



**FUTURE SCIENCE**

# **INTRODUCING THE ESSENTIAL PARTS OF LINGUISTICS**

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Book Chapter

# **Introducing the Essential Parts of Linguistics**

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## PREFACE

First of all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to express my sincere gratitude to the authors for the idea and valuable knowledge throughout this book that entitled **Introducing the Essential Parts of Linguistics**. Linguistics is often known as the science of language, the study of the human capacity to communicate and organize thought using different tools (the vocal tract for spoken languages, hands for sign languages, etc.) and involving different abstract and tactile components.

This book consists of 12 chapters: (1) introducing linguistics, (2) phonetics, (3) phonology, (4) morphology, (5) syntax, (6) sociolinguistics, (7) semantics, (8) pragmatics, (9) child language acquisition, (10) adult language learning, (11) psycholinguistics, (12) stylistics.

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Pematang Siantar, November 2024

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# **CHAPTER 1**

## **INTRODUCING**

### **THE ESSENTIAL PARTS OF LINGUISTICS**

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#### **1.1. INTRODUCTION**

Sometimes we get confused by many kind of rule grammar that seems very complicated but there are points that should be clear to readers who learn English that readers should know the essential part of language. Basic terms and concepts in linguistics. What are the essential concepts in language? Key 'levels of language' include syntax, semantics, pragmatics, morphology, phonetics and phonology. Why is the concept of language important? There are many terms and ideas that are important for you to know in the context of your study of English Language, however, in this article, we'll be focusing on the ones surrounding the Key Concepts in Language and linguistics.

If we think for a moment about the origins of the English language (don't worry, this won't take long!), we can see that it has been influenced by many other languages, including French, Latin and Greek. However, English is classed as a Germanic language, as it was heavily influenced by Anglo-Saxon settlers in Britain around the 5th century. This is why the syntax and grammar of English are similar to German. English grammar was originally influenced by its Germanic ancestry, but who makes the rules now? Well - nobody, and everybody! There is no official regulating body that decides on the rules of English grammar, and like most languages, the rules rely on a general

consensus. In this part, we will look at the principles of English grammar; knowing these will help improve your communication skills and give you an advantage in your English language studies. Essential parts of English Grammar – concern with the following :

- (1) A morpheme is the smallest unit of meaning in a language. It cannot be reduced beyond its current state without losing its meaning.
- (2) Clauses contain a subject and a predicate. In English, there are two major clause types: independent clauses and dependent clauses.
- (3) Conjunctions are words that connect two words, clauses, or phrases. They help to form longer, more complex sentences from simple sentences.
- (4) A phrase is a group of interrelated words that can function alone, or as part of a sentence or clause. Phrases differ from clauses because they don't require a subject and predicate.
- (5) There are two types of grammatical voice: the active voice and the passive voice.
- (6) Tenses give us a sense of time by telling us whether something is in the past, present or future.
- (7) Aspects give us additional information about a verb by telling us whether an action has been completed, is continuous, is both, or is neither. Aspects work together with tenses.
- (8) There are four different types of sentences: simple, compound, complex, and compound-complex.
- (9) There are four main sentence functions: declarative, interrogative, imperative, and exclamative.
- (10) Sentence Functions describe the purpose of a sentence. There are four main sentence functions in the English language: declarative, interrogative, imperative, and exclamative.

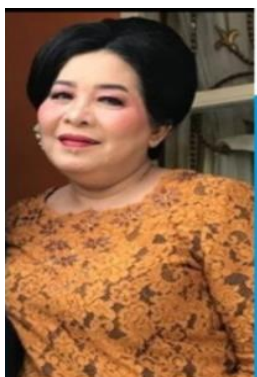
f	Connecting words in a sentence.	And, but, because.	Sammy and Jim played snooker but couldn't finish the game because the venue closed early.
	Expressing an emotion or reaction.	Wow, uh oh, Yippee, Yikes.	Wow, a crocodile - uh oh, it's heading right for us!

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## **AUTHOR'S PROFILE**



### **Prof. Dr. Sondang Manik, M.Hum.**

The author has focused her career in teaching English as a lecturer in Universitas HKBP Nomensen, at Fakultas Bahasa dan Seni, dan Pascasarjana. She is currently teaching the subjects of Sociolinguistics, Semantics, Morphology, Seminar on Linguistics , Applied Linguistics , TQM. The author has actively published her scientific works and books such as General Linguistics (2020), Sociolinguistics (2021), TQM on Education (2022), Review of English Literatures (2023), Second Language Acquisition (2023), Application software for teaching and Learning that can be found in the link of sinta ID: 6650025 and Scopus ID: 58315353599.



## **CHAPTER 2**

### **PHONETICS**

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#### **2.1. INTRODUCTION**

Phonetics is a branch of linguistics that focuses on the study of speech sounds. It encompasses the physical production, acoustic transmission, and auditory perception of these sounds. According to Ladefoged and Johnson (2014), phonetics is crucial for understanding the nuances of spoken language and provides the foundation for the systematic analysis of speech. The field is typically divided into three main areas: articulatory phonetics, which examines how speech sounds are produced by the vocal organs; acoustic phonetics, which deals with the physical properties of speech sounds; and auditory phonetics, which investigates how speech sounds are perceived by the ear and brain.

The importance of phonetics in linguistics cannot be overstated. It serves as a critical tool for linguists, enabling them to transcribe and analyze speech in a consistent and detailed manner. Phonetic analysis facilitates the understanding of linguistic phenomena such as accent, dialect variation, and phonological processes (Ashby, 2011). Moreover, phonetics is essential for the development of language teaching methodologies, the creation of speech recognition systems, and the diagnosis and treatment of speech disorders. By providing insights into the physical and perceptual aspects of speech, phonetics bridges the gap between abstract linguistic theory and practical language use.

This chapter aims to provide a comprehensive overview of the fundamental aspects of phonetics. It will begin with a historical background, tracing the development of phonetic studies and highlighting key figures and contributions in the field. Following this, the chapter will delve into articulatory phonetics, explaining the speech production mechanism and classifying speech sounds based on their articulatory features. The subsequent sections will cover acoustic phonetics, discussing the acoustic properties of speech sounds and the tools and methods used for acoustic analysis, as well as auditory phonetics, which will explore the hearing mechanism and the perception of speech sounds. Additionally, the chapter will introduce phonetic transcription, focusing on the International Phonetic Alphabet (IPA) and providing practical examples. The discussion will extend to suprasegmental features such as stress, intonation, and rhythm. Furthermore, the chapter will examine the applications of phonetics in various fields, including language teaching, speech therapy, forensic phonetics, and speech technology. The chapter will conclude with an overview of recent advances and research trends in phonetics, highlighting technological innovations and future directions in the field.

## **2.2. ARTICULATORY PHONETICS**

Articulatory phonetics is a subfield of phonetics that examines how speech sounds are produced by the movement of various parts of the vocal tract. Understanding the speech production mechanism involves analyzing the coordinated actions of the respiratory, phonatory, and articulatory systems, each of which plays a crucial role in sound generation.

Speech production is a complex process that begins with the airflow generated by the respiratory system. This airflow is then modulated by the phonatory system and shaped into distinct speech sounds by the articulatory system. Each system

research and practical applications in various fields of linguistics.

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## **CHAPTER 3**

### **PHONOLOGY**

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#### **3.1. INTRODUCTION**

Phonology is a branch of linguistics that studies a language's sound system, including how language speakers organize, access, and interpret these sounds. Phonology is very important in understanding the structure of language because, through phonology, we can identify the sound patterns found in a language as well as the principles that govern the distribution of these sounds. In any language, we can identify a small number of regularly used sounds (vowels and consonants) that we call phonemes; for example, the vowels in the words 'pin' and 'pen' are different phonemes, and so are the consonants at the beginning of the words 'pet' and 'bet'.

Phonology focuses on studying sound systems (phonemes) in human languages. Phonology deals with the way these sounds are grouped into certain categories in a language, how these sounds interact with each other, and how these sounds can change in various linguistic contexts. For example, in English, the /p/ sound in the word "pot" is phonemically different from the /b/ sound in the word "bot", so phonology would examine how this difference is interpreted in the language system. Phonology and intonation are two interrelated fields in linguistics, although their focus and scope are different. The following is the relationship between phonology and intonation: (1) Phonology is the study of sound systems in language, including the arrangement of sounds in a particular language and how these



sounds are recognized and used by speakers. This includes everything from phonemes (units of sound that differentiate meaning) to the rules of how these sounds interact in the context of a language. (2) Intonation as Part of Phonology. Intonation, on the other hand, is an aspect of prosody (the way sounds are conveyed) that includes intonation patterns used to convey additional meaning or certain nuances beyond the literal meaning of words. Intonation includes the rising and falling patterns of sound used in sentences, as well as the way of emphasis and rhythm in speech. (3) Effect of Sounds on Intonation.

Phonology influences intonation because phonological rules can influence how intonation is used in language. For example, rules about placing accents or stress in certain words can influence how intonation is applied in sentences. (4) Interdisciplinary Research. Although intonation is traditionally part of the study of prosody, which covers the rhythmic and melodic aspects of language, intonation also has implications in the study of phonology because it involves how sounds are processed and analyzed in language. (5) Role in Communication. Both phonology and intonation play a role in verbal communication. Phonology helps determine the structure of sounds in words and sentences, while intonation helps add additional layers of meaning, emotion, or information to a conversation.

### **3.2. THE PRODUCTION OF SPEECH SOUNDS**

All the sounds someone makes when speaking result from muscles contracting. The muscles in the chest that we use for breathing produce the flow of air needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to mouth.

alone. (2) Communicating Emotions and Attitudes. Intonation can convey emotional expressions such as joy, astonishment, disappointment, or despair. This helps add psychological and interpersonal dimensions to communication. (3) Leads Context Understanding. Intonation helps in marking the structure of sentences, clauses, and phrases in conversation, guiding listeners in understanding the relationship between parts of a sentence. (4) Helps Language Teaching and Learning. Understanding intonation is important in language teaching and learning because it allows speakers to master not only words and grammar, but also the nuances and meaning contained in speech. Thus, phonology and intonation complement each other in understanding the way language is spoken, understood, and used in communicative interactions. An in-depth study of both helps us uncover the complexity of language and how language is used to communicate effectively in various cultural and social contexts. Overall, phonology and intonation complement each other in understanding how language is spoken, understood, and used in everyday communicative interactions. The study of phonology has broad implications in a variety of fields, including computational linguistics, language teaching, and language restoration. By understanding the principles of phonology, we can predict language changes that occur over time, develop speech recognition technology, and provide more effective teaching strategies in second language learning.

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## **CHAPTER 4**

### **MORPHOLOGY**

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#### **4.1. INTRODUCTION**

Linguistics is the study of language, and it is very important in daily life. Language is the most effective tool for communicating a message; it also reflects culture, identity, and human ways of thinking (Mailani dkk., 2022; Noermanzah, 2020; Rokhmah & Rahmadona, 2022). In an increasingly developing era, a deep understanding of language can help us address communication challenges that arise from linguistic and cultural diversity. Studying linguistics not only enhances our language skills but also sharpens our analytical and critical thinking abilities. By studying the structure of language, such as morphology and syntax, we can understand how words are formed and arranged to convey meaning. Moreover, linguistics helps us understand how languages evolve and adapt over time. This knowledge is invaluable in various fields, such as education, technology, and research. Therefore, it is essential for us to delve into the field of linguistics and apply it in various aspects of life, thus enhancing our communication skills and cross-cultural understanding.

In addition, morphology has an important role in understanding language variation and change, as well as in analyzing the patterns present within a language. For instance, by knowing the morphology of a word, we can explore the different meanings and functions it has in various contexts.

Thus, morphology not only provides insights into the language itself but also into human ways of thinking and communicating.

Theoretically, morphology is a branch of linguistics that defines the basic units of language as grammatical units (Camp, 2020). Words not only function as basic units in communication but also have smaller components such as morphemes, which can consist of roots, prefixes, and suffixes. By studying morphology, we can understand how words are formed, modified, and used in sentences (Aronoff & Fudeman, 2012). This explains how the combination of these components affects the meaning and function of words in language, as well as how changes in form can impact meaning and usage in sentences. While, According to (Lieber, 2010) morphology is the study of how words are formed, including the creation of new words in various languages and variations in word forms based on their usage in sentences. As a native speaker, you intuitively understand how to form new words and can recognize and comprehend words you have never heard before. Furthermore, morphology is a systematic study of words in natural language, explaining the relationship between the surface form of words (graphic or spoken) and their lexical form (analysis of words in lemma or dictionary forms along with their grammatical descriptions). This is more accurately referred to as inflectional morphology (Forsberg & Ranta, 2004). This article emphasizes the discussion of basic concepts in morphology, starting from the smallest units in word formation to its role in sentence structure. In addition, it discusses the types of morphological processes.

## **4.2. TYPES OF MORPHEMES**

Some people might get little confused about the difference of word and morpheme. Let's define them as linguists do. A morpheme is defined as the smallest linguistic unit that has its

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## **CHAPTER 5**

### **SYNTAX**

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#### **5.1. INTRODUCTION TO SYNTAX**

Syntax is the branch of linguistics that focuses on the rules and principles governing the structure of sentences in a language. In English, syntax plays a crucial role in how words and phrases are arranged to convey meaning. Unlike morphology, which deals with the formation of individual words, syntax explores the relationships between words and how these relationships shape the overall meaning of a sentence. By studying syntax, we can understand how native speakers intuitively construct grammatically correct sentences and how certain structures can vary while retaining meaning. The syntax of English is rule-governed yet flexible, allowing for a vast array of sentence structures. At the core of English syntax are subjects, verbs, and objects, but more complex elements such as clauses, phrases, and modifiers come into play as well. Understanding syntax involves exploring not just word order but also how different parts of a sentence work together to form coherent expressions, ask questions, issue commands, or express emotions.

As we delve into English syntax, it becomes evident that it is not only about grammatical correctness but also about style, clarity, and emphasis. These factors influence how we communicate, whether in written or spoken discourse. This chapter will provide an in-depth exploration of English syntax,



highlighting key principles, common patterns, and some of the intricacies that make it a rich field of study.

Syntax is a fundamental aspect of linguistics that deals with the structure of sentences and the rules that govern the arrangement of words within those sentences. It is crucial for understanding how meaning is constructed in language, as the syntactic structure can significantly alter the interpretation of a sentence. For instance, the difference between "The cat chased the dog" and "The dog chased the cat" illustrates how syntax influences meaning. Understanding syntax is essential for various linguistic applications, including language teaching, computational linguistics, and cognitive science, as it provides insights into language processing and acquisition (Jaelani et al., 2022; Bergs & Brinton, 2012).

The study of syntax has evolved significantly over the years, with Noam being one of the most influential figures in this field. 's work in the 1950s introduced the concept of generative grammar, which posits that a finite set of rules can generate an infinite number of sentences. His seminal work, "Aspects of the Theory of Syntax," laid the groundwork for modern syntactic theory by proposing that syntax is governed by universal principles applicable across languages (Peter & Chomsky, 1968; Chomsky, 2005). Over the decades, various approaches have emerged, including the Principles-and-Parameters model, which seeks to explain the similarities and differences among languages through a limited set of syntactic rules (Chomsky, 2005). This historical context highlights the dynamic nature of syntactic theory and its ongoing development.

## **5.2. SENTENCE STRUCTURE**

A sentence is the basic unit of language that conveys a complete thought. It consists of several components that work together to form a coherent message. The subject is the noun or

Syntactic Variation and Change: (1) Dialectal Variations: regional dialects often display unique syntactic structures and (2) language Change: historical transitions in English syntax have been influenced by factors like language contact and grammaticalization. Syntax plays a vital role in teaching English, as understanding word order and sentence structure is essential for non-native speakers. Exercises like sentence scrambles, syntax games, and interactive lessons help learners grasp syntactic principles. This chapter underscores the importance of syntax in both theoretical and practical linguistic contexts, particularly in understanding how language operates at the sentence level.

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## **CHAPTER 6**

### **SOCIOLINGUISTICS**

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#### **6.1. INTRODUCTION**

Sociolinguistics is a vital subfield of linguistics that examines the intricate relationship between language and society. It explores how social factors such as ethnicity, gender, age, and socioeconomic status influence language use and variation. The field emerged prominently in the mid-20th century, with foundational contributions from scholars like William Labov and Basil Bernstein, who highlighted the social determinants of linguistic variation and communication patterns within different communities (Spolsky, 2010; Xamidullaevna, 2021). Sociolinguistics is interdisciplinary, bridging sociology and linguistics to provide a comprehensive understanding of how language functions within social contexts.

One of the primary objectives of sociolinguistics is to understand how language varies and changes in different social settings. This involves studying dialects, sociolects, and registers, which are influenced by factors such as region, social class, and context of use (Emike et al., 2021; Shu, 2019; UKEssays, 2021). For instance, dialectology, a branch of sociolinguistics, examines regional variations in language, while studies on sociolects focus on language variations within specific social groups. These variations are not merely linguistic phenomena but are deeply embedded in the social identities and cultural practices of the speakers.

Sociolinguistics also delves into the concept of language attitudes and ideologies, which are crucial for understanding how languages are perceived and valued within societies. Language attitudes can significantly impact language policy and planning, education, and even the survival of minority languages (Faizin, 2019; Nasution et al., 2019; Shu, 2019). For example, positive attitudes towards a language can lead to its promotion and preservation, while negative attitudes can contribute to language shift and decline. Sociolinguistic research thus provides valuable insights for policymakers and educators in designing effective language programs and interventions.

Another significant area of sociolinguistics is the study of bilingualism and multilingualism, which are increasingly relevant in today's globalized world. Sociolinguists investigate how individuals and communities navigate multiple languages, the social functions of code-switching, and the impact of language contact on linguistic structures (Emike et al., 2021; Wang et al., 2023; Yuen, 2024). This research is essential for understanding the dynamics of language use in multilingual societies and for addressing issues related to language rights and integration (UKEssays, 2021; Wardhaugh, 2022; Xamidullaevna, 2021).

## **6.2. DEFINITION OF SOCIOLINGUISTICS**

Sociolinguistics is a branch of linguistics that examines the interplay between language and society. It focuses on how social factors such as cultural norms, expectations, context, and social variables (e.g., ethnicity, gender, age, social class) influence language use and variation. This field of study is inherently interdisciplinary, combining elements of sociology and linguistics to understand how language functions within different social contexts. Sociolinguistics is defined as the study of the effects of society on the way language is used. It

of sociolinguistics in understanding the complex and ever-changing relationship between language and society.

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## **CHAPTER 7**

### **SEMANTICS**

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#### **7.1. INTRODUCTION TO SEMANTICS**

Semantics is a branch of linguistics concerned with the study of meaning. It explores how words, phrases, sentences, and texts are used to convey meaning in language. Unlike syntax, which focuses on the structure of sentences, and phonetics, which deals with the sounds of language, semantics delves into how these structures and sounds convey meaning to users. In essence, semantics addresses the question of what language means and how meaning is constructed, interpreted, and understood by speakers and listeners. Understanding semantics is crucial for several reasons. Firstly, it provides insights into how language functions as a system for conveying information and emotions. Semantics helps linguists and language practitioners decipher how words can refer to things in the world, how they can be used to make assertions, ask questions, give commands, and express desires or feelings. Moreover, semantics plays a vital role in fields such as artificial intelligence, natural language processing, translation, and language education, where the accurate interpretation of meaning is essential. For instance, in natural language processing (NLP), semantics is integral to the development of algorithms that enable computers to understand and generate human language (Cruse, 2004). In translation, understanding the semantics of both source and target languages is necessary to convey the intended meaning accurately. Furthermore,

semantics helps in understanding linguistic relativity and the extent to which language influences thought.

Semantics intersects with several other branches of linguistics. It closely relates to pragmatics, which studies how context influences the interpretation of meaning. While semantics deals with the meaning inherent in linguistic expressions, pragmatics considers how speakers use context to derive specific meanings. For example, the sentence "Can you pass the salt?" semantically refers to a question about one's ability to pass the salt, but pragmatically, it is understood as a polite request.

Another closely related field is syntax, which concerns the rules governing the structure of sentences. The relationship between syntax and semantics is foundational in understanding how the structure of a sentence affects its meaning. This interplay is explored through compositional semantics, which examines how the meaning of a whole sentence emerges from its parts (Lyons, 1977).

## **7.2. FUNDAMENTAL CONCEPTS IN SEMANTICS**

The distinction between sense and reference, introduced by the philosopher Gottlob Frege (1892), is a foundational concept in semantics. Sense refers to the inherent meaning or the mental concept associated with a word or expression, while reference pertains to the actual object or entity that the word or expression refers to in the real world. For example, the sense of the word "morning star" is the concept of a bright celestial body seen in the morning sky, while its reference is the planet Venus. This distinction helps explain how different expressions can have the same reference but different senses, as seen in the classic example of "morning star" and "evening star," both referring to Venus but under different conditions. Frege's theory highlights the importance of understanding both the meaning associated

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## **CHAPTER 8**

### **PRAGMATICS**

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#### **8.1. INTRODUCTION TO PRAGMATICS**

Linguistics is the study of language. The Oxford dictionary defined linguistics as connected with language or it is the scientific study of language. In linguistics, the subfields of linguistics include several branches or subfields such as Phonology, Morphology, Syntax, Semantics etc. The term “pragmatic” in the Oxford dictionary is expressed in dealing with things in a sensible and realistic way. Pragmatics as part of linguistics is also one of the sub fields of Linguistics. It is an important part of the Linguistics branch where it helps linguists to look beyond literal meaning or words and utterances. This branch of linguistics helps linguists to focus on how meanings are built withing the context. When we want to express sarcasm to a friend without having to tell straight forward that he/she is being too lavish or wasteful, a speaker might say, “Did you win a lottery?” implying the other person’s big order in the restaurant. Here the speaker is implying that the friend is ordering too much food. The message that we expressed is understood by others by understanding the literal meaning of “to win a lottery” with the act of ordering food lavishly. Therefore, in Pragmatics, we can understand sentences meaning by reading between the lines. The sentence will be understood if the hearer knows the vocabulary of the same language and has pragmatic knowledge. Pragmatic knowledge is how speaker’s knowledge of the different way language is used in different settings and for

different purposes. For example, talking in an academic setting will be different when a speaker is teaching university students versus with kindergarten students. Therefore, pragmatics is how context contributes to the meaning and looking beyond its literal meaning.

According to Leech (1983:8 “Pragmatics is the study of meaning and the way that speech is related to any provided situations, as well as an aspect of how a speech is made in a situation.” Next there is the definition of Pragmatics by George Yule, pragmatics is the study of contextual meaning. It involves the interpretation of what the speaker means in a particular context and how the context influences what is being said. (Yule ,1996:3-4). Grice explained that what is said depended not only on conventional meaning of the words but also on the context of the utterance. (Niu, 2023). Austin’s definition of pragmatics is that it is the study of how do to things with words.. Allan (2012) explained that pragmatics as the study of human communication. Speakers make choices in expressing their intended meanings. They make inferences that hearers draw from the utterance in the context of its use. Therefore, hearers will draw the meaning of the utterances by inferring on the contexts of their common knowledge. In all the definitions on pragmatics, the key word that was mentioned by the experts was on context The ability of hearers in understanding a speaker’s intended meaning is called as pragmatic competence (Betti, 2021)

## **8.2. HISTORY OF PRAGMATICS**

The origin of pragmatic thought can be traced from the ancient Greek and Roman philosophers, such as Aristotle (384-322 BC) who had explored pragmatics in his works on logic and rhetoric. It can be found in “De Interpretatione” in which he studied how context influences meaning. Pre-Qin scholars from

## **8.5. CONCLUSION**

The study of pragmatics provided insights into the social communication of everyday life. Contextual factors such as the use of tone, gesture, social norms, are critical factors in contributing to a deeper understanding in human communication. The understanding of speech acts, deixis, implicatures, politeness and presupposition will aid the speaker and the listener to have better interpretation of the intended meaning versus the literal meaning. The correct interpretation of speaker's intended meaning will be achieved when the use of pragmatics is practiced. Pragmatics became vital in understanding the interpretations of intended versus literal meaning within the contexts of linguistic structures. By knowing the practical applications of pragmatics, the fields of advertising, politics, law, crime or education can benefit enormously. Knowledge in the field of pragmatics will help people to understand complex communication situations and aid understanding in language use.

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## **CHAPTER 9**

### **CHILD LANGUAGE ACQUISITION**

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#### **9.1. INTRODUCTION**

Language acquisition is a process in child's brain when he acquires his first language or his mother tongue. Two processes occur, competence process and performance process. Competence means an unconscious process in acquiring grammar. Competence process is a requirement to next process or to have performance process. There are two processes in this phase, namely comprehension process and production process (producing sentences). First language acquisition is striking with the speed of a child to adopt new words and develop them. The speed in acquiring language informs us that every child has innate regardless his culture and his society. The innate is as language faculty of a child.

Ability in using language is unique. Children sometime utter words and create their own sentences which are very different with adult's statement. Sometimes, they are different because they say uncommon phrase or sentence. The following example shows the unstandard phrase made by a child.

Child : Want other one spoon, Daddy.  
Father : You mean, you want the other spoon.  
Child : Yes, I want other one spoon, please Daddy.  
Father : Can you say "the other spoon"?  
Child : Other ... one ... spoon.  
Father : Say "other".  
Child : Other

Father : “spoon”  
 Child : Spoon  
 Father : “Other spoon”.  
 Child : Other ... spoon. Now give me other one spoon?  
 Martin Braine (1971)

The conversation above shows the uniqueness of a child in acquiring language. Related to child language acquisition, this chapter covers about the basic requirement in acquiring first language, some phases in acquiring the first language, and development of child’s first language in form of phonology, morphology, syntax, and semantics.

## **9.2. BASIC REQUIREMENT**

A child in the age of one till three really needs an interaction with others to have an ability in acquiring a language or certain language. If a child never listens and uses a language, it means he never learns any language. Besides, cultural transmission is also related to the acquisition of a language. A language that a child has is not inherited, but it is obtained from the child’s surrounding. A child also must have physical ability to send and to receive sound signal in a language. Every baby makes “cooing” and “babbling” sound during his first year. However, the sounds disappear after about six months if he is deaf. Therefore, in order to use language, a baby has to hear the language itself and does communication by using it. For that reason, the basic requirement to acquire a language is to do interaction with others by using the language.

## **9.3. SCHEDULE OF ACQUIRING FIRST LANGUAGE**

Every normal child is able to acquire a language in the same schedule and the same phase. It is like the children learn to sit, stand, walk, use hands and do other physical activity. Schedule

more sense to learn the common word (animal), but all the evidence suggests that children first use the word *dog* for all objects that have the meaning '*animal*'. Children understand antonym of words at a late stage (after five years of age). In one study, kindergarten children pointed to the same tree when they were asked which tree had more apples and which tree had fewer apples. They seem to think that the correct answer is to point to the largest tree, without caring about the difference between *more* and *less*. The differences between a number of other word pairs such as *before* and *after*, *buy* and *sell* are also mastered by children rather late.

Children have gone through the largest part of the language acquisition process at the age of five. However, they are still in the stage of mastering aspects of the language during childhood. According to some opinions, after that age, children are in a good position or the right age to start learning a second language (foreign language).

## 9.6. CONCLUSION

First language acquisition is the process experienced by children in acquiring their first language in their childhood from their environment. This process implies that children do not immediately absorb all the words and systems of the language they acquire. To adopt language and apply their first language properly, the adults around the child must always interact with the child. Furthermore, because children will always imitate the people around them, adults are expected to set a good example and provide wise correction if children make mistakes. Since language acquisition is a process, there are several stages in first language acquisition. The stages are *cooing* and *babbling* stage, the one word stage (*holophrastic*), the two word stage, and *telegraphic speech*. The change from one stage to another will



show the progress or development of the child's language in the form of phonology, morphology, syntax and semantic.

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## **CHAPTER 10**

### **ADULT LANGUAGE LEARNING**

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#### **10.1. INTRODUCTION**

Adult language learning is a complex and multifaceted phenomenon that has gained increasing attention in our globalized world. Unlike child language acquisition, which occurs naturally and effortlessly, adult language learning presents unique challenges and opportunities. It is characterized by a diverse range of learner profiles, motivations, and contexts, from professionals seeking to enhance their career prospects to immigrants striving for integration in new communities. The field of adult language learning intersects with various disciplines, including linguistics, psychology, neuroscience, and education, making it a rich area for research and practical application. As our understanding of cognitive processes, social dynamics, and technological affordances evolves, so too do the approaches to adult language instruction and acquisition. This chapter explores the key aspects of adult language learning, examining the factors that influence success, the theories that underpin our understanding, and the practical strategies that can enhance the learning process. By delving into this subject, we not only gain insights into language acquisition but also into the nature of adult learning and cognitive plasticity across the lifespan. Understanding adult language learning is crucial for developing effective educational policies, designing tailored instructional methods, and empowering individuals to achieve their linguistic goals in an increasingly interconnected world.

Adult language learning is a complex process that occurs after the onset of puberty, characterized by distinct cognitive and strategic differences compared to child language acquisition. This distinction is crucial as adult learners often utilize different cognitive processes and learning strategies, which can impact their outcomes in language proficiency. Vanhove (2013) emphasizes that adult language learners typically rely on metacognitive strategies, which are less prevalent in children, who tend to acquire language more naturally through immersion and social interaction (Stein-Smith, 2021).

The significance of adult language learning has been amplified in our increasingly globalized world, where multilingual competence is becoming a necessity rather than a luxury. Stein-Smith (2021) argues that the demand for multilingualism is driven by the need for effective communication across cultural boundaries, which is essential for both personal and professional success in a global context (Stein-Smith, 2021). This need is echoed by (Liu & Evans, 2015), who highlight that multilingualism fosters better educational outcomes and enhances social cohesion within diverse communities (Liu & Evans, 2015).

Moreover, the cognitive benefits of multilingualism in adults are well-documented. Research indicates that multilingual individuals often exhibit enhanced cognitive flexibility and problem-solving skills, which can be attributed to their experience in managing multiple language systems (Usanova & Schnoor, 2022). For instance, Abutalebi et al. (2011) found that bilinguals demonstrate superior conflict monitoring abilities, suggesting that the cognitive demands of managing multiple languages can lead to improved executive functions (Abutalebi et al., 2011). This cognitive advantage is particularly relevant for adult learners, who may face unique challenges in language

of learner progress. (7) Emerging trends, including blended learning, mobile-assisted language learning, and AI-powered tools, are reshaping the landscape of adult language education, offering new opportunities for personalized and flexible learning. As our global society continues to evolve, the importance of adult language learning is likely to grow. The ability to communicate across linguistic and cultural boundaries is increasingly vital for personal, professional, and societal development. Successful adult language learning requires a holistic approach that considers the learner's cognitive abilities, affective states, social contexts, and individual goals. By continuing to refine our understanding and approaches, we can empower adult learners to achieve their linguistic aspirations and contribute to a more interconnected world.

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## **CHAPTER 11**

### **PSYCHOLINGUISTICS**

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#### **11.1. INTRODUCTION**

Language is an essential part of human life. It is used by people to communicate and express ideas and opinions to others. In daily interaction, people use language in various ways, whether they speak directly or use gestures and body language. Furthermore, language shapes our thoughts, interactions, and identities. Therefore, learning how languages work is important. It is unique when people, particularly children, learn to communicate and produce language. When babies were born, they could not produce nor comprehend language. However, at 4 years old and beyond, they have acquired capabilities to speak with some variation in vocabulary and better in sentence structures. This situation was prevalent in all languages around the world. This phenomenon also creates “envy” for adults who struggle to learn their second or foreign languages. An attempt to explain that phenomenon becomes the fundamental issue for psycholinguists.

Psycholinguistics is a study that concerns the relationship between language and the brain. In the 19th century, a German physician, Wilhelm Maximilian Wundt, studied the relationship between behavior and cognitive characteristics of those who use language. This was believed to be the origin of psycholinguistics. However, the term "psycholinguistics" itself derived from Jacob Robert Kantor, who wrote a book entitled *An Objective Psychology of Grammar* in 1936. The book was

used by lecturers at Indiana University. One of his students, Nicholas Henry Pronko, based on that book, wrote an article “Language and psycholinguistics: a review” in 1946. Later on, in 1954, Charles E. Osgood and Thomas A. Sebeok composed a book with the title Psycholinguistics: A survey of theory and research problems. Psycholinguistics is a study of how the human brain acquires language, processes it, comprehends it, and gives feedback or produces language. It is an interdisciplinary field. Hence, it is related to several disciplines such as psychology, cognitive science linguistics, and speech and language pathology. It further has subdivisions, such as orthography, phonology, semantics, syntax, etc.

Psycholinguistics deals with the nature of the computations and processes that determine how the brain works to comprehend and produce language. For instance, it tries to describe how words are retrieved from the mental lexicon when a person hears or sees linguistic input. It also explores and elaborates on how children acquire their language, how adults comprehend and produce language, language development, as well as language and speech disorders. This chapter will explore various concepts and theories underlying psycholinguistics, as well as its practical applications in everyday life. From how children learn to speak to how the brain processes the words we hear and read..

## **11.2. LANGUAGE ACQUISITION**

Language acquisition in children is one of the most important aspects in psycholinguistics. This process encompasses how children begin to understand and produce language from an early age, which in turn helps them communicate with the world around them. Balamurugan & Thirunavukkarasu (2018) mentioned several theories of language acquisition as follows:

the idea that the hands, facial expressions, and body movements can convey meaning, like spoken words. Just like spoken language, sign language has its unique syntax, grammar, and vocabulary, and different sign languages are used in different parts of the world, including American Sign Language, British Sign Language, and Chinese Sign Language, among others. Language disorders happen when people have difficulty producing speech sounds, putting words together to form sentences, and understanding what others say. It has two main types of language disorders: receptive language disorder and expressive language disorder.

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The author was born in Lakanaha, a small village in West Muna Regency, Southeast Sulawesi Province, on March 31, 1985. The author is a permanent lecturer in the English Literature Study Program, Department of Language and Literature, Faculty of Cultural Studies, Halu Oleo University. The author completed primary and secondary education in Raha and pursued a bachelor's degree in the Department of Language and Arts Education at FKIP, Halu Oleo University, in 2007, followed by a master's degree in English Language Studies at Hasanuddin University in 2011. At the university, the author is entrusted with teaching several linguistics-related courses, such as Psycholinguistics, as well as skill-based courses like Speech and Translation.

## **CHAPTER 12**

### **STYLISTICS**

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#### **12.1. INTRODUCTION**

Stylistics is a branch of linguistics that focuses on the study of style in texts, especially literary ones, but it can also be applied to non-literary texts. It explores how language is utilized to produce specific effects, communicate meaning, and elicit reactions from readers or listeners. It includes the analysis of various elements such as word choice, sentence structure, figurative language, and sound patterns. According to Abdumughni (2019) style can be found in both spoken and written forms, whether they are literary or non-literary, and indicates a variation in an individual's speech or writing. Style typically changes from casual to formal based on the situation, location, historical context, topic, and the audience. A particular style is often referred to as a stylistic register or variety, such as colloquial or formal. A speech variety used by a particular group of people often reflects shared interests or occupations. Each register distinguishes itself from others through different vocabulary, specific phrases or words, and sometimes unique legal language or grammatical constructions. Style shift refers to changes in style during verbal or written communication. Typically, style shifts happen when the writer or speaker re-evaluates or redefines the situation. For instance, a writer might include informal details in a formal text if they are familiar with the audience. Similarly, a speaker may switch to informal speech to reduce tension during a highly formal political



address. This phenomenon is also observed in interviews, where interviewees are encouraged to relax, leading them to transition from a formal to an informal style, thereby enhancing their expressiveness. The stylistic variation of a person or group can be assessed by examining recorded speech or written text and comparing them. These stylistic differences can be identified through various words, expressions, or sentence structures used in different contexts.

Stylistic analysis differs from linguistic analysis in that linguistics focuses on the structures of words, phrases, clauses, and sentences, which form the foundation for stylistic text analysis. Stylistic is a method of interpreting texts where language takes precedence. Linguistic structures serve as a crucial guide to understanding the function of a text, encompassing various forms, levels, and patterns based on language stylistics. Textual language highlights the stylistic elements that stand out from other types of critical practice. A writer's style reflects the author's personality, distinct characteristics, and unique voice.

"Style is a selection of linguistics; a sort of medium of revolt against the norm; a repetition of linguistic forms. Style also defines the personality of a person. Style shows the thoughts and ideas of a person" (Leech, 1969, as cited in Abdumughni, 2019, p. 414).

In general, there are four styles of writing in English: narrative, descriptive, persuasive, and expository. A narrative is a type of fictional text that describes events happening to a character or group of characters, with the author writing as if they were part of the story. The narration does not need to be factual and can be from the perspective of one of the characters. Narrative texts are designed to be read in one sitting, aiming to explain the events of the story sequentially. The narrator's goal is to bring the story to life (Rosyadi, Septyan, & Rohmana,

ensure that texts are logically connected and comprehensible, relying on both grammatical and lexical links as well as shared knowledge and cultural context. Figurative language, with its use of metaphors, similes, and other rhetorical devices, adds depth and emotional resonance to texts, enhancing their impact and artistic quality.

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# INTRODUCING THE ESSENTIAL PARTS OF LINGUISTICS

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