be more appropriate.

We need Pragmatics

- to use language correctly , and
- to avoid misunderstandings about meanings and to be able to communicate and interact with speaker of other languages more naturally.

Pragmatics also focuses on cultural differences in context during the speech act.



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"The job of **SEMANTICS** is to study the basic, LITERAL meanings of words as considered principally as parts of a language system, whereas **PRAGMATICS** concentrates on the ways in which these basic meanings are used in practice, including such topics as the ways in which different expressions are assigned referents in different CONTEXTS , and the differing (ironic, metaphorical, etc.) uses to which language is put"
(Nick Riemer, *Introducing Semantics*. Cambridge University Press, 2010).



Semantics is the branch of linguistics concerned with the **meaning of words and their meaning within sentences**.

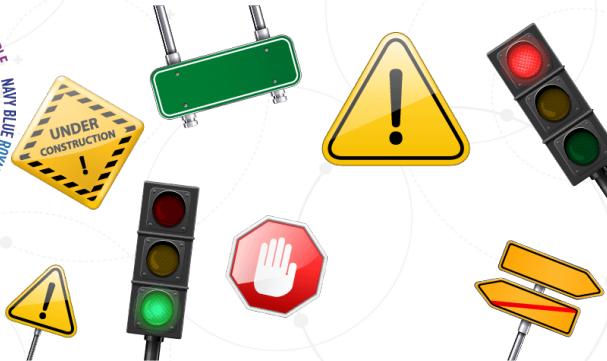
Pragmatics looks at the same words and their meaning, but pragmatics also considers **context**.

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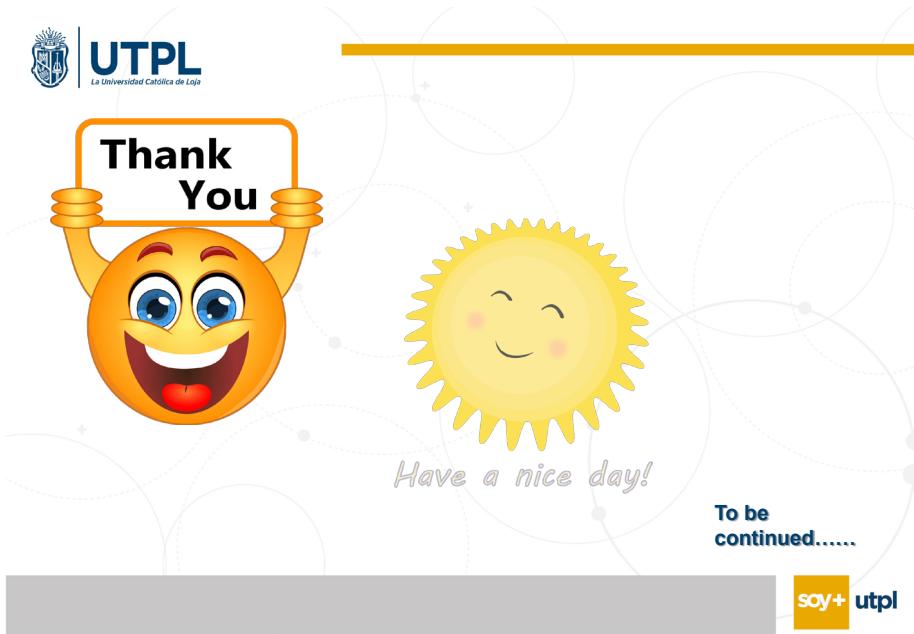


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SYMBOLISM



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Verbal vs Non Verbal communication Palanguage and Paralinguistics



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Verbal vs Non Verbal communication Palanguage and Paralinguistics

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Introduction to Linguistics

Unit 1: The Field of Linguistics



**Verbal vs Non Verbal communication
PARALANGUAGE and PARALINGUISTICS**

I ❤️
LINGUISTICS



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What is Linguistics ?

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GREETINGS and
FAREWELLS

LEVELS of POLITENESS

EUPHEMISMS/
Taboo words

TOPICS of conversations

TURN- TAKING / Conversation
rules and styles

ADDRESS FORMS

KINSHIP

INTRODUCING PEOPLE



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Linguistic TABOO and EUPHEMISMS

Examples : come to another life/ it is now with us anymore, deceased
elderly/aged people, small/big people ,person with special needs,
dark –complexioned person



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Verbal

Non- Verbal



Communication

Non – Linguistic (Non verbal) communication



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í texto aquí



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- ✓ 90% of communication is NON VERBAL.
- ✓ Gestures and speech cannot wholly substitute for each other.

All human communication consists of both verbal and non verbal behaviour.



Gestures and words both relate to the mental representations that constitute thinking.

Power of gestures in the expression of feelings gives them status of language (non- verbal communication)

Language of gestures varies from culture to culture and follows rules.

Social interactions usually involve a conjunction of verbal and non verbal aspects – speech doesn't occur in isolation (exception: telephone calls, dancers, mimes, deaf-mutes, and neuropsychiatric patients)

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Gestures and Speech

Examples Cicero, Quintilian (Roman rhetoricians,) gave advice regarding the use of body language that is still used in training of public speakers.



Among the forms of body language known as paralanguage we find physical elements: facial expressions, gestures, posture, eye contact.

There are also many vocal features that contribute to our interpretation of spoken language, such as pauses or intonation (the pitch and volume of spoken words, - field of paralinguistics).



Body language and gestures were thought to represent "natural" language (similarities between gestures and speech).

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Gestures and Speech

Language of hands, body, and facial expressions are universal.

Hands "help" us to speak

- ✓ Demand ✓ threaten
- ✓ Promise ✓ supplicate
- ✓ summon ✓ express fear
- ✓ dismiss ✓ invite, deny,
etc.etc.etc.



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Paralanguage and Paralinguistics

We all “speak” paralanguage every day!

We begin understanding paralanguage long before we know what words actually mean.

Before we can ever comprehend word definitions and usages, we identify these non-lexical (not a word) features of spoken language that help in conveying meaning and understand what is said to us.

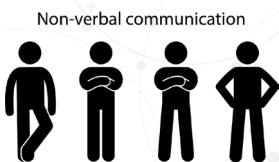
(Example: kids, animals)



- <https://www.youtube.com/watch?v=P5j0DFkbnE0> (Non-Verbal communication tool: paralanguage)
- <https://www.youtube.com/watch?v=FMolkyrfpfo> (Paralanguage: Communicating an intended message)

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PARALANGUAGE



Paralanguage can be conscious, unconscious, and learned

NON VERBAL way of communication that accompanies speech and contributes to the nuances of the meaning; it conveys emotions of the message. (the way HOW YOU SAY words, the BODY LANGUAGE)

Elements

- intonation,
- pitch,
- tone,
- voice volume
- body
- language
- posture
- facial
- expressions
- eye contact
- proxemics
- Kinesics
- Kinesthetics (touching)



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The study of Paralanguage
is **PARALINGUISTICS**

Paralinguistic features of language are extremely important in human communication because they may change message completely. Its role for cross cultural communication is very significant.

It is vocal communication that is separated from actual language, it gives shades of meaning . (tone of voice, pitch , loudness, speed of speech delivery, pauses during speech, silence , articulation)

It is the study of role of **NON VERBAL CLUES** for communication



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Non Verbal communication

ELEMENTS, or COMPONENTS

BODY LANGUAGE

KINESICS

BODY POSTURE

GESTURES

FACIAL EXPRESSIONS

EYE CONTACT

PERSONAL SPACE (proximity)

KINESTHETICS (touch)

PROSODIC ELEMENTS, or paralinguistics

Intonation, Tone of Voice, volume, etc

Even individuals with a lot of international experience carry some or many of the signs of their culture of origin.



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Nonverbal communication elements

Kinesics- body movements

Proxemics

Kinesthetics - touching

Eye Contact

Physical space

body language; it conveys important messages



Kinesics

It is the study of body movements, gestures, and facial expressions.

How do people express themselves silently?
Kinesics gave rise to some interesting facts that tell us that 90% of our communication is non-verbal.



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Within the field of paralanguage is BODY LANGUAGE – movements and gestures that speakers usually produce during speech acts. These differ cross culturally.



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Facial expressions

People From the United States show emotions more than their Asian counterparts. Facial expressions are shown to be similar all over the world, but people from different cultures do not show it in public. The meanings of these are commonly acknowledged everywhere. Too much expression is taken to be shallow in some places whereas in some it is taken as being weak.



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Eye Contact



In most Western cultures , eye contact is a good gesture, it shows that you are being attentive and interested in the speaker. It also indicates confidence and honesty.

Gaze symbolizes readiness to hold the floor in turn-taking during conversations

In some countries (Estonia, Chechenia, and in some Arab countries) avoid visual contact with female speech partner. On the contrary, in the USA, Russia, Ukraine – direct eye contact is recommended when speaking.

In some cultures, gazes are taken as a way of expression. Staring is taken as rude in most cultures

Constant eye contact in Japan can make people feel incredibly awkward



Prolonged gaze

your partner is interested in your words

negative reaction



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Proxemics

It is the study of spatial distances between people.

How do people maintain their personal space, how do they interact with other people's personal spaces? These are questions which reveal much about who is aggressive, submissive, open, closed, confident, fearful, overcompensating, and overreaching.



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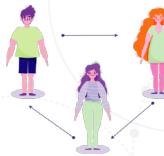
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Different countries
have different
personal "bubbles".

Proxemics



Personal zone
46 cm - 1m20cm

Intimate zone
15 – 45 cm

Social zone 1.20
m – 3.5 m

Public zone -
over 3.6 m

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Kinesthetics

Kinesthetics (KINO) is the ability to
feel movements of the limbs or body.

Acceptability of kissing, hugs, and many
other touches are different in different
cultures.

Women often use touch to communicate their
interest in other people.

Men use kino as a floor - holding intentions.

This element of communication is regulated by the
cultural rules and norms.

Some cultures do not accept it during conversation:
touches are taken as rudeness
People in Asia are more conservative in these
types of non-verbal communication.



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Kinesthetics

Touching is very important to consider when communicating with people from other cultures.

Some countries where it's generally acceptable to touch the other speaker during conversation:

Turkey
France
Italy
Greece
Spain



Some countries where it may be considered rude to touch others

USA ,
Great Britain
Japan
Australia
New Zealand
Portugal
Scandinavia
Russia,
Ukraine

In the US, Russia, Ukraine people are more open to handshakes and hugs.

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Recommended Web links

- ✓ Verbal communication, and the fields of Paralanguage and Paralinguistics, with the supporting videos available at:
- ✓ <https://www.youtube.com/watch?v=PbPHOFwdwEg> (Types of Non verbal communication- Paralinguistics)

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**Thank
You**

To be
continued.....

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Communicative and linguistic competence

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PPT 10

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Introduction to Linguistics

PPT # 10

- a. LINGUISTIC COMPETENCE
- b. COMMUNICATIVE COMPETENCE

Welcome to my class

The Influence of Communicative competence

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Knowing a Language

What does it mean? Grammar? Vocabulary?
Discourse? Body language ? Or all of the above?



"Language": correctness,
appropriateness, discourse
elements , gesticulations, intonation,
accents, dialects.....

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LANGUAGE is a **mental**
phenomenon

Language is **KNOWLEDGE** about **sounds**,
meaning, and **grammar**

Language is best described in terms of
grammar, a system of rules.

For a communication system to be called
language, it must have a lexicon and a
grammar.



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We all need certain Competences to speak any language
(native, foreign, second)well.

What is competence?

Competence → what a person knows

SEMANTICS

"Demonstrating the knowledge, skills, experience, and attributes necessary to carry out a defined function effectively."

"The description of the knowledge, skills, experience and attributes necessary to carry out a defined function effectively."



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LINGUISTIC COMPETENCE

The concept was first introduced by Noam Chomsky in 1965 as part of the foundations for his *Generative grammar*:

language learning basically revolves around the idea that all humans have an internal capacity to acquire language.

In other words, it implies that this ability to learn and analyze linguistic information is universal and innate.



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Linguistics competence vs Linguistic performance

Chomsky separates competence and performance; he describes 'competence' as an idealized capacity that is located as a psychological or mental property or function and 'performance' as the production of actual utterances.



L.C. - speaker-hearer's knowledge of his/her language with the ideal speaker-listener in a homogeneous speech community

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Linguistic Competence



L.C. refers to the innate linguistic knowledge that allows a person to construct a correct sentence. (meaning, sounds, vocabulary choice, grammar)

Linguistic Competence

Linguistics performance.

The innate stored mental "knowledge" of grammar rules

How a person uses the four language skills (production)

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COMPETENCE VS PERFORMANCE

Competence is what you are capable of.



It involves "knowing" the language



Performance is the actual language production in concrete situation.



It involves "doing" something with the language.



Be clear about
What you mean

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SEMANTICS

Semantics also focuses on *The – nym* words

Chomsky: competence is the 'ideal' language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences (correct) from ungrammatical (incorrect) sentences.



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Competence – is the study of grammars which are psychologically real, and which contain all linguistic knowledge, both innate and acquired.

Linguistic competence – is the system of linguistic knowledge possessed by all native speakers of a concrete language.



It is a principle for correct sentence formation, and the creation of grammatical sentences.

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Components of Linguistic Competence

phonetics

phonology

morphology

syntax

semantics

lexicon



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Chomsky's UNIVERSAL GRAMMAR THEORY

Universal grammar is a theory in linguistics that suggests that there are properties that all possible natural human languages have .

According to this theory , some rules of grammar are already in the human brain, and manifest themselves without the need of being learned or taught. (*I goed ; Yo sabo*)



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Chomsky's UNIVERSAL GRAMMAR THEORY

According to Chomsky, the brain is already programmed to understand certain sentence structures, and it explains why and how children can understand and speak sentences that they've never heard before.



Public Speaking Tips

The main emphasis of UG theory is on the correct use of grammar.

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The functions of grammar are

Register and correct mistakes

Describe sentences with no mistakes at all

Provide a means of association each sentence of a language with its correct pronunciation and meaning. (we understand the message regardless mispronouncing the parts of a sentence, it is our prior knowledge)

Chomsky's UNIVERSAL GRAMMAR THEORY

All human beings subconsciously know and use the rules of their native language, that is to say that if humans grow up under normal conditions ,they always develop a language with property X

Ex: we all are able to distinguish parts of speech (nouns from adjectives, adverbs from verbs , etc.) or distinguish function/content words.



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Chomsky's UNIVERSAL GRAMMAR THEORY

According to Chomsky , development of language in the individual must involve some factors like *genetic endowment*, (the innate ability to learn language), and *external data*, (selection of one or another language within a narrow range).



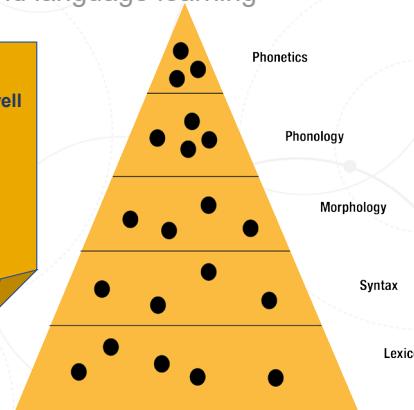
There are many different kinds of animals at the zoo.

Il y'a beaucoup d'animaux différents au zoo

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Limitations of Linguistic Competence in foreign/second language learning

- To become a successful speaker of EFL/ESL , it is not enough to know well just the grammar rules.
- (role of discourse)
- Emphasis on the knowledge of grammar.
- Communication skills are not emphasized.



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Weak Point of L.C.

L. C. - no place for competency for language use. The theory fails to account for the whole socio-cultural dimension

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Communicative Competence

Focus on effective COMMUNICATION: to develop Communicative Competence

- <https://www.youtube.com/watch?v=Fclz2zP0n48> (Communicative C.)
- <https://www.youtube.com/watch?v=Fclz2zP0n48> (C. C. – 1)

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Dell Hymes
1927 - 2009, USA

- As one of the first sociolinguists, Dell Hymes helped to establish the connection between speech and human relations and human understandings of the world.
- Hymes proposed the notion of communicative competence, or knowledge necessary to use language in social context (appropriate language use)



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Communicative Competence

“...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner.

A child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others”
(Hymes 1972, 277)

Dell Hymes



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Communicative Competence

Linguists have found **communicative competence** as a superior model of language following Dell Hymes' opposition to Chomsky's linguistic competence (grammar knowledge)



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Hymes and Communicative Competence

Main points of C. C.

Hymes's original idea was that speakers of a language need to have more than grammatical competence (knowledge of the rules) in order to be able communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes.
He made an intent to establish the connection between speech and human relations and human understandings of the world.
He created the *Dell Hymes Model of Speaking* and the term communicative competence within language education.



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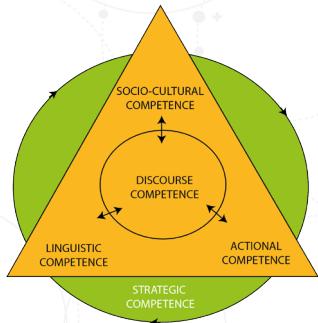
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Communicative Competence

It is described within the discipline of Sociolinguistics.



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Components of C.C.

Linguistic c. knowledge of : grammar and vocabulary, sounds and their pronunciation (phonetics), the rules that govern sound interactions and patterns (phonology), the formation of words by means of e.g. inflection and derivation (morphology), the grammar rules (syntax), and the way that meaning is conveyed through language (semantics).



Sociolinguistic c. knowledge of sociocultural rules of use, how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people, taboos of the other culture , politeness (authority, friendliness, courtesy, irony etc.) are expressed etc.

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Components of C.C.

Discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It's knowing how to combine language structures into a cohesive and coherent oral or written text of different types.

It deals with organizing words, phrases and sentences to create conversations, speeches, poetry, email messages, newspaper articles etc.

Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication.
Ex: requests for repetition, clarification, negotiation of meaning , the usage of gestures, taking turns in conversation etc.



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Main points of Communicative Competence

Hymes developed a model to identify and label the components of linguistic interaction:

possibility,
feasibility,
attestedness,
appropriateness

He stated that in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used.



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Components of Communicative Competence

1. Possibility

It refers to the formal aspect of a language- whether utterances are grammatically correct or not.

She goes to school (grammatically correct, it is possible)

Vs She go to school (incorrect, not possible)

Knowledge of possibility helps deciding whether an instance conforms to language rules or not.



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2. Feasibility

It refers to the process in the mind. Since the capacity of the brain is limited, complicated(or very extended) sentence are less feasible than the simpler ones. Thus, simpler sentences are more feasible and less ambiguous.



Ex: **The mouse that the cat the dog chased ate had a little white tail .**

(it is grammatically correct, but it is difficult to grasp what it means at the first, so, it is less feasible)

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3. Appropriateness

“... a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as when to talk about with who, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishments by others”.
(Hymes, 1972,p. 277)

Dell Hymes

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Appropriateness

Appropriateness – refers to the importance of the context of an utterance.
Language should be interpreted within specific situation, in which it occurs (context).

Ex: It is not appropriate to address a boss "darling", or when complaining to a police you cannot address him as "sweet heart" or "darling", etc.

Speech behaviour varies according to culture.
(Cook, 2003)



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Appropriateness

To sum up, a language learner/user needs to use the language not only correctly but also appropriately.

Appropriateness refers to the relation of a language and a context.



<http://www.youtube.com/watch?v=BDQg7hFoMyc> (Communicating clearly)

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4. ATTESTEDNESS

It refers to the actual occurrence of something. Some constructions may be possible, feasible, appropriate, but they do not occur- they are not attested.



Ex: **walk** and **perambulate**

Both are synonyms, both are listed in the dictionary. But the difference between them is the frequency of the occurrence.

Walk- more common

Perambulate- less common.

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Attestedness

To be communicatively competent, it is necessary to take into consideration fixed phrases, idiomatic expressions and speech patterns that are different in the student's native and the target language



Attestedness

"Thus, communicative competence involves knowledge of the fixed word combinations of the target language as well" (Cook, 2003pp.45-46; cited by Widdowson, 2007, p.16)

Ex:
collocations,
idioms,
phrasal verbs



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Appropriateness

Some common verbs

have

have a bath
have a drink
have a good time
have a haircut
have a holiday
have a problem
have a relationship
have a rest
have lunch
have sympathy

do

do business
do nothing
do someone a favour
do the cooking
do the housework
do the shopping
do the washing up
do your best
do your hair
do your homework

make

make a difference
make a mess
make a mistake
make a noise
make an effort
make furniture
make money
make progress
make room
make trouble
make sense

<https://www.englishclub.com/vocabulary/collations-lists.htm>

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Examples of IDIOMS

Idioms that refer to your actions would be:

Rub someone the wrong way - meaning to annoy or bother

Jump the gun - would mean to be doing something early

Pay the piper - means you need to face the consequences of your actions

Some idioms use color words to convey other meanings. For example, there are several that use the word "blue:"

"The blues" can refer to both a style of music and feeling sad.

If something occurs rarely, it is said to happen "**once in a blue moon**", because a blue moon is two full moons in one month, which doesn't happen often.

"Out of the blue" means something happens that was unexpected.

<http://examples.yourdictionary.com/idiom.html>

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Difference between L.C. and C.C.

LINGUISTICS C.

- deals with the language structure, e.g. grammar, syntax , morphology, phonology... etc.
- It is about *how* to use the grammar, syntax, and vocabulary of a language.
- **Linguistic competence asks:** What words do I use? How do I put them into phrases and sentences?
- Linguistic competence is what you actually know about a language.

COMMUNICATIVE C.

socio-cultural aspect of language
It is the knowledge of communication.
It is how you actually use the language.
For effective communication, speakers need to know the norms of interaction and interpretation , and use correctly the four elements: possibility, feasibility, appropriateness, attestedness.

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The influence of communicative competence.

- The goal of any language course is to teach grammar, vocabulary and **ABILITY TO COMMUNICATE in that language** (a language course should not only have “linguistic competence” as its goal, but “communicative competence” in general.)
communicative approach in language teaching became widely accepted because today communicative competence is considered the goal of language education and is mandatory for efficient classroom practice.
- (This is in contrast to the previous theory by Chomsky in which grammatical competence was given priority.)

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The influence of communicative competence.

The major distinctive features of Communicative Approach are the following:

Meaning is more important than the structure and form.

Language item should be presented in a context. They should not be taught in isolation.

Effective communication is emphasized



Language learning does not imply learning structures, sounds and words but learning to communicate.

Pronunciation needs not be native-like but comprehensive

Instead of linguistic competence, communicative competence is the desired goal.

Translation may be used when student can take benefits.

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WEB LINKS

- <http://cicero.u-bunkyo.ac.jp/lib/kiyo/fsell2002/25-32.pdf>
- http://en.wikipedia.org/wiki/Linguistic_competence
- <http://courses.nus.edu.sg/course/elliwp/competence.htm>
- <http://www.aila.info/download/publications/review/AILA02.pdf#page=7>
- http://thebrain.mcgill.ca/flash/capsules/outil_rouge06.html
- <http://www.taringa.net/posts/apuntes-y-monografias/12122355/A-good-Summary-of-Universal-Grammar-Theory.html>
- http://en.wikipedia.org/wiki/Communicative_competence
- <http://grammar.about.com/od/l/g/Linguistic-Competence.htm>
- <http://www.slideshare.net/msk1r1ko/esl-hymesbachman>

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Sociolinguistics and Language variations



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PPT # 11 Sociolinguistics and Language variations

Elaborated:
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Introduction to Linguistics

PPT # 11

Sociolinguistics and Language variations



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SOCIOLINGUISTICS

Branch of Linguistics which deals with the study of language use in society and in sociocultural context. In addition, it is the study of the linguistic indicators of culture and power (Schmitt, 2011).



- [Video: Sociolinguistics and language variations](https://www.youtube.com/watch?v=eYlyMCoIAZY)
- [Sociolinguistics and Dialects](https://www.youtube.com/watch?v=uEabSWeO02E)

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SOCIOLINGUISTICS is the study of how language and social factors are related (1960's)



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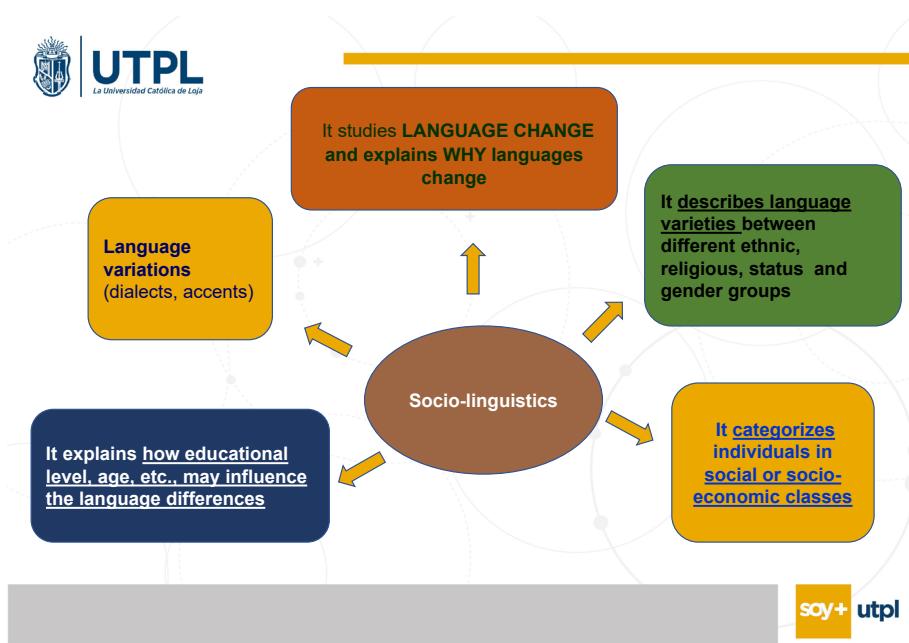
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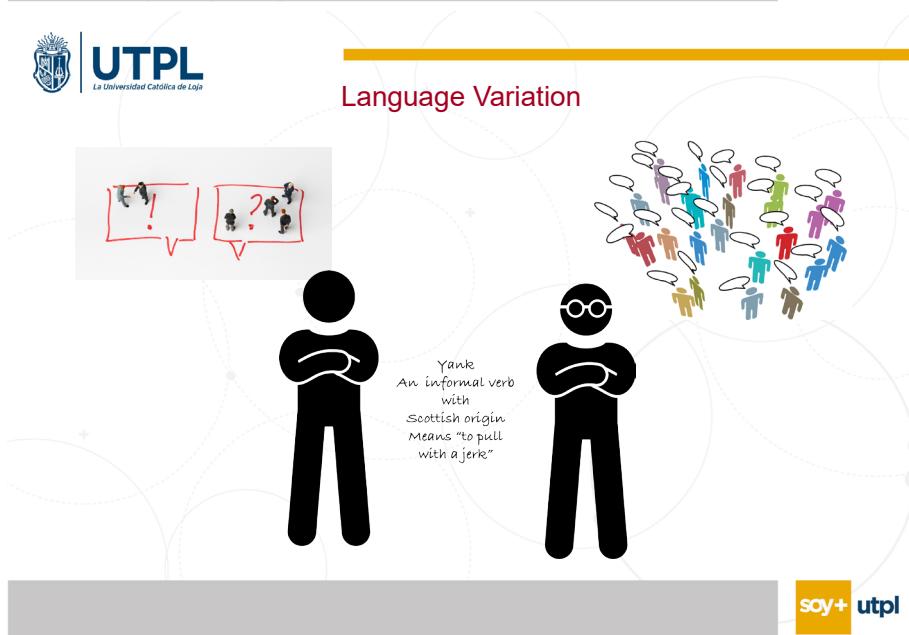


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Language Variation



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Introduction to Language variations

The same or different language?

Language is subject to enormous variation: social groups, individuals, generations, nations, formal, informal settings, written /oral language (by Guy Cook)



- “Funny” talks?
- “Incorrect language”?
- Single standard language for everyone?
- Consequence of language variation?

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Language Variations , or **linguistic variation**, or **linguistic variability**

**VARIETY of a language is a “
SET OF LINGUISTIC ITEMS
WITH SIMILAR DISTRIBUTION”**

Linguistic variation is central to the study of language use. In fact it is impossible to study the language forms used in natural texts without being confronted with the issue of linguistic variability.



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Language Variations

People differ in the manner in which they speak their native tongue.



Language variation is when a language has multiple ways of expressing the same meaning. It is a natural occurrence due to cultural and language differences

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LANGUAGE VARIATIONS

It is demonstrated by linguistic differences in:

- sound (phonetics) and structure (grammar)
- vocabulary
- the speech of men and women
- social classes
- age groups



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LANGUAGE VARIATIONS

People will identify some of these features as marking the "best" or most "beautiful" form of the language, other features will be considered nonstandard or undesirable.



Some of these differences may impede intelligibility and intergroup communication

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LANGUAGE VARIATIONS

Slang

Jargon /Argot

Accent

Pidgin /Creole

Dialects

Standard vs Non- standard language

Code switching

Register

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STANDARD and NON STANDARD LANGUAGE

How to Spell
English Languaje Usage

Standard English
Vs
Non-Standard English



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Standard Language

This term is also
used for that variety
of a language which
is considered to be
the norm.

Standard language refers to mode
of usage of most educated speakers
of a language and established as
the prestigious form of that
language



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Standard Language

Standard language refers to a language variety used by a group of people in their public discourse.

Varieties become standard by undergoing a process of standardization which it is organized for description grammars and dictionaries.



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Non Standard Language

The term **nonstandard** was originally used by linguists to refer to language varieties that had previously been labeled with terms such as vulgar.

Non standard English differs from standard English at the level of grammar

Non standard language does not follow the grammar or pronunciation rules of standard language



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NON STANDARD English

Nonstandard language is associated with a language variety used by uneducated speakers or socially disfavored groups.

What makes non standard language different from standard is the fact that it is not taught in schools, and it is not represented in written form unless it is a deliberate direct quotation of a nonstandard speaker.



Non Standard language

in Huckleberry Finn(M. Twain)

"I see Jim before me, all the time; in the day, and in the night-time, sometimes moonlight, sometimes storms, and we a floating along, talking, and singing, and laughing. But somehow I couldn't seem to strike no places to harden me against him, but only the other kind. I'd see him standing my watch on top **of his'n, 'stead** of calling me, so I could go on sleeping; and see him how glad he was when I come back out of the fog; and when I come to him **again** in the swamp, up there where the feud was; and suchlike times; and would always call me honey, and pet me, and do everything he could think of for me, and how good he always was

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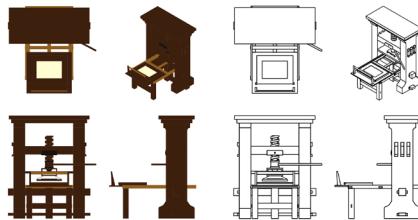
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The need for standard language appeared in Europe between 15th and 19th centuries. One of the reasons was the need to standardize language after the invention of printing.



Language Variations

To change from one manner of speaking to another, according to the circumstances, in order to give an appropriate impression, we adapt our speech depending on who we are talking to and a nature of the contact.



Deliberate change from one manner or style of speaking to another is called **CODE SWITCHING** or **code choice**

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Language Variations

CODE SWITCHING

Code- Switching is used :

- to mark switching from informal to formal situations
- between parents and children
- to switch from one to another language



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Code-Switching

“to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships”

“to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group).”

(Johnson, 2000, p. 184)

Example: “Spanglish”, borrowings



- <https://www.youtube.com/watch?v=ibj6ceDOd7E> (Why do people code-switch)
- https://www.youtube.com/watch?v=9dlmB_dV4Pc (Linguistic-Code switching)



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REGISTER

REGISTER is another type of language variation, similar to a dialect.

Ex: baby talk, child-directed speech, sports announcers, written vs spoken language, etc.



VS



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REGISTER

REGISTER may also be defined as “a set of choices among linguistic features.” (Brown, 2009:116).

REGISTER - one of many styles or varieties of language determined by such factors as social occasion, purpose, and audience. It is also called *stylistic variation*.

Register is used to indicate degrees of formality in language use. The different registers or language styles that we use are sometimes called *codes*.



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REGISTER

Register is when a person talks differently to different people.
They may be more polite to people they do not know ,for example,
or when we speak with children we usually use a lot of
diminutives . (It may be compared with **code switching**)

Examples can be found in causal speech
(dropping of articles), or sports
announcements in reporter talks
(brief sentences, a lot of exclamations
and interjections).



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Register

The concept of register is also defined as "related" to contextual factors:

Subject matter :
what the text is about- the speakers
will choose the linguistic level: lexical,
syntactical, etc. dependin on what the
speakers are going to speak about.

Social role/ situations :
who the speaker is and what
he/she does

Discursive function purpose of
exchange - is it discussion? Arguing?
Narration? Insult?

Casual:
formal/informal language
choice



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Language Variation : DIALECT

Dialect—“lect” within the term- derives from the Greek words *dia* meaning “across, between” and *legein* “speak.”

Mutually intelligible
for the speakers of
the same language

A form of a language that people speak in a particular part of a country, or countries containing some different words and use of grammar

SOCIAL (socialect)

Social variety of I.: different social conditions of the speakers:

- CLASS
- RELIGION
- ETHNICITY
- EDUCATION
- AGE
- GENDER

REGIONAL
(geographic)



Language Variation : DIALECT

Dialect can be defined as STANDARD language, or PRESTIGE DIALECT used in business, education, and media.

Dialects can be described at different levels according to variations. These can be subdivided in

- **Phonological** - differences in pronunciation
ex: in Spanish *llave* (*llave*) – *lave* (*shave*)
- **Morphological** - word structure (ex: *night- nite*)
- **Syntactic** - grammar differences; it can be represented by different word order in sentences and may depend on social status of speakers, age , gender)
(ex: *You like coffee? My sister she work here*)
- **Semantic** - differences in meaning(ex. *football* - *soccer* ; *can- tin*)
- **Discourse** - differences in how conversation works

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Accent

It is a pattern or manner of pronunciation

Regional accent

Geographical a.



It can indicate the socio – economic status of its speakers, their ethnicity or social class

Received Pronunciation

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ACCENT

Accent can also allow to determine the speaker's first language (when the language in which the accent is heard is not his/her native language). A person's accent can provide a strong clue to his or her native (first) language., since most speakers will produce the same kind of pronunciation deviations.



<http://www.youtube.com/watch?v=3UgpfSp2t6k>

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ACCENT

Accents typically differ in quality of voice, pronunciation of vowels and consonants, and stress pitch

Example:

the speech of people from Ecuadorian Coast and Sierra regions



Non Standard language does not refer to ACCENT

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Accent vs Dialect

DIALECT

It refers to a broader set of LINGUISTICS DIFFERENCES, such as GRAMMAR and VOCABULARY

ACCENT

It refers to differences IN PRONUNCIATION



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JARGON



Ok Nugget
Kick the tires, lite the
Fires, select zon 5,
Tag the bogey, but
don't get in a furball.
Don't boresinght,
Check six,
Then bingo to mom
Got it!?

The Word JARGON comes from Old French *jargoun*, and dates back to the mid 17th century.

JARGON-

Special words or expressions used by a profession or group that are difficult for others to understand, it may not be well understood outside the context.

Ex: military, medical, legal, computer, scientific, etc.-
YOUR IDEA?

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JARGON

Jargon is "the technical terminology or characteristic idiom of a special activity occupational or social group."

A standard term may be given a more precise or unique usage among practitioners of a field. In many cases this causes a barrier to communication with those not familiar with the language of the field.

the term covers the language used by people who work in a particular area or who have a common interest.

Jargon is used to express ideas that are frequently discussed between members of a group. Example:bit, byte , are jargon terms relate to computing.

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Jargon is used with these purposes

Provide speakers of specialized domains with clear, well-defined, unambiguous terms to refer to their activities

Provide speakers of a subgroup with a means of marking in-group membership and exclude outsiders



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JARGON

Other Examples Of Jargon

Computer Jargon-This would include both mail and chat jargon

- BTW-By The Way
- IMHO-In My Humble Opinion
- MOTD-Message Of The Day
- FAQ-Frequently Asked Questions
- CYA-See You Around
- HTH-Hope This Helps
- FYI-For Your Information
- LOL-Laugh Out Loud
- PFA-Please Find Attached



Jargon (5)

Example of Medical Jargon

- Agonal-Term to signify a major, negative change in a patient's condition
- BP-Medical shorthand for blood pressure
- JT-A joint
- NPO-A patient should not take anything by mouth.
- IM-Intramuscular
- K-The elemental symbol for potassium

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ARGOT

from French in the mid-
1800s

- the language used by a particular type or group of people ; a kind of secret vocabulary peculiar to a particular group particular class or group of people, especially that of an underworld group, devised for private communication and identification

It is used for specialized (and often obscure or pretentious) vocabulary



Ex: Criminal argot; pool or card players

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Language variation : SLANG

Slang is often found in areas of the lexicon that refer to things considered taboo or euphemisms “
(The substitution of an inoffensive terms such as "passed away" for "died") .

Hey, what's up?
Cool!
Awsome!
A buck- dollar
Feeling blue- depression
Creep – an unpleasantly weird person
Couch potato – lazy person



Give a ring – to call
Screw up — to make a mistake
Crash – to fall asleep; to show up without invitation
Shoot the breeze- kill the time
Telly- TV
Lost the plot – have no idea what is going on

REMEMBER: SLANG and JARGON are not the same

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LANGUAGE VARIATION : SLANG

A type of language consisting of very informal words and phrases .

Words and expressions that are not considered standard in the speaker's dialect or language

It is typically restricted to a particular context or group of people.



It is more common in speech than in writing .

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JARGON

VS

SLANG

refers to the technical vocabulary of a particular profession, group or trade.

a variety of language used by a restricted part of population, usually young people, teenagers, or less respectable groups

"unintelligible writing or talk."

It is not long-lasting. Many slang words that were very fashionable in one period of time, are not used anymore.

" Specific dialects resulting from a mixture of several languages."

An informal vocabulary composed of invented words, arbitrarily changed words, or extravagant figures of speech."

It establishes in-group membership.

It usually contains very informal language used in speech.

It is used by a small part of population.

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Language Variations and Teaching

The study of language variation guides language development activities.

It is important to identify the most unifying features of the language



When developing a writing system it should be considered the largest number of speakers of the language.

There must be a Standard: sound systems (Received pronunciation), and grammatical structures and lexis – to understand literature.

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WEB LINKS

- <https://caxton1485.wordpress.com/archive/2010-2/descriptive-and-prescriptive-approaches-to-language/> (article)
- <http://www.polysyllabic.com/?q=navigating/intro/prescriptive> (article)
- <http://www.uncp.edu/home/canada/work/allam/1914-/language/jargon.htm>
- <http://www.buzzle.com/articles/argon-examples.html>
- <http://fos.iloveindia.com/jargon-examples.html> (examples of jargon words)
- <http://answers.yahoo.com/question/index?qid=20080206230426AAqZTJ5>
- <http://www.sil.org/language-assessment/language-variation> (article)
- <http://jottify.com/works/standard-and-non-standard-variants-of-the-english-language/>
- <http://www.manythings.org/sslang/sslang3.html> (Am. slang words)
- <http://grammar.about.com/od/d/g/dialectterm.htm>
- http://www.ehow.com/how_2222943_understand-difference-between-accents-dialects.html
- http://www.doceo.co.uk/background/language_codes.htm#ixzz1a1Jr8d8x
- http://www.doceo.co.uk/background/language_codes.htm
- http://onlinelibrary.wiley.com/doi/10.1525/aa.1964.66.suppl_3.02a00030/pdf
- <https://www.youtube.com/watch?v=qgJI7SdS9Gg> (Pidgin and creole)

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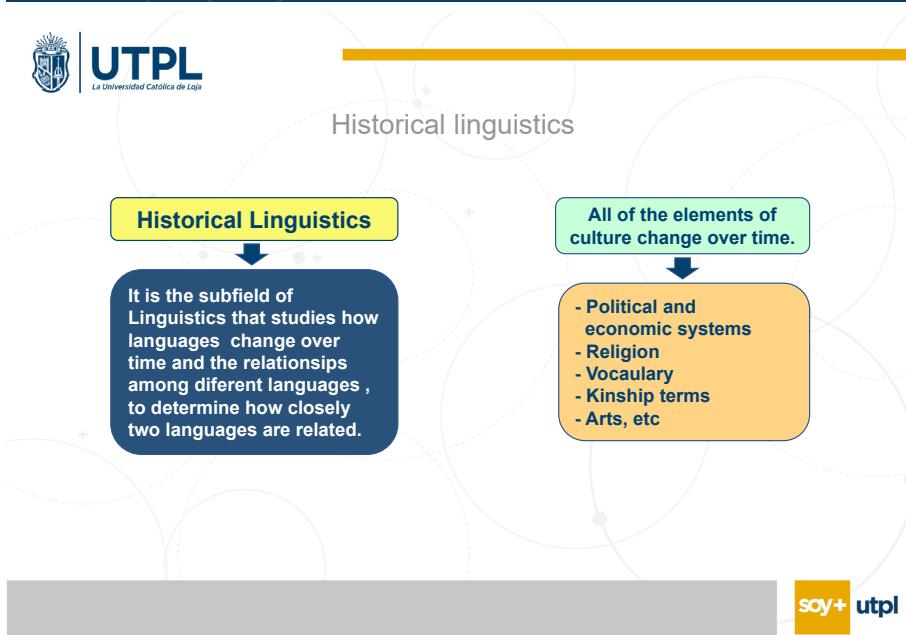
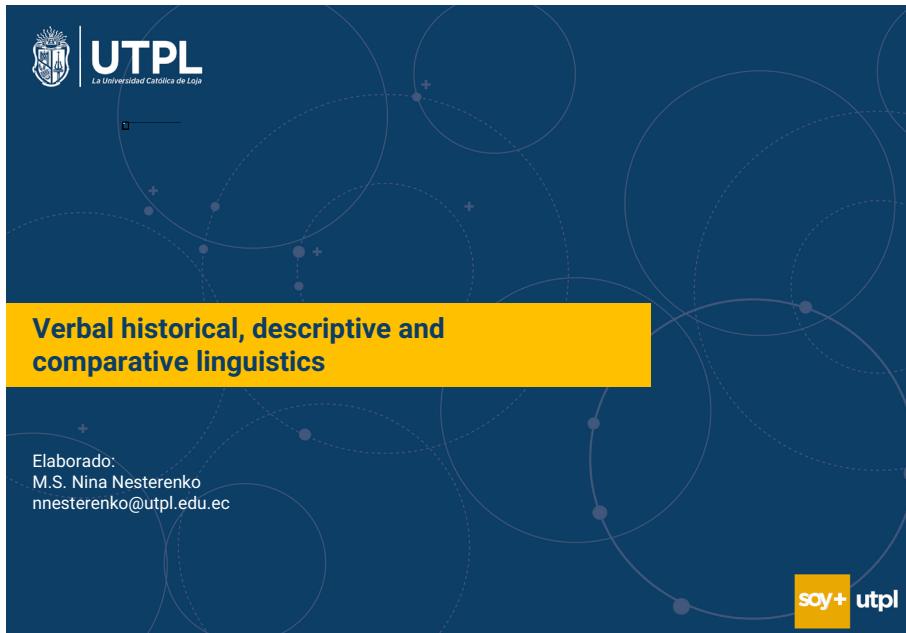
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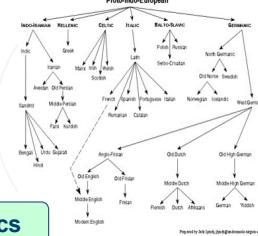
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Historical linguistics

Historical linguists study the process of language change, the “genetic” relationships between languages, and how to classify them into different groups.



Diachronic Linguistics

From Greek: δια- (dia) "through" and χρόνος (chronos) "time"

This is synonymous term for Historical L: study the language changes through time. It also studies historical studies in linguistics

Synchronic Linguistics

Syn- means *the same*. It is the study of languages at a given period of time

Synchronic linguistics is the study of a language at one particular period (usually the present). It is also known as descriptive linguistics or general linguistics.



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Historical linguistics

The study of phonological, grammatical, and semantic changes, the reconstruction of earlier stages of languages, and the discovery and application of the methods by which genetic relationships among languages can be demonstrated.

The first historical linguists noticed recurrent correspondences between the sounds of cognate words in the early Indo-European languages. They explained these by positing historical sound changes

Historical
Linguistics
(Diachronic
L.)

Study of languages as they have evolved from past to present (also languages lacking written records and requiring “reconstruction”)

- The study of language change
- The oldest subfield of modern linguistics

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Historical linguistics

MAIN GOAL

**COMPARE
LANGUAGES to identify**

- related languages
- minimally related
- not related at all



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Indo- European languages



The term "Indo-European languages," refers to the set of all languages recognized as belonging to one particular 'branch' of the evolutionary 'tree' of languages - that stemming from the "common source", identified as the ancestral language Proto-Indo- European.

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Historical Perspectives

History of languages of great cultural carry:
Greek, Latin, Sanskrit, Arabic, Chinese.



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Proto – Indo – European (PIE)

PIE is the proto – language from which many linguists assume that about 144 modern and extinct language of Europe, Wester Asia, and parts os India were derived.

(Not all languages spoken in these areas descended from Proto-Indo-European)



The Indo-European Language Family
 https://www.youtube.com/watch?v=m7IGF_QeXeg
 <https://www.youtube.com/watch?v=DpbjquTQf98> (Video: Indo European origin)

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Indo- European Languages

spoken around 5000-3000 BC in areas of Eastern Europe/Western Asia

Words derived from the Common Indo-European language are preserved in a large number of languages:

- numerals from one to ten;
- words for certain bodily parts (nose, eyes, heart, lung, head, foot);
- words for certain natural phenomena (air, night, star, snow, sun, moon, mind);
- certain plant and animal names (beech, corn, wolf, bear); certain cultural terms (yoke, mead, weave, sew);
- pronouns



Historical linguistics

- Sanskrit (the ancient language of India and the Indian subcontinent; **is the earliest-recorded of all Indo-European languages**)
- **Latin and ancient Greek : classical literary languages**
- **Sanskrit was one of the most important keys to the Indo-European language study.**
- When philologists in India started seeing similarities across the languages, they were able to develop methods of study, including the **Comparative Method**, and theories of language development from a proto-language.



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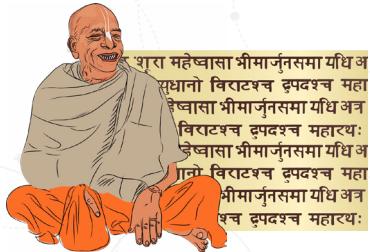
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Sanskrit

One of the oldest documented languages that likely arose from a common root language now referred to as the Proto-Indo-European language



The KURGAN HYPOTHESIS on Indo-European migrations between 4000 and 1000 BCE; The geographical spread of the Indo-European languages, with Sanskrit in the Indian subcontinent

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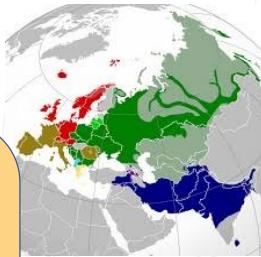
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Proto-Indo-European L: reconstructed language that is presumed to be the ancestor of modern Indo-European languages.
The study of PIE began when philologists in the 18th century noticed that various seemingly unrelated languages had words in common.

Ex: Father: The Sanskrit is *pitar*; Latin/Greek, *pater*; Gothic, *fadar*.
brother bhratar frater phrater Russian: brat
Ukrainian: brat

Regularities were noticed and systematically analyzed using the Comparative Method. The original speakers of an Indo-European language lived 5000 B.C.

Linguists determined that the language appears to have started in the area of steppe (Kurgan, in Ukraine) and forest between the southern Ural Mountains, the North Caucasus, and the Black Sea, migrating out of there about 4,000 years ago



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English words form SANSKRITT



AVATAR - from Sanskrit अवतार **avatāra**, which means "descent", it refers to the human incarnation of God during times of distress on earth.

MANDALA - from Sanskrit मण्डल **mandala**, which means "a disc, wheel, circle".

GURU - via Hindi गुरु ultimately from Sanskrit गुरु **guru-s**, which means "a teacher"

KARMA from Sanskrit कर्म **karman**, which means "action"

SUGAR from Sanskrit शर्करा **sharkara**, Italian zucchero, Medieval Latin succarum, Arabic: سكر sukkar and Persian: شکر shakar , Russian SAHAR, Ukrainian ZUKKOR, Check ZUKR

From Sanscrit- **SVASR** - Gothic swistar; German Schwester; English sister. Sestra – Ukrainian, Russian,Check, Polish

CHUKKER -from Sanskrit चक्र cakra, "a circle, a wheel" (choker- Spanish)

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Comparative Linguistics

- ✓ According to Ethnologue (database on languages),in contemporary world there are appr. More than 7 000 languages in 228 countries.
- ✓ Languages may be highly related to each other, minimally related , or not related at all.
- ✓ (No exact info about languages spoken in remote parts of the world such as the jungles of South America and the African



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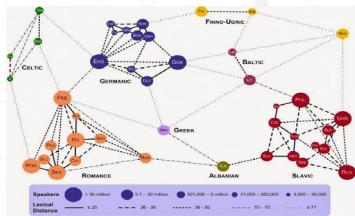
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Comparative Linguistics

Comparative Linguistics is a branch of historical linguistics that is concerned with comparing languages to establish their historical relatedness through the study of the correspondences between languages and their comparison.



Main focus :
- to **ESTABLISH RELATEDNESS** between world languages, to **COMPARE** them and **RECONSTRUCT** their **historical links** and to find out the most ancient mother language that gave origin to daughter languages spoken today.

- to find out how languages are related to one another (e.g. what languages should be included in the Germanic family of languages). Another important goal of CL is to find the origin of individual languages and language families tracing this origin as far back in history as possible.

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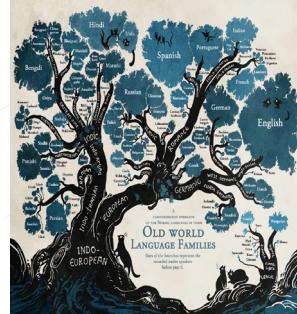


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Language Family

World languages are classified in groups called language families, according to their common origin.

A LANGUAGE FAMILY is a group of languages derived from the same (**parental**) language. Language family has a common ancestor, called the **proto-language** of that family.



Exception: Basque, Finnish, Hungarian, Turkish

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Distinct languages which can be traced back to a common source are said to be

RELATED LANGUAGES

Romance L.
French, Spanish, Italian,
Romanian, Portuguese, etc.

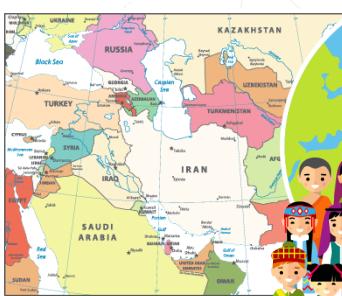


Germanic L.
German, Norwegian, Swedish ,
Dutch, Dane, English, etc.

Slavic L.
Russian, Ukrainian, Polish, Check,
Belorussian ,Slovakian, Serbian,
Horvatin, etc.



Turkic L.
Turkish, Gagauz, Azerbaijani,
Turkmen, Tatar, Bashkir, Kazakh,
Kyrgyz, Uzbek, Tajik



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LANGUAGE Family Tree Model



(AUGUST SCHLEICHER, 1822 - 1868)
German linguist



Main work :

"A Compendium of the Comparative Grammar of the Indo-European languages" in which he attempted to reconstruct the Proto-Indo-European language to show how Indo-European might have looked he created a short tale, to exemplify the reconstructed vocabulary and aspects of Indo-European society inferred from it.

<https://www.theguardian.com/education/gallery/2015/jan/23/a-language-family-tree-in-pictures>

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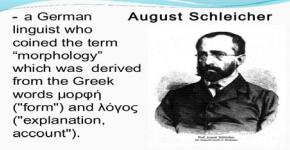
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To recover many features of a proto-language Schleicher applied the comparative method as Reconstructive procedure.



T ṭ ṭै अ आ अं अः
औ बै मै चं चं छ
दौ दं इ दै धौ न
ए ए गै घं हं तै फ

He created a family tree model of language relationships.

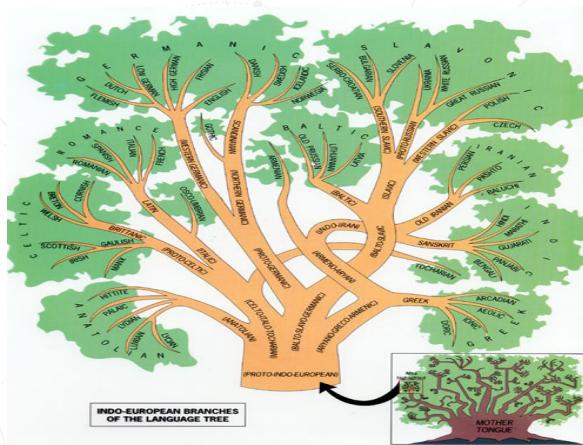
This assumes a “genetic” relationship between languages in a language family in that all languages in the family derived from a common ancestor called a proto-language.

<http://www.archaeology.org/exclusives/articles/1302-proto-indo-european-schleichers-fable>

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Comparative Linguistics



The British linguist, Sir William Jones (1746-1794)

He was the first person to describe similarities among a number of languages. He made an attempt to compare Sanskrit, Greek and Latin languages.(Historical Linguistics)



Erasmus Rask (1787-1832)

Denmark, (polyglot, over 20 languages)

He was a university librarian, a professor of literary history and a later a professor of oriental languages.

E. Rask was the first person to outline some regularities in sound differences in certain languages to determine the degree of relationship between those languages and to reconstruct ancestral (proto-) languages (Historical linguistics : languages that form a language family)

Linguistics coorespondences

TABLE 5.1: Some Romance cognate sets

Italian	Spanish	Portuguese	French	(Latin)	English gloss
1. capra <i>/kapra/</i>	cabra <i>/kabɾa/</i>	cabra <i>/kabɾa/</i>	chèvre <i>/ʃevr(ə)/</i>	capra	goat
2. caro <i>/karo/</i>	caro <i>/karo/</i>	caro <i>/karu/</i>	cher <i>/ʃer/</i>	caru	dear
3. capo <i>/kapo/</i>	cabo <i>/kabo/</i>	cabo <i>/kabu/</i>	chef <i>/ʃef/</i>	caput	head, top
'main, chief' 'extremity'	'extremity'	'main, chief'			
4. carne <i>/karne/</i>	carne <i>/karne/</i>	carne <i>/karne/</i>	chair <i>/ʃer/</i>	carō/carn-	meat, flesh
				(cf. Old French charn /čarn/	
5. cane <i>/kane/</i>	can (archaic) <i>/kan/</i>	cão <i>/kāw/</i>	chien <i>/ʃjɛ/</i>	canis	dog

<https://aryamccarthy.github.io/campbell1998historical/> Linguistic correspondences

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Similarities/ Differences



Russian	Ukrainian	Czech	English	German	Spanish
Noch	Nich	Noc	night	Nacht	noche
Dver	dveri	dvere	door	Tur	puerta
Ruka	рука	ruka	hand	Hand	mano
Glaz	око	oko	eye	Auge	ojos
Golova	голова	hlava	head	Kopf	cabeza
Moloko	молоко	mleko	milk	Milch	leche
Mat'	мати	matka	mother	Mutter	madre

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Descriptive Linguistics

Ferdinand de Saussure (1857-1913), a Swiss linguist is credited as being the father of modern linguistics. In his main work "The Cours de linguistique générale," (lecture notes published posthumously in 1916), he laid out the general principles and methods of what has come to be known as descriptive linguistics.



Descriptive linguistics is a subfield of linguistics that studies how world languages are structured and how a particular language is actually used (or how it was used in the past) by a speech community..



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Descriptive Linguistics

Descriptive Linguistics

- Investigates the form and function of language
- Applies theoretical approaches to the analysis of descriptive and sociolinguistic data.
- Provides the description of language and dialect systems as they are found to be spoken.
- Emphasizes the primacy of speech
- Places a focus on the adoption of a synchronic approach



Descriptive linguists analyze rules and grammars to register the knowledge that speakers have of their language when producing speech. Result- a descriptive grammar, a model about how people speak and what they know of their language unconsciously(basis of Descriptive approach to language study).

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Descriptive Linguistics (Synchronic I.)

The study of the grammar, classification, and arrangement of the features of a language at a given time, without reference to its history or comparison to other languages.

The study of the description of the internal phonological ,grammatical, and semantic structures of languages at given points in time without reference to their histories or to one another.



Late XVIII cent. Description (India-DESCRIPTIVE LINGUISTICS)

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Descriptive Linguistics

The levels of grammatical description

- Phonetics (speech sounds)
- Phonemics (phonemes and allophones)
- Morphemics (morphemes and allomorphs)
- Syntax (sentence construction)
- Discourse (use of speech)



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Reasons for Language Change

All languages change over time

- ✓ Culture change
- ✓ Migration of people (trade, travel, war)
- ✓ New religions, beliefs, values, behaviours.
- ✓ - Language spread: Roman Empire (colonized a large part of Europe.)
- ✓ The spread of British Empire (XVII)
- ✓ Geographical spread(Spanish,Portugues,English)
- ✓ New languages
- ✓ Isolation



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Types of Language Change

LEXICAL

Borrowings

They are common in many languages. We can easily find examples of borrowing in our native language sometimes even without realizing that the words are borrowed from other languages.



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Languages borrow words from one another under particular conditions (relationships between linguistics, history, and anthropology- aspects of culture)



Borrowings – influence of other languages.

(English – from Latin- during Roman Empire;

Welsh – from English; Japanese from English; Spanish –from English; Russian- from French, English; Ukrainian – from Russian, Polish, English)

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Examples of Borrowings

French : vernissage, massage, garage, recipe, route, menu, camouflage, boulevard

Italian: solo, piano, costume, paste, allegro, casino

Spanish: fiesta, taco, plaza, guitar, pronto, rodeo, mosquito

German: Noodle, Kindergarten, Waltz, cool (kool), Schnitzel

Arabic: sofa, alcohol, mattress, algebra, alcove, almanac

Turkish: yogurt, tulip

Chinese: tea (chai)

Japanese : tsunami, sushi,

Norwegian: sky, ski, skate, skull, skirt



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Morphological Changes

are changes in the words of the language and include changes in the meaning of the words, the addition of new words, and analogy.

Ex: fan- fanatic; dorm – dormitory

prof- profesor; bus- autobus;

licen- licenciado

Meaning can be broadened

/ narrowed

(ex: girl: youngster of either sex;
gay, silly, weed)



Addition of new suffixes: - gate (Watergate, Irangate)

Some words may disappear (archaisms)and appear new ones (neologisms)

The word prevent has an archaic meaning of "precede ", today it means "hinder."

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Types of Language Change

Semantic change

It depends on Sociocultural changes – changes in culture that lead to changes in language, or changes in a language that lead to changes in culture.

Examples: man – **human being/ person**;

man /men: **fireman- firefighter**

salesman- salesperson

postman- postal worker

policeman- police officer

sportsman / sportswoman

businessman - businesswoman

The use of pronouns **he /she**



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Useful Web links

Historical and Descriptive linguistics

- ✓ http://en.wikipedia.org/wiki/Historical_linguistics
- ✓ <http://web.mesacc.edu/dept/d10/asb/language/history1.html>
- ✓ http://en.citizenium.org/wiki/Descriptive_linguistics
- ✓ http://www.openobject.org/modmania/Attitude_towards_Language



- ❑ <https://www.youtube.com/watch?v=GY-Y24rHmrE>
- ❑ <https://www.youtube.com/watch?v=q8xJ21Sy3bM> (10 most spoken languages in the world)

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Useful links

1. The history of language study
 - ✓ <http://www.iep.utm.edu/sophists/>
 - ✓ <http://plato.stanford.edu/entries/sophists/>
2. The History of Indo – European languages
http://en.wikipedia.org/wiki/Indo-European_languages
3. Language Family : language tree
<http://andromeda.rutgers.edu/~jlynch/language.html>
4. Historical and Descriptive linguistics
 - ✓ http://en.wikipedia.org/wiki/Historical_linguistics
 - ✓ <http://web.mesacc.edu/dept/d10/asb/language/history1.html>
 - ✓ http://en.citizendium.org/wiki/Descriptive_linguistics
5. Life and main works by German linguist August Schleicher
<http://referaty.atlas.sk/cudzie-jazyky/anglictina/21801/?print=1>
6. <https://aryamccarthy.github.io/campbell1998historical/> Linguistic correspondences

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**Thank
You**



Have a nice day!

To be
continued.....

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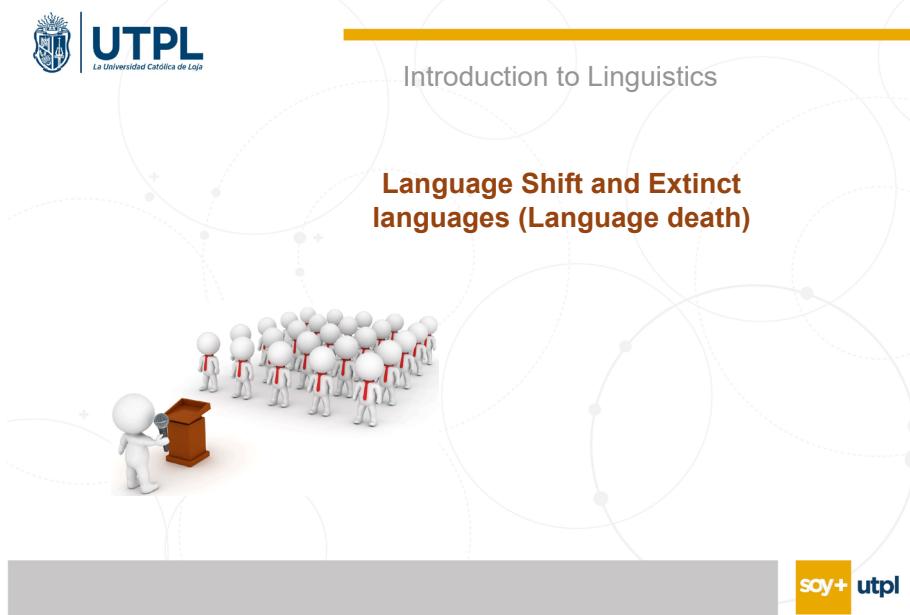
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Language Shift and Extinct languages (Language death)



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Extinct and Dead Languages

EXTINCT languages

When the use of language decreases, resulting in no native (living) speakers

Extinct languages no longer in current use.

As a result of the assimilation or replacement of a minor language by a dominant language.

(Examples: Native American languages replaced by English, Portuguese, Spanish during colonial period)



DEAD(classical) language

It stops being a native language of a community, but it still may be used for some purposes in special circumstances (the use of Latin, Old Greek)

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How do languages disappear? LANGUAGE DEATH



Social conditions

Some languages become unnecessary anymore.

This is the case of **Pidgin languages**.

Pidgin language is a simplified language that develops as a means of communication between two or more groups that do not have a language in common.

Old Greek ; Old Slavic (nowadays it is used in churches only)

Latin—in medicine and, biology, liturgical use



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Ethnocide (destroying a people's culture)
Ex. Australian aborigines, North American Native people

Genocide (killing of people) –the Tasmanian tribes (Flop mee people, Truganini tribe)



Flop mee people



Truganini tribe



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What Result of ETHNOCIDE - attempt to revive the culture and language.

Ex: Cornish language (one of the Celtic lang.) – in South-western England (using old documents).

- Welsh (Wales) – in 1980 TV and radio started to broadcast programs.
- Modern Hebrew (1922) – now it is official language of the Jews in Palestine.
- Hawaii – programs to revive languages of South Seas islands.



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Dead Languages

LATIN

Where?

Roman Empire

Cause of death :
the process of gradual
language change.
It turned into Vulgar Latin and
then it was split up into the
various Romance languages.



Famous users of Latin:
Ovidio, Julius Caesar, Cicero



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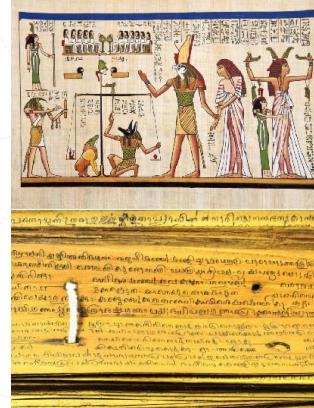
Dead Languages

COPTIC

ANCIENT
EGYPTIAN

one of the earliest
known written
languages, and it
was spoken until
the late 17th
century

It is still used as a
language of
religion.



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Dead Languages

SANSKRIT

ancient Indian language and the liturgical language of Hinduism



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Dead Languages

Germanic languages family

GOTHIC

Started its decline in the 6th cent. By 9th century it fell out of use

OLD NORSE

It was spoken by Scandinavians between the 9th and 13th centuries. (Runic Alphabet)
Old Norse was the most widely spoken European language – it reached from settlements in North America (Vinland) all the way to Volga in present-day Russia.



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Dead Languages

OLD (ANCIENT) GREEK

A language of intellects
It dominated parts of Europe from the 9th century BCE to 6th century CE.
The language of Homer, Aristotle, and Socrates.



ΑΞΤΟΝΕΦΕΣΙΟΝ
ΔΥΛΗΙΚΑΙΟΔΗΣ
ΕΡΙΟΝΕΝΙΑΡΔΕΙΣ
ΟΥΚΙΟΣ ΚΗΡΡΕΙΟ
ΙΟΥΥΙΟΣ ΟΥΑΙΙΑΙΑ
ΔΟΣΕΒΑΣΤΟΦΑΙΟ
ΧΕΝΟΣ ΓΡΑΝΙΑΤΕ

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Web links for Videos:

- ✓ <https://www.youtube.com/watch?v=7FPvYK1RtuI> (saving a dying language)
- ✓ https://www.youtube.com/watch?v=9lNjnE_-Log (What does the world lose when a language dies)
- ✓ <https://www.youtube.com/watch?v=KB7kLNwKEVU&t=10s> (Dying Languages NATIONAL GEOGRAPHIC)
- ✓ <https://www.youtube.com/watch?v=t3qbYFvOHwk> (Language Death)
- ✓ <https://www.youtube.com/watch?v=Qr8QsNCe3C4&t=26s> (Why do languages die?)

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IT IS ALL !

IT WAS A PLEASURE FOR ME !

GOOD LUCK IN YOUR SUBSEQUENTS

STUDIES AND INSPIRATION!

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