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AN INTRODUCTION TO
LINGUISTICS

Jurusan Pendidikan Bahasa dan Seni
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An Introduction to Linguistics

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Nanik Mariani, Fatchul Mu'in & Yusuf Al Arief

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PREFACE

The book entitled *An Introduction to Linguistics* is intended for providing materials to our students attending the subject of Introduction to Linguistics. Up to the present time, the subject has been lectured by using the handouts as a result of our compilation of some references on language and linguistics. This book is written based on the handouts that have been used since the writers handled the subject.

The materials discussed in this book cover What is a Language, Characteristics of Language, What is Linguistics, Phonetics, Phonology, Morphology, Syntax, Transformational Grammar, Semantics, Sociolinguistics, and Psycholinguistics. In *What is a language*, the writers elaborate on the definition and concept of Human Language and Animal Language. In *Characteristics of the human language*, they explain some concepts on “A language is systematic, A language is arbitrary, A language is social, A language is spoken, A language is used for communication, and A language is complete for its speakers.”

In *Linguistics and Language Teaching*, they present the definition of linguistics and its branches of linguistics, and linguistics in language teaching.

In *Phonetics*, they present the concept of phonetics and organs of speech are used for producing speech sounds, both vowels, and consonants, and will be explained how to differentiate voiced from voiceless sounds. While in classification of consonants, the kinds of consonants based on (a) Manner of Articulation, namely: Plosives/Stops, Fricatives, Affricates, Nasals, Lateral/Liquids, and Semi-vowels/Glides, and (b) Place of Articulation, namely: Bilabial, Labiodental, Interdental, Alveolar, Palatal, Velar, dan Glottal sounds will be explained in detail so that the students understand the mechanism of producing the consonants. In the classification of vowels, the kinds of vowels: (a) Front, Central, Back Vowels, (b) Open, Half-open, Close, Half-close vowels, and (c) Rounded and Unrounded Vowels and (d) Tenses and Lax Vowels will be elaborated.

In *Phonology*, the definition of phonology and the difference between phonetics and phonology will be presented. Also, in this chapter, phonemes, phones, and allophones will be discussed; these sub-topics include the ways to identify phonemes and phones, and also allophonic variation. The minimal pairs and minimal sets are also presented. The other sub-topic contains a brief description of Phonological Rules and its types such as Aspiration, Vowel Lengthening, Vowel Nasalization, Flapping, dan Nasal Deletion. The description is meant to help students to classify sounds in the processes of aspiration, vowel lengthening, vowel nasalization, flapping, and nasal deletion.

In *Morphology*, the definition of morphology, differences between phonemes and morphemes, differences between morphemes dan allomorph, and types of morphemes: Free morphemes and Bound morphemes are presented. This chapter also discusses the Word-formation process to show the students the process of word-formations (inflection and derivation).

In *Syntax*, the definition of syntax, content words and functional words, syntactical construction, and its types and sub-types, syntactic devices, and syntactical analysis are presented and elaborated. In *Transformational-Generative Grammar*, the definition of TG Grammar and its principles, and types of transformation are discussed briefly.

In Semantics, the definition of semantics and its aspects are discussed. While in Pragmatics, the definition of pragmatics and the difference between pragmatics and semantics are elaborated. While in Sociolinguistics, the definition of sociolinguistics, Language in socio-cultural aspects, Language variation, Language use, etc. are explained. And, in Psycholinguistics, the definition of psycholinguistics, the relation of linguistics and psychological aspects, language acquisition and language learning, mastery of two or more languages are presented.

Chapter I

WHAT IS LANGUAGE?

Fatchul Mu'in

INTRODUCTION

Before starting to discuss a language, sometimes we are necessary to define it. In this relation, we may ask some questions such as: "What is a language?" or "What do you know about a language," or "What is meant by a language?" Someone's answer may be different from that of the other. For instance, he says: "Oh, it is what we use in communication," or the other says: "It is made up of sentences that convey meaning," or perhaps someone else says: "It is a means of communication." If those definitions are viewed from the study of language, they need to be more ones. Common people may define a language as a means of communication used by people with a common culture, history, or geographic location. They may describe a language as a system of words, phrases, and grammar rules that allow speakers to express themselves and convey meaning to others. They may also view language as a tool for connecting with others, building relationships, and preserving cultural identity and heritage. Additionally, some people may associate language with national identity or ethnicity and view it as expressing pride in their cultural heritage.

A language can be defined as a system of communication consisting of sounds, words, and grammar used by a particular community or nation to express ideas, thoughts, feelings, and experiences. Language allows us to convey information, express emotions, and connect with others. It is a key aspect of human culture and plays a crucial role in shaping our perceptions and experiences of the world. Different languages may use different sounds, words, and grammar rules and may have different cultural and historical origins. Some languages, such as the Latin alphabet, Cyrillic script, or Chinese characters, may have different writing systems. In addition to spoken language, there are sign languages, which use gestures and body language to communicate, and programming languages, which are used to write computer programs.

A language is a system of arbitrary, vocal symbols that permit all people in a given culture or other people who have learned the system of that culture to communicate or interact (Finocchiaro, in Ramelan 1984). Third, a language is a system of arbitrary vocal symbols used for human communication (Wardhaugh, in Ramelan, 1984). Fourth, a language is an arbitrary system of vocal sounds used by a group of humans to carry on the affairs of their society (Francis, in Ramelan, 1984). Finally, a language is a set of rules enabling speakers to translate information from the outside world into sound (Gumperz, 1972).

Based on the definitions of a language above, a language is a means of communication. However, if the definition of a language is used in language study, we must involve other means of communication that are not categorized as a language. For example, if we regard a language as consisting of sounds, it shows that different means of communication may use sounds as their medium. In short, a means of interface known as a language must have some characteristics that do not belong to the other means of communication.

Linguists and language experts commonly identify several characteristics of language.

(a) Language is said to be symbolic; language uses arbitrary symbols (Finocchiaro, 1964), such as words or gestures, to represent specific meanings.

The language uses arbitrary symbols, meaning there is no inherent connection between the words or symbols used to represent objects or ideas and the objects or ideas themselves. Instead, the meanings of words are agreed upon by a group of people who use the language, and these meanings can change over time. For example, the English word "dog" has no inherent connection to the animal it represents. Instead, it is simply a symbol that English speakers have agreed upon to represent that particular animal. In other languages, different words or symbols may represent the same animal.

Similarly, grammar rules, sentence structures, and pronunciation patterns are all arbitrary conventions that are agreed upon by a group of language users. Moreover, these conventions may vary from one language to another and may change over time within a language (Fatchul Mu'in, Rusma Noortyani, and Elyani, 2022).

Despite their arbitrary nature, language symbols are incredibly powerful tools for communication. They allow us to convey complex ideas, express emotions, and connect with others. With language, our ability to communicate and share knowledge would be greatly expanded.

(b) Language is Rule-governed; language follows a set of rules, or grammar, that governs how words and phrases are put together to form meaningful utterances.

Language is a highly organized system in which each unit plays an important part related to other components (Boey, 1975: 1). All human languages have specific characteristics. This is to say, for instance, that a particular language, say Bahasa Indonesia or English, has its system. Consequently, it has a dual structure, two levels of formation of systematic relationships. In other words, each language is a system consisting of two subsystems. One is the subsystem of meaningful units. The other is the subsystem of sounds, which have no meaning in themselves but form meaningful units.

Language follows the rules or grammar governing how words and phrases are combined to form meaningful utterances. These rules vary from one language to another and can be quite complex. The grammar of a language includes rules for word order, sentence structure, verb conjugation, and other aspects of language use. For example, in English, the typical word order in a sentence is subject-verb-object (e.g., "The cat chased the mouse"), while in some other languages, such as Japanese, the word order is subject-object-verb (e.g., "The cat the mouse chased").

Grammar rules are essential for effective communication, as they help to ensure that language users understand one another's intended meaning. People who follow the same grammar rules can more easily convey their thoughts and ideas to one another.

While grammar rules can be challenging to learn and apply correctly, they are essential to language learning. By mastering the grammar of a language, learners can become more effective communicators and develop a deeper understanding of the language they are learning.

(c) Language is arbitrary; there is no inherent connection between the symbols used in language and their meanings (Fatchul Mu'in et al., 2023)

A language is said to be arbitrary. This means that it is initially created based on social agreement. There is no reasonable explanation in this relation, for instance, why a specific four-footed domestic animal is called a dog in English, *asu* in Javanese, or *anjing* in Indonesian. Giving the animal's name is based on the agreement among the members of the social groups. In other words, Javanese, English, and Indonesian people agreed to call the animals *asu*, *dog*, and *anjing*, respectively (Fatchul Mu'in, 2019). In this relation, George Yule (1987: 118-19) states that the linguistic form has no genuine relationship with that four-legged barking object. Recognizing this general fact about language leads us to conclude that a property of linguistic signs is their arbitrary

relationship with the objects they are used to indicate.

The symbols used in languages, such as words, phrases, and sentences, are arbitrary and have no inherent connection to the meanings they represent. Instead, the meaning of a symbol is agreed upon by the users of a particular language. For example, the English word "tree" has no inherent connection to the physical object it represents. Instead, the word "tree" is simply a symbol that English speakers have agreed upon to represent that particular object. In other languages, different symbols or words may represent the same object.

This arbitrariness of language symbols means that language users must learn the meanings of words and phrases through exposure and practice. Language learners must memorize the meanings of words and phrases and the grammar rules that govern how these symbols can be combined to form meaningful utterances. Despite the arbitrariness of language symbols, they are incredibly powerful tools for communication. We can convey complex ideas, express our thoughts and feelings, and connect with others through language.

(d) Language is creative; speakers can use language to generate an infinite number of new utterances rather than being limited to a fixed set of responses (Fromkin et al., 1988).

One of the defining features of human language is its infinite generativity. This means speakers can use language to produce infinite new utterances rather than being limited to a fixed set of responses. Infinite generativity is made possible by the underlying rules of language, which allow speakers to combine words and phrases in new and creative ways to convey new meanings. For example, English speakers can use the word "tree" in a nearly endless variety of sentences, such as "The tree is tall," "The tree has green leaves," "The tree provides shade," and so on.

This ability to generate new utterances is essential for effective communication, as it allows speakers to convey a wide range of ideas and respond flexibly to changing situations. Without infinite generativity, language would be limited to a fixed set of responses, severely limiting its communicative power.

Infinite generativity also makes language learning such a challenging but rewarding task. By mastering the underlying rules of a language, learners can gain the ability to produce and understand an infinite number of new utterances, opening up a vast world of new ideas and experiences.

(e) Language is dynamic; languages are constantly changing, with new words, phrases, and meanings being added over time.

Languages are dynamic and constantly evolving as new words and expressions are introduced and old ones fall out of use. This can happen for various reasons, such as technological changes, cultural values and norms, and the influence of other languages. For example, the rise of social media and technology has led to the creation of many new words and phrases, such as "selfie," "hashtag," and "emoji." Similarly, changes in cultural attitudes have led to shifts in language use, with terms like "genderqueer" and "nonbinary" being added to the lexicon. Moreover, the influence of other languages can also be seen in the adoption of loanwords, such as "sushi" from Japanese and "croissant" from French.

Language reflects the society and culture that uses it, and as these things change, so does the language itself. Language is not just a communication system but also a social and cultural phenomenon that reflects the beliefs, values, and practices of the people who use it. As society and culture change, so does the language, as new words, expressions, and meanings are added, and old ones fall out of use. For example, the vocabulary and grammar of a language can reveal a great deal about the society in which it is used. The words and phrases used to describe family relationships,

social hierarchies, and gender roles can all reflect cultural norms and values. Similarly, a language's grammatical structures and patterns can reveal how people think about time, space, and causality and how they understand and interpret the world around them.

In short, language is a dynamic and complex system that reflects and shapes the society and culture in which it is used. As such, it is an important study area for linguists, anthropologists, and other scholars interested in understanding human behavior and cultural diversity.

(f) Language is universal; all human societies have language in some form, and all languages have similar characteristics and structures.

All human societies indeed have language in some form, but it is not entirely accurate to say that all languages have similar characteristics and structures. While there are some broad similarities across languages, such as the use of sound units (phonemes), grammatical rules (syntax), and meaning units (semantics), there is also tremendous variation in the specifics of how languages are structured and used. For example, different languages have different sound systems, some using tones or clicks while others use a wide range of vowel and consonant sounds. Languages also vary in grammar; some use inflectional systems (such as verb conjugation and noun declension), while others use word order to convey meaning. Additionally, languages differ in their writing systems, with some using alphabets, others using logograms, and others using a combination of both.

Furthermore, the cultural and social context in which a language is used can also significantly impact its structure and use. For instance, some languages have complex systems of honorifics and politeness, while others do not. In addition, some languages have words and expressions that reflect local cultural practices, beliefs, and traditions, while others do not.

Overall, while all human languages share certain core features and principles, there is significant diversity and variation in how languages are structured and used. This diversity reflects the complexity and richness of human language and culture.

(g) Language is contextual; the meaning of language depends on the context in which it is used, including the speaker's intentions, the listener's expectations, and the social and cultural context.

The meaning of language is not determined solely by the words and grammar used in a given utterance but also by the context in which it is used. This includes the speaker's intentions, the listener's expectations and assumptions, and the broader social and cultural context in which the communication occurs. For example, consider the simple sentence, "I saw her yesterday." The meaning of this sentence can vary greatly depending on the context in which it is used. For example, if the speaker is a witness in a criminal trial, the sentence might be taken to mean that the speaker saw the person in question committing a crime. On the other hand, if the speaker is a friend relaying a story, the sentence might be taken to mean that the speaker saw the person in question at a coffee shop or park. The meaning can also vary depending on the speaker's tone of voice, facial expressions, and other nonverbal cues. Furthermore, the social and cultural context in which the communication occurs can also shape the meaning of language. For example, different cultures have different norms and expectations around politeness, formality, and directness in communication. A rude or blunt statement in one culture might be acceptable or expected in another.

We all know that a language is socially acquired, learned, and used (Fatchul Mu'in, 2019). If this statement is related to language acquisition and language learning, we may have an illustration that a newborn child acquires a communicative competence with a given language in a speech community; in the next step, he learns and uses the language in a speech community. Thus, a

language is not genetically transmitted, but socio-culturally acquired and learned. In the social context, language is a means of communication and a vital medium for establishing and maintaining a social relationship. For instance, two persons are sitting in a bus station waiting room; they begin to introduce themselves and talk to each other. In short, they know each other. When introducing, communicating, and understanding each other, they establish a social relationship and will probably maintain their social relations in the future. Therefore, setting and maintaining social relationships must involve.

Overall, the meaning of language is complex and multifaceted and is shaped by a wide range of factors beyond the words and grammar used in a given utterance. Therefore, understanding the context and cultural norms surrounding communication is essential to accurately interpreting and understanding the meaning of language.

(h) Language is learned; language is not innate but learned through exposure and experience (Hope C. Dawson & Michael Phelan, 2016, Fatchul Mu'in, et al., 2019).

While evidence suggests that humans are biologically predisposed to acquire language, language is not innate. Rather, language is learned through exposure and experience with the language(s) spoken in the environment where an individual is raised. This language acquisition process typically begins in infancy, with babies being able to discriminate between different sounds and eventually learning to produce sounds themselves. As they continue to develop, children learn the grammar and vocabulary of their native language(s) through exposure to the language(s) spoken around them.

The importance of experience and exposure in language acquisition is evidenced by the fact that children deprived of linguistic input during the critical period of language development, either due to isolation or other factors, may fail to acquire language entirely or experience significant delays and delays difficulties in language acquisition.

Furthermore, different cultures and societies have different languages and language structures. Individuals raised in different linguistic environments may have different proficiency levels in different languages, suggesting that language is learned rather than innate.

Overall, while some innate biological mechanisms may support language acquisition, language itself is learned through experience and exposure to linguistic input in the environment.

(i) Language is multifunctional; language serves various functions, including communication, expression of identity, social interaction, and cognitive processing.

While some innate biological mechanisms may support language acquisition, language is learned through experience and exposure to linguistic input in the environment. A newborn child (baby) has some innate ability. From a psycholinguistic perspective, humans have been equipped with a Language Acquisition Device (LAD). LAD refers to innateness. However, innateness alone only answers some questions about how children acquire the language spoken by those around them. Again, some theories have been proposed regarding acquiring more specific additional knowledge.

FUNCTIONS OF LANGUAGE

Language serves a variety of functions in human communication and interaction. Some of the main functions of language are.

(a) Language is primarily used for communication

Overall, the primary function of language is to enable communication. However, its versatility and adaptability allow it to serve various additional functions essential to human interaction, creativity, and cultural expression (Finocchiaro, 1964; Bell, Roger T., 1976; Wardhaugh,

1986). The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions. The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions. Through language, people can share their thoughts, experiences, and knowledge with others and engage in various social and cultural activities.

Language allows humans to communicate about the immediate environment and abstract concepts, thoughts, and emotions. This ability to communicate abstract ideas and concepts sets human language apart from other forms of animal communication. While many animals have forms of communication to convey immediate information or basic emotions, human language has the unique ability to convey abstract and complex ideas, thoughts, and emotions. Human language allows us to discuss topics that are not present in the immediate environment, such as events that happened in the past or that may happen in the future, and to express complex emotions and concepts such as love, hope, justice, and morality. This capacity for abstract thought and communication sets human language apart from other forms of animal communication.

Moreover, language is a versatile and adaptable tool used in various contexts and situations. For example, language can tell stories, make jokes, persuade others, negotiate, and express artistic creativity. How language is used can also vary depending on the context, the speakers involved, and the cultural norms and expectations of the society where the communication occurs.

(b) Language is used for Social Interaction

A language is also a tool for social interaction, allowing people to establish and maintain relationships, negotiate social roles and status, and express politeness and respect.

A language is a fundamental tool for social interaction, and it plays a crucial role in shaping the dynamics of social relationships. Through language, individuals can establish and maintain relationships, negotiate social roles and status, and express politeness and respect.

Language use can signal social status, power, and solidarity in social contexts. For example, individuals may use different language styles depending on their social roles, such as using formal language when addressing a superior or slang when speaking with friends. Moreover, the use of language can convey social norms, values, and expectations, which can influence how individuals interact with each other.

Politeness and respect are also important aspects of language use in social interactions. Language can convey politeness and respect by greeting appropriately, addressing people, and expressing gratitude and appreciation. Conversely, failure to use appropriate language in social interactions can result in social misunderstandings, tension, and conflict.

A language is an essential tool for social interaction, allowing individuals to establish and maintain relationships, negotiate social roles and status, and express politeness and respect. However, language use in social contexts can vary depending on cultural norms, social expectations, and individual preferences, reflecting the complex interplay between language and society.

(c) Language can be used to express emotions, attitudes, and personal opinions, enabling individuals to convey their own subjective experiences and perspectives.

A language is an important tool for expressing emotions, attitudes, and personal opinions. Through language, individuals can convey their subjective experiences and perspectives to others.

Emotions are an important aspect of human experience, and language is often used to express them. For example, people may use language to express joy, sadness, anger, fear, or surprise. Using language to express emotions can help individuals regulate their emotions,

communicate their needs and desires, and build social connections with others. Attitudes and personal opinions are also important aspects of human experience, and language can be used to express them. Through language, individuals can express their beliefs, values, and opinions about various topics, such as politics, religion, culture, and personal experiences. Language can be used to argue, persuade, and influence others, and it can also be used to express dissent and challenge prevailing social norms and beliefs .

Language is essential for expressing emotions, attitudes, and personal opinions, enabling individuals to convey their subjective experiences and perspectives to others. However, how language is used to express these aspects of human experience can vary depending on cultural norms, individual preferences, and the context of the communication.

(d) Language is closely linked to Cognitive processing

Language is closely linked to cognitive processing, including memory, attention, and problem-solving, and plays an important role in shaping our thoughts and perceptions of the world. Language is closely linked to cognitive processing, including memory, attention, and problem-solving, and plays an important role in shaping our thoughts and perceptions of the world. Memory is crucial to language processing, as language involves encoding, storing, and retrieving information. Through language, individuals can store and retrieve information about events, people, and objects and use this information to make sense of the world around them. Moreover, the ability to remember and use language is closely linked to other cognitive processes, such as attention, concentration, and executive function.

Attention is another important aspect of language processing, as a language requires individuals to focus their attention on specific words, sounds, and meanings. Individuals must also be able to filter out irrelevant information and distractions in order to process language effectively. The ability to sustain attention is essential for language processing and is closely linked to other cognitive processes, such as working memory and cognitive control.

Problem-solving is also closely linked to language processing, as language can be used to analyze and solve problems. Individuals may use language to identify problems, generate solutions, and evaluate the effectiveness of different strategies. Language can also be used to express uncertainty, ask for help, and collaborate with others in order to solve complex problems.

Language plays a crucial role in shaping our thoughts and perceptions of the world by influencing cognitive processes such as memory, attention, and problem-solving. How language is used can also shape our beliefs, attitudes, and values, reflecting the complex interplay between language and cognition.

(d) Language is closely linked to Cognitive Processing

A language is a key tool for constructing and expressing individual and group identities, including gender, ethnicity, and social class. Language use reflects and reinforces social norms and values, including those related to identity. How individuals use language can signal their social identities and group memberships and can also be used to assert or challenge social norms and expectations. For example, individuals may use language to signal their gender identity, ethnicity, or social class or to align or distance themselves from particular social groups.

Gender identity is one important aspect of identity often reflected in language use. Language use can reflect and reinforce gender norms and expectations, including those related to speech patterns, word choices, and conversational styles. For example, women are often expected to use more emotional, polite, and tentative language, while men are expected to use more assertive, direct, and confident language. These gendered language patterns can reflect and reinforce broader

gender inequalities and power imbalances.

Ethnicity and social class are also important aspects of identity that can be reflected in language use. Individuals may use language to signal their cultural or regional affiliations or to align or distance themselves from particular social groups. For example, individuals may use different dialects or accents to signal their ethnic or regional identities or use different vocabulary or sentence structures to signal their social class.

A language is a key tool for constructing and expressing individual and group identities, reflecting and reinforcing social norms and values related to gender, ethnicity, and social class. How language expresses identity can reflect the complex interplay between language, culture, and society.

(e) Language is used for Cultural Transmission

Language is a crucial means of transmitting cultural knowledge and values from one generation to the next, including stories, beliefs, and customs.

Language is a crucial means of transmitting cultural knowledge and values from one generation to the next, including stories, beliefs, and customs. Language serves as a vehicle for cultural transmission, allowing individuals to learn and pass on cultural knowledge and values from one generation to the next. Through language, individuals can learn about their cultural heritage, including stories, beliefs, and customs, and can also participate in cultural practices and traditions. In addition, language use can create a sense of shared identity and community among individuals with a common culture or heritage.

Cultural transmission through language is dynamic, with new words, meanings, and expressions constantly added and modified. As language evolves, it reflects and reinforces cultural changes and shifts in values and beliefs. For example, adopting new words or expressions can reflect changes in cultural attitudes and beliefs or introduce new technologies or practices.

Language can also be important in preserving and revitalizing endangered languages and cultures. By documenting and studying endangered languages, individuals can help to preserve cultural knowledge and traditions for future generations. Language revitalization efforts can also help preserve cultural diversity and promote linguistic and cultural sustainability.

Language is a crucial means of transmitting cultural knowledge and values from generation to generation, reflecting and reinforcing cultural changes and shifts in values and beliefs. In addition, the preservation and revitalization of endangered languages and cultures through language can promote cultural diversity and sustainability.

(f) Language is used for entertainment

Language can also be used for entertainment, including humor, poetry, and storytelling. Language is a rich and expressive medium that can create a wide range of entertaining and engaging forms of communication. For example, humor and comedy often rely on the clever use of language, including puns, wordplay, and satire, to amuse and entertain audiences. Poetry is another form of language that emphasizes language's beauty and aesthetic qualities, using meter, rhyme, and imagery to create a rich and evocative experience for the reader or listener.

Storytelling is another important use of language for entertainment, allowing individuals to share and enjoy stories conveying important messages, insights, and emotions. Through language, individuals can create and share rich and engaging narratives that capture the imagination and inspire audiences. Storytelling can take many forms, including traditional folktales, myths, legends, and contemporary works of fiction and nonfiction.

In addition to providing entertainment, language can also be used to foster social cohesion and solidarity. For example, shared cultural references and in-jokes can create a sense of community and belonging among individuals with a common language and cultural background. Similarly, using slang or jargon can help create a sense of identity and shared experiences among members of particular social groups or subcultures.

Language is a versatile and expressive tool that can be used for various purposes, including entertainment, social bonding, and creative expression. Using language for entertainment reflects language's unique qualities as a dynamic and creative communication medium.

HUMAN LANGUAGE VS "ANIMAL LANGUAGE"

While there are important differences between human language and animal communication systems, there are also some similarities, such as: (a) use of signals, (b) context-dependent, (c) communicative intent, (d) learning and socialization, and (e) limited arbitrariness.

Both human language and animal communication systems use signals to convey information, whether through sounds, gestures, or other forms of expression. In the case of human language, signals can take many different forms, such as spoken or written words, gestures, facial expressions, or even intonation and emphasis. These signals are used to convey meaning and express ideas, thoughts, feelings, and intentions to others. In the case of animal communication systems, signals can also take many different forms, depending on the species. For example, birds use songs to communicate with each other, while primates use a combination of vocalizations, gestures, and facial expressions to convey information. Other animals may use scent marks, visual displays, or tactile cues to communicate with each other.

Despite the similarities between human language and animal communication systems, there are also significant differences. Human language is more complex and flexible than any animal communication system, allowing us to express various ideas and concepts. Additionally, human language is uniquely capable of abstract thought, allowing us to discuss and reason about things that are not present or immediately observable.

Both human language and animal communication are context-dependent, meaning that the meaning of a signal can change. In human language, context can include factors such as the speaker's tone of voice, facial expression, body language, and the social, cultural, and historical context in which the communication occurs. For example, the meaning of the word "bank" can change depending on whether it is used in the context of finance or geography. Similarly, context can also be critical for interpreting signals in animal communication. For example, the same vocalization from a primate might indicate aggression or submission depending on the situation in which it is used. Additionally, animals might use different signals or combinations in different contexts to convey different meanings. Understanding the importance of context is essential for effective communication, both in human language and animal communication. Signals can be misinterpreted or misunderstood without considering context, leading to confusion and potentially harmful consequences. Depending on the situation in which it is used.

Both human language and animal communication involve a communicative intent, with the sender intending to convey information to a receiver. Both human language and animal communication involve a communicative intent where the sender intends to convey information to a receiver. In the case of human language, the sender may use words, gestures, or other symbols to communicate a message to the receiver to convey a specific meaning. In animal communication, the sender may use vocalizations, body language, or chemical signals to convey information to others of their species, intending to communicate things like mating availability, danger, or the location of

food sources.

In both cases, the sender intends to communicate information to the receiver. However, the complexity and specificity of the information conveyed may vary depending on the type of communication and the species involved.

Human language and animal communication are learned through socialization and experience rather than being innate. Human language is indeed learned through socialization and experience. While humans may have an innate capacity for language, the ability to communicate using a particular language is acquired through exposure to that language in a social context. Children learn language by being exposed to it by their caregivers and other people in their environment and by actively using and practicing it. On the other hand, some forms of animal communication are innate or instinctual, such as the innate calls and signals used by many bird and insect species. However, many forms of animal communication are also learned through socialization and experience. For example, young chimpanzees learn to use specific vocalizations and gestures to communicate with others in their social group. In addition, some bird species learn complex songs through trial and error and social learning.

So while the statement is mostly true for human language, it is only partially accurate for animal communication, as some forms of animal communication may be innate or instinctual. Human language and animal communication systems exhibit a degree of arbitrariness, although this is more limited in animal communication.

The relationship between a word or symbol and its meaning is largely arbitrary in human language. For example, there is no inherent reason why the word "dog" should represent the furry, four-legged animal we call a dog other than the fact that the users of that language have agreed upon it. Similarly, the symbols used in written language have no inherent meaning and are arbitrarily assigned to represent specific sounds or concepts.

In animal communication, there is also a degree of arbitrariness in the sounds and gestures used to convey meaning, although this is more limited than human language. In some animal communication systems, such as the dances used by honeybees to communicate the location of food sources, the relationship between the signal and its meaning may be more direct and less arbitrary. However, even in these cases, the signals used by animals to communicate are not inherently linked to their meanings and have been shaped by evolutionary processes and social conventions.

Overall, human language and animal communication exhibit a degree of arbitrariness in their symbols or signals, but the degree of arbitrariness is more limited in animal communication.

However, there are also important differences between human language and animal communication, including the complexity and flexibility of human language, which allows for an infinite number of possible utterances and meanings and the ability to refer to abstract concepts and create new words and expressions.

ORAL AND WRITTEN OF LANGUAGE

Language can refer to both spoken and written forms of communication. Spoken language involves using sounds and words to convey meaning and is the most common form of language used in everyday communication. However, written language also plays an important role in many aspects of life, such as literature, legal documents, and business communication. Other forms of language, such as sign and body language, do not rely on spoken words but still convey meaning.

Oral or Spoken Language

A language is always spoken. This statement implies that all people worldwide, regardless

of their race or ethnic group, still speak a language. This means they still have a way of communicating ideas by using sounds produced by their speech organs. Human language is an oral-auditory communication system. Why? Oral-auditory communication has many advantages over other possible means of communication. First, a speaker and a listener do not need an instrument, as writers and readers do. The writers and readers need writing implements and written texts, respectively. A speaker and a listener do not look at one another like the deaf using hand gestures language do. One can speak and listen while carrying out other activities if they do not involve the mouth and the ear (Taylor, p. 6).

Oral language refers to using spoken language as a means of communication rather than written or signed language. It is the most basic and universal form of language used by humans in all cultures and societies. Oral language can take many forms, from casual conversation to formal presentations and speeches. It can be used for various purposes, including conveying information, expressing emotions, negotiating social relationships, and engaging in creative expression. Oral language also plays an important role in developing literacy skills, as children with a strong foundation in oral language are more likely to be successful in reading and writing.

The original form of language is spoken language. In principle, the language is spoken or spoken (spoken); written language embodies what is spoken or spoken. Spoken language is transferred with certain signs and symbols so that language can be manifested or recorded to be seen and studied scientifically. Transferring spoken language into written form allows the language to be studied descriptively and theoretically. The initial study of linguistic data is descriptive, the results of which are then developed into linguistic theory points (Jufrizal, 2021).

Knowing a language includes knowing the sounds of that language. When we know a language, we know words in that language, i.e., sound units related to specific meanings. However, the sounds and meanings of words are arbitrary. Mostly, there is no relationship between how a word is pronounced (or signed), and its meaning. Overall, oral language is a crucial aspect of human communication and interaction and is a key tool for expressing ideas, building relationships, and sharing knowledge and experiences.

Written Language

In addition to oral means, there are other means of communicating ideas, namely using printed or written symbols, which are more common and often used in everyday life. Moreover, they are exposed to written language, such as those found in newspapers, magazines, or letters, so they often need written and spoken language clarification. In this connection, the spoken form of a language is primary, while the written form is secondary. This is because a language's written form only represents what is spoken (Fatchul Mu'in et al., 2023).

Written language is a system of communication that uses written symbols to represent spoken language. It is a form of language that allows people to convey information and ideas through written texts that can be preserved, transmitted, and accessed over time and space. Written language is a relatively recent development in human history, emerging in different cultures and societies at different times. Nevertheless, it has played a crucial role in developing human civilization, facilitating the spread of knowledge, ideas, and culture, and enabling the recording and preservation of history and literature. Written language can take many forms, including books, newspapers, journals, emails, texts, and social media posts. It also requires specific skills, such as reading, writing, spelling, and grammar, often taught in schools and other educational settings.

In short, the written language is a powerful tool for communication and expression,

allowing people to share ideas and connect with others in ways that would not be possible through spoken language alone.

LANGUAGE AND LINGUISTICS

Language is a complex communication system encompassing spoken, written, and signed forms of expression. Linguistics is the scientific study of language and its structure, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. The relationship between language and linguistics is that linguistics provides a framework for understanding and analyzing language as a system.

Linguistics helps us understand the structure of language, how it is used to convey meaning, how it varies across cultures and contexts, and how it changes over time. By studying linguistics, we can gain insight into the underlying rules and patterns that govern language use and better understand how language shapes our thinking, communication, and social interactions. In short, the relationship between language and linguistics is one of mutual influence: language provides the raw material for linguistic analysis, while linguistics provides the tools and frameworks for understanding and analyzing language.

There are some branches of linguistics. Phonology is called phonology, e.g., a study of the sounds used in a language and how they are used to convey meaning. Phonology is a subfield of linguistics that focuses on the sounds of language and how they function in communication. Phonology examines the sounds of language at different levels, including individual sounds (phonemes), the patterns of sounds in words (morphophonemics), and the intonation and rhythm of speech (prosody). Phonology also considers how the human vocal tract produces sounds and how the ear perceives them. Phonology is an important area of study because the sounds of a language are a crucial component of its grammar and meaning. Different languages use different sounds and sound patterns to convey meaning, and understanding these differences is essential for effective communication across linguistic and cultural boundaries. Phonology also plays a key role in language learning, as learners need to master the sounds of a language in order to speak it fluently and accurately.

The study of the structure of words and how they are formed from smaller units called morphemes is called morphology. Morphology is a subfield of linguistics that examines the internal structure of words and how they are formed from smaller units of meaning. Morphemes are the smallest units of meaning in a language and can be combined to form words. For example, the word "unhappy" is composed of two morphemes: "un-" (a negative prefix) and "happy" (a root word meaning "pleased or content"). The word "happily" is composed of the same root word but with a different suffix ("-ly") that changes its grammatical function to an adverb. Morphology examines the rules and patterns that govern the formation of words in a language. This includes the study of inflection, which is the modification of a word to indicate its grammatical function (such as tense, number, or gender), as well as the study of derivation, which is the creation of new words by adding prefixes or suffixes to existing words. Morphology is an important area of study because it helps us understand how words are formed and how they convey meaning. By understanding the morphological structure of words, we can better comprehend the meaning of new words we encounter and understand the rules that govern word formation in a language.

Syntax refers to arranging words and phrases to form grammatically correct and meaningful sentences. A subfield of linguistics studies how words are combined into larger units such as phrases, clauses, and sentences and how these units relate to each other. Syntax concerns the rules and principles governing sentence structure, including word order, sentence structure,

and grammatical relationships between words. For example, in English, the subject usually comes before the verb in a sentence, as in "She sings." In contrast, in other languages, such as Japanese, the verb typically comes at the end of a sentence, as in "Watashi wa uta ga utaimasu" (I songs sing). The syntax is important because it helps us understand how sentences are structured and how they convey meaning. By understanding the rules of syntax in a language, we can create clear, coherent, and grammatically correct sentences and better comprehend the meaning of sentences we encounter in speech or writing.

Semantics is the study of meaning in language, including the meanings of words, phrases, and sentences and how they are used in different contexts to convey specific meanings. Semantics is concerned with the meaning of words and how they relate to each other in a language system. It examines the meanings of individual words and how words combine to form phrases and sentences with different shades of meaning. Semantics also considers how meaning can change depending on the context in which words are used. For example, the word "bank" can refer to a financial institution, a river bank, or a plane maneuver. The word's meaning depends on the context in which it is used.

Similarly, the sentence "She saw the man with the telescope" can have different meanings depending on whether the man or the woman is using the telescope. Semantics is an important study area because it helps us understand how language conveys meaning. By understanding the meanings of words and how they are used in different contexts, we can communicate more effectively and better understand the nuances of language use. Semantics is also important for language learning, as learners need to master the meanings of words and how they are used in sentences to use a language fluently and accurately.

Pragmatics is the study of how language is used in context, including the social and cultural factors that influence language use and the intentions and goals of the speaker and the listener. Pragmatics is concerned with how language is used to achieve specific goals and functions in different situations, such as making requests, giving advice, expressing emotions, and negotiating meaning. It also examines the role of context in shaping language use, including the social norms, expectations, and conventions that govern communication in different settings. For example, the sentence "Can you pass the salt?" can have different meanings and implications depending on the context in which it is used. For example, the sentence may be interpreted as a polite request in a formal dinner setting, whereas in a casual family setting, it may be interpreted as a direct command.

Similarly, depending on the context and the speaker's intentions, "It is cold in here" may be interpreted as a statement of fact, a complaint, or a request to turn up the heat. Pragmatics is an important study area because it helps us understand how language is used to achieve specific social and communicative functions and how cultural and contextual factors influence it. By understanding the pragmatic dimensions of language use, we can communicate more effectively and navigate different social situations with greater ease and sensitivity.

Benefits of linguistics for both teachers and learners

Both teachers and students can benefit from understanding linguistics in the context of English language teaching.

The teachers understand the structure of the English language, including grammar, syntax, and phonetics/phonology. Understanding the structure of the English language can help them teach these aspects more effectively and identify common errors made by students. Understanding the structure of the English language can help teachers teach these aspects more effectively and identify common errors made by students. For example, if a teacher understands the rules of

English grammar and syntax, they can explain them more clearly to their students and help them apply them correctly in their writing and speaking. They can also identify common errors that students make, such as subject-verb agreement errors or incorrect use of prepositions, and provide targeted feedback and instruction to help students correct them.

Similarly, if a teacher understands the phonetics and phonology of English, they can help students improve their pronunciation and reduce accent interference. They can also identify common pronunciation errors, such as mispronunciation of certain vowels or consonant sounds, and provide targeted instruction and practice to help students improve their pronunciation.

Overall, understanding the structure of the English language can help teachers provide more effective instruction and support to their students, leading to better language acquisition and communication skills.

The teachers can develop more effective teaching strategies and materials grounded in linguistic principles. Understanding how language acquisition works can help teachers design activities that promote natural language acquisition and fluency.

Several theories of language acquisition can inform language teaching practices, such as: (a) the input hypothesis, (b) the interactionist theory, and (c) the cognitive theory.

This input hypothesis theory suggests that language acquisition is driven by exposure to comprehensible input or language just slightly above the student's current level of understanding. Teachers can design activities that provide students with opportunities to encounter and interact with this type of input, such as through reading, listening, and conversation activities.

This interactionist theory suggests that language acquisition is facilitated by social interaction and communication. Teachers can design activities that encourage students to interact and communicate with each other in meaningful ways, such as through role-plays, debates, or collaborative projects.

The cognitive theory suggests that language acquisition is related to cognitive development and the ability to form and manipulate mental representations of language. Therefore, teachers can design activities that challenge students to think critically and creatively about languages, such as through problem-solving activities or analysis of authentic language use in real-world contexts.

By incorporating these and other language acquisition theories into their teaching practices, teachers can create a more natural and engaging learning environment that promotes fluency and natural language use. They can also tailor their activities to their student's needs and abilities, leading to more effective language learning outcomes.

The teachers can identify individual students' needs and learning styles based on their linguistic backgrounds and prior language learning experiences. The teachers should identify the learners' needs and learning styles based on their linguistic backgrounds and prior language learning experiences. Identifying learners' needs and learning styles based on their linguistic backgrounds and prior language learning experiences is an important part of effective language teaching. Every student comes to the language classroom with unique linguistic and cultural backgrounds and varying levels of language proficiency and learning styles. By understanding these factors, teachers can tailor their instruction to meet each student's specific needs and goals.

For example, suppose a teacher has a class of English language learners from different linguistic backgrounds. In that case, they may need to focus on different aspects of English grammar and pronunciation depending on the challenges and errors students from each linguistic background make. They may also need to provide additional support to students with lower levels of English proficiency, such as through more structured language input and simplified language use.

Similarly, by identifying students' learning styles and preferences, teachers can design activities and assignments that are more engaging and effective for each student. For example, some students may prefer visual learning aids, while others may learn best through hands-on or experiential activities.

By identifying learners' needs and learning styles, teachers can create a more effective and engaging learning environment supporting each student's language learning goals and abilities.

For students, knowledge of linguistics can help them. Understanding English's underlying structure and patterns makes it easier to learn and use the language effectively. English is a complex language with many different structures and patterns. However, by understanding some of the key elements of English grammar, vocabulary, and pronunciation, we can make learning and using the language effectively easier.

Here are some strategies for understanding English's underlying structure and patterns: (a) Learning the basic grammar rules is needed. English grammar can be challenging, but learning the basic rules for sentence structure, verb tenses, and speech parts can help us construct sentences correctly, (b) Building our vocabulary is necessary. Expanding our vocabulary is essential for effective communication in English. Then, we try to learn new words and phrases every day and practice using them in context, (c) We should pay attention to pronunciation. English pronunciation can be tricky, but listening to native speakers and practicing our pronunciation can help us improve. We should pay attention to stress, intonation, and rhythm, as well as individual sounds and vowel patterns, (d) We should use resources for learning. Many resources are available for learning English, including textbooks, language courses, online tools, and language exchange programs. Then, we find the resources that work best for us and use them regularly, (e) We should practice, practice, practice: The more we use English, the easier it will become. Practice speaking, reading, writing, and listening in English as often as possible, and be bold in making mistakes. By consistently practicing our English skills, we will gradually become more comfortable and confident with the language, and (f) We need to recognize and correct common errors and misunderstandings in their language use.

Recognizing and correcting common errors and misunderstandings in the learners' language use is an important part of improving their language skills. First, the learners need to identify their weaknesses. They may start by identifying the areas where they struggle most, whether with grammar, vocabulary, pronunciation, or something else. Be honest with the weaknesses, so they can work on improving them.

The learners need to keep a language journal. For example, they may write down the mistakes they make and the misunderstandings they experience in language use. This will help them to identify patterns and areas for improvement.

The learners need to seek feedback: They may ask a language tutor, teacher, or native speaker to give feedback on language use. The teachers can help the learners identify errors and provide guidance on correcting them.

Many resources are available to improve learners' language skills, including grammar guides, vocabulary lists, and pronunciation exercises. They may use these resources to help them learn and practice using the learned language correctly.

The learners should practice using the learned language regularly in speaking and writing. They must try to use what they have learned in real-life situations and seek opportunities to practice with others. The learners should improve their language skills takes time and effort. They need to keep practicing, seek feedback, and celebrate their progress.

Developing effective language learning strategies grounded in linguistic principles can help improve our language skills more efficiently and effectively. Here are some strategies to help the learners develop these strategies. Firstly, we can start by setting realistic goals for what we want to achieve with language learning. This will help us to focus our efforts and measure our progress. Secondly, we can use contextualized language learning. In this relation, we can focus on learning a language in context rather than memorizing individual words or grammar rules. Again, this will help us to understand how language is used in real-life situations. Thirdly, we should pay attention to patterns. In this relation, we should identify patterns in the language we are learning, such as word order, verb conjugation, and sentence structure. This will help us understand the language's underlying principles and use them more effectively. Fourthly, we may use active learning techniques. We should practice speaking, writing, and using the language actively rather than just passive listening or reading. This will help us to internalize the language more effectively and use it more confidently. Fifthly, we must seek feedback from language tutors, teachers, or native speakers to help us identify improvement areas and correct language use errors. Sixthly, we may use technology and resources: There are many language learning resources available, including apps, websites, and textbooks. Use these resources to supplement our learning and practice more effectively. Last but not least, we should practice regularly. Practice using the language regularly is ideally needed in real-life situations. This will help us to internalize the language more effectively and use it more naturally.

In terms of implementing linguistic knowledge in English language teaching, teachers can incorporate linguistic concepts into lesson plans and classroom activities. Incorporating linguistic concepts into lesson plans and classroom activities can help students better understand the underlying language principles and improve their language skills. Here are some ideas for incorporating linguistic concepts into our language teaching" (a) Teach grammar lessons that focus on specific linguistic concepts, such as parts of speech, syntax, and sentence structure. Use examples to demonstrate these concepts and have students practice using them in context, (b) Teach vocabulary by focusing on word roots, prefixes, and suffixes. This can help students to understand how words are formed and make it easier to learn new vocabulary, (c) Use exercises that focus on phonetics and phonology to help students improve their pronunciation skills. Please encourage students to practice producing sounds correctly and use audio and visual aids to help them hear and see the correct pronunciation, (d) Assign writing tasks that focus on specific linguistic concepts, such as sentence structure, paragraph organization, and cohesive devices. This will help students to understand how these concepts are applied in written communication, (e) Use classroom discussions to help students practice using language in context. Please encourage students to use newly learned vocabulary and grammar concepts, provide feedback on their language use, and (f) Incorporate language games and activities that focus on specific linguistic concepts, such as word order, verb conjugation, and noun-adjective agreement. These activities can make language learning more engaging and fun.

By incorporating linguistic concepts into our lesson plans and classroom activities, we can help students better understand language principles and improve their language skills. Use linguistic analysis to diagnose and address common errors made by students. Using linguistic analysis to diagnose and address common errors made by students can help teachers to identify patterns and underlying causes of these errors and provide targeted feedback and instruction to students. Here are some steps to follow when using linguistic analysis to diagnose and address common errors. (a) Identify the error: Start by identifying the specific errors that students are

making. This may involve analyzing written or spoken language samples or observing students in the classroom, (b) Analyze the error: Analyze the error to determine its underlying cause. This may involve identifying the linguistic concept that the student is struggling with, such as verb tense, subject-verb agreement, or word order, (c) Provide targeted feedback: Provide targeted feedback to the student that addresses the underlying cause of the error. This may involve providing explanations, examples, or practice exercises that focus on the specific linguistic concept the student is struggling with, (d) Reinforce learning: Reinforce learning by providing opportunities for students to practice the correct use of the linguistic concept in context. This may involve assigning practice exercises, providing prompts for classroom discussion or writing, or providing opportunities for spoken language practice, (e) Monitor progress: Monitor student progress to ensure that the error is being addressed and corrected. This may involve observing student language use, reviewing written work, or administering assessments that measure the student's ability to use the corrected linguistic concept.

By using linguistic analysis to diagnose and address common errors, teachers can provide targeted feedback and instruction to help students improve their language skills more effectively. Foster a deeper understanding of language and language learning among their students. Fostering a deeper understanding of language and language learning among students can help them to become more motivated and effective language learners. Here are some strategies that teachers can use to foster this understanding: (a) Discuss language as a system: Introduce the idea that language is a system with rules and patterns. This can help students understand that language is not just a collection of words but a complex communication system, (b) Compare and contrast languages: Encourage students to compare and contrast the languages they are learning with other languages they know or have studied. This can help them see the similarities and differences between languages and understand how languages are related to each other, (c) Discuss language acquisition: Introduce the concept of language acquisition and the different ways people learn languages. This can help students to understand that language learning is a complex process that involves multiple factors, such as input, motivation, and cognitive abilities, (d) Use metalinguistic awareness activities: Use activities that promote metalinguistic awareness, such as identifying parts of speech, analyzing sentence structure, and discussing the meanings of words. This can help students become more aware of the language they are learning and better analyze and understand it, and (f) Encourage self-reflection: Encourage students to reflect on their own language learning experiences and identify their strengths and weaknesses. This can help them to develop strategies for overcoming challenges and becoming more effective language learners.

By fostering a deeper understanding of language and language learning among students, teachers can help them become more motivated, engaged, and effective learners. Overall, understanding linguistics can be a valuable tool for teachers and students in English language teaching.

SUMMARY

A language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchioro, 1964). Linguists and language experts commonly identify several characteristics of language. First, language is said to be symbolic; language uses arbitrary symbols, such as words or gestures, to represent specific meanings. Language is Rule-governed; language follows a set of rules, or grammar, that governs how words and phrases are put together to form meaningful utterances.

Language is arbitrary; there is no inherent connection between the symbols used in

language and their meanings. Language is creative; speakers can use language to generate infinite new utterances rather than being limited to a fixed set of responses. Language is dynamic; languages constantly change, adding new words, phrases, and meanings. Language is universal; all human societies have language in some form, and all languages have similar characteristics and structures. Language is learned; language is not innate but learned through exposure and experience. Finally, language is multifunctional; language serves various functions, including communication, expression of identity, social interaction, and cognitive processing.

There are three functions of a language. These three functions of a language are related from one to another. For the sake of discussion, they are discussed in separate ways. The prime function of a language has been assumed to be cognitive; a language is used to express ideas, concepts, and thoughts. The second function is said to be evaluative; language has been viewed as a means of conveying attitudes and values. The third function of a language is referred to be effectiveness; a language is used by its speakers to transmit emotions and feelings. The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions (Fatchul Mu'in, 2019).

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