

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Hamma Lakhdar University of Eloued

Faculty of Arts and Languages

Department of English

An Introduction to Linguistics:

A Course Designed to First-year LMD

Undergraduate Students of English Language

Studies (Second Semester).

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Academic year: 2025-2026

Dedication

This handout is dedicated to my students, whose curiosity, questions, and perseverance give meaning to teaching and learning, and to all future teachers, who will carry knowledge forward with responsibility, integrity, and passion.

This handout is also dedicated to the academic community of Hamma Lakhdar University of Eloued, particularly the Faculty of Arts and Languages and the Department of English, whose mission, support, and academic environment continually foster the pursuit of knowledge, excellence, and professional growth.

May this work serve as a modest contribution to academic growth, critical thinking, and the continuous pursuit of excellence in education.

Acknowledgements

The preparation of this academic handout would not have been possible without the support and guidance of the academic institution in which it was developed. I would like to express my sincere appreciation to Hamma Lakhdar University of Eloued, the Faculty of Arts and Languages, and the Department of English for providing an environment that encourages teaching excellence, academic rigor, and pedagogical development.

I also acknowledge the valuable contributions of my colleagues within the Department of English for their professional collaboration, constructive discussions, and shared commitment to quality higher education. Their insights and dedication continue to enrich teaching practices and academic work.

Finally, I extend my appreciation to the students whose engagement, feedback, and academic interaction have contributed meaningfully to the refinement of the content presented in this handout.

List of Acronyms

Acronym	Full Form
BCE	Before Common Era
ICA	Immediate Constituent Analysis
NP	Noun Phrase
SFL	Systemic Functional Linguistics
UG	Universal Grammar
VP	Verb Phrase

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Introduction

In the first part of this handout, students were introduced to the basic concepts of language and linguistics, including the definition of language, its main properties, and the core components and branches of linguistic study. This second part builds on that foundation by focusing on the historical development of linguistics and the major theories that have shaped the field.

Linguistics has not developed in a single moment; rather, it has evolved over time through the contributions of scholars from different cultures and periods. From ancient traditions in India, Greece, and the Arab-Muslim world to modern scientific approaches, the study of language has gradually become a systematic and independent discipline. Understanding this historical development helps students see how linguistic ideas have changed and why different approaches exist today.

This part of the module also introduces key linguists whose work has had a lasting impact on the field. By examining their contributions, students will gain insight into how linguistic theories were formed and how they continue to influence current research and language teaching.

In addition, students will explore the main schools of linguistic thought, such as structuralism, Generative Linguistics, Functional Linguistics, and cognitive linguistics. Each of these approaches offers a different way of understanding language, and together they provide a broader and more complete view of linguistic analysis.

By the end of this section, students will be able to understand the development of linguistic thought, recognize the contributions of major linguists, and compare different theoretical approaches to the study of language.

Course Objectives

This section outlines the main goals of the module, specifying what students are expected to achieve in terms of knowledge, skills, and understanding.

❖ General Objectives

This part of the module aims to provide students with a clear understanding of the historical development of linguistics and the major theoretical approaches that have shaped the field. It:

- ✓ Introduces students to the evolution of linguistic thought from ancient traditions to contemporary approaches.
- ✓ Provides an understanding of the contributions of key linguists across different historical periods.
- ✓ Develops awareness of the main schools of linguistic theory and their role in shaping modern linguistic study.

❖ Specific Objectives

To achieve these general goals, students will focus on the following learning objectives:

- ✓ Describe the main stages in the historical development of linguistics, from ancient to modern periods.
- ✓ Explain the contributions of Arab and Muslim linguists to the study of language.
- ✓ Differentiate between traditional grammar and Modern Linguistics, including prescriptive and descriptive approaches.
- ✓ Identify key linguists from different historical periods and summarize their main contributions.

- ✓ Understand the development of linguistic thought across different cultures and time periods.
- ✓ Recognize the main schools of linguistics, including historical-comparative linguistics, structuralism, Generative Linguistics, Functional Linguistics, and cognitive linguistics.
- ✓ Explain the basic principles and key concepts of each linguistic school.
- ✓ Compare different linguistic approaches and evaluate their influence on the study of language.
- ✓ Understand the relevance of linguistic theories to language study, teaching, and research.

❖ Targeted Learning Outcomes

By the end of this module, students should be able to:

• Knowledge Outcomes

- Describe the historical development of linguistics across different periods.
- Identify major linguists and explain their contributions to the field.
- Recognize the main schools of linguistic theory and their key concepts.
- Explain the differences between traditional grammar and modern linguistic approaches.

• Skill Outcomes

- Analyze linguistic theories in a clear and organized manner.
- Compare different approaches to the study of language.
- Apply theoretical concepts to examples from language use.
- Relate historical developments to modern linguistic practices.

• Competency Outcomes

- Demonstrate critical thinking in evaluating linguistic theories and approaches.
- Communicate ideas about linguistic history and theory clearly in oral and written forms.
- Apply knowledge of linguistic theories in academic and educational contexts.

❖ Prerequisites

Before engaging with this part of the module, students are expected to have:

- Basic knowledge of language and its main properties.
- Familiarity with the core components and branches of linguistics.
- General academic reading and analytical skills.

❖ Pedagogical Approach

This part of the module adopts a student-centered and interactive approach, combining theoretical explanation with discussion and analysis. Methods include:

- Lectures: Presentation of historical developments and theoretical frameworks.
- Discussions: Encouragement of critical thinking about linguistic ideas.
- Text-based analysis: Examination of key concepts and theoretical perspectives.
- Comparative activities: Analysis of differences between linguistic approaches.
- Mini-assignments: Reinforcement of understanding through short tasks.

❖ Teaching Aids and Resources

A variety of materials support teaching and learning:

- ✓ Handouts: Structured content with clear explanations.
- ✓ PowerPoint slides: Visual summaries of historical developments and theories.
- ✓ Reference books and articles: Academic sources on linguistic history and theory.

❖ Student Activities and Tasks

To support learning and active engagement, students will participate in:

- Analytical exercises
- Group discussions
- Short research tasks on linguistics or theories

- Mini-projects
- In-class activities

❖ **Assessment Methods**

Students' understanding and progress will be evaluated through:

- Classroom discussions
- Continuous assessment
- Written assignments
- Oral presentations
- Tests and examinations

Course Content

Unit One: Historical Development of Linguistics

Linguistic thought has evolved from ancient rituals to modern digital and cognitive science. This development can be divided into several key phases that shifted focus from preserving sacred texts to understanding the human mind.

1.1. Phases in the Development of Linguistic Thought

1.1.1. Ancient Linguistic Traditions

The first studies of language started because people wanted to protect and keep religious texts correct, even as languages changed over time. The following are some important early traditions:

- **India (Sanskrit Tradition):** This is one of the most advanced early language studies. Around the 4th or 5th century BC, a scholar named **Pāṇini** created a very detailed grammar book with about 4,000 rules. It explained exactly how Sanskrit works. His main goal was to make sure religious texts were pronounced perfectly during rituals (Robins, 1997).
- **Greece (Philosophical Tradition):** The Greeks were less interested in grammar rules and more interested in thinking about language. Philosophers like **Plato** and his student **Aristotle** asked questions such as: *Do words naturally belong to things, or are they just names people agreed on?* (Law, 2003).
- **Rome (Practical Tradition):** The Romans followed Greek ideas but applied them to Latin. Scholars like Donatus and Priscian created grammar systems that were used to teach Latin (and later influenced English teaching) for more than 1,000 years (Hovdhaugen, 1986).

- **Mesopotamia and Egypt:** These civilizations made the first dictionaries and word lists. Because their writing systems were complex, they needed tools to help people (especially scribes) understand and translate languages (Campbell, 2003).

In short, ancient linguistics began as a practical need to preserve religion and culture, especially when spoken language started to change from older written forms.

1.1.2. Arab and Muslim Contributions to Linguistics

The Arab and Muslim linguistic tradition, which developed between the 8th and 10th centuries, changed the study of language into a scientific and systematic field. Scholars during this period made major advances in phonetics (sounds), grammar, and word formation, long before Modern Linguistics (Versteegh, 1997). The following are the key scholars:

- **Al-Farahidi (Al-Khalil ibn Ahmad, d. 791):** He is considered the father of Arabic dictionaries and phonetics. He wrote the first Arabic dictionary, *Kitab al-'Ayn*. He organized words based on how sounds are produced in the mouth, starting from the throat and moving to the lips (Mustafawi, 2019). He also created the system of poetic meter (prosody) and introduced vowel marks used in Arabic writing (Al-Shbiel, 2017).
- **Sibawayh (d. ca. 796):** A student of Al-Farahidi, he is known as the Imam of Grammarians. His book, *Al-Kitab*, was the first complete and organized description of Arabic grammar (Carter, 2004). He studied sentence structure, word forms, and sounds. His method was scientific and based on real data, using examples from the Qur'an, poetry, and everyday speech (Boukhatmi, 2025).
- **Ibn Jinni (d. 1002):** He was an expert in word structure and sounds. His famous book, *Al-Khasa'is*, explored deeper questions about language, such as the link between sounds and meanings (Ibn Jinni, 1002/2003). He also suggested that language is a social system, created and used by people to communicate their needs (Al-Shbiel, 2017).

In short, Arab and Muslim scholars transformed linguistics into a structured and scientific discipline, making important contributions that are still relevant today.

1.1.3. Nineteenth-Century Historical-Comparative Linguistics

In the 1800s, linguistics shifted from describing single languages to comparing them to find common ancestors. This period is known as the Golden Age of philology, where language study became a rigorous historical science.

This stage of linguistics began when European scholars discovered Sanskrit and noticed strong similarities between Indian and European languages (Robins, 1997). The following are the key ideas and scholars:

- **Sir William Jones:** In 1786, he suggested that Sanskrit, Greek, and Latin all came from a common original language that no longer exists. This idea started the study of Indo-European languages (Campbell, 2003).
- **The Comparative Method:** Scholars like Rasmus Rask and Franz Bopp developed methods to compare languages systematically. They showed that similarities in grammar and vocabulary were not random, but came from a shared origin (Aarsleff, 1982).
- **August Schleicher:** He introduced the family tree model of languages. He showed how languages evolve and split over time, like branches of a tree, all coming from a common ancestor (Robins, 1997).
- **Grimm's Law:** Jacob Grimm discovered regular patterns in how sounds change over time in languages. For example, the “p” sound in Latin (*pater*) became an “f” sound in English (*father*). This showed that language change follows clear and predictable rules (Hock & Joseph, 2009).

- **The Neogrammarians:** A group of German scholars later argued that these sound changes are completely regular. If a sound changes, it changes in all words where it appears, without exceptions (Robins, 1997).

In short: this period introduced the idea that languages are related and change over time in regular and scientific ways, allowing linguists to trace their history.

1.1.4. Early Twentieth-Century Structural Linguistics

In the early 1900s, linguistics shifted from studying the history of languages (how they change) to studying their structure at a single point in time. This period established linguistics as an independent social science. It is based on the idea that language is a system made of different parts that work together to create meaning. The following are the key ideas and scholars:

- **Ferdinand de Saussure (European Structuralism):** He is often called the father of Modern Linguistics. He said that we should study language as it exists now (this is called *synchronic study*), instead of only studying its history. He also introduced the idea of the linguistic sign, which has two parts:
 - *Signifier* → the sound or written form of a word
 - *Signified* → the meaning or concept in the mind

He explained that the link between a word and its meaning is arbitrary. For example, there is no natural reason why we call the animal “cat” a “cat” (Saussure, 1916/2011).

- **Leonard Bloomfield (American Structuralism):** Unlike Saussure, Bloomfield focused on observable data. He believed linguistics should be a scientific field based only on what we can see and measure. In his book *Language*, he argued that linguists should study sounds

and structures, not mental meanings, because meanings are harder to study scientifically (Bloomfield, 1933).

It is important to note that both European and American structuralists believed that each language has its own system. They stopped using Latin as a model for all languages and instead focused on describing languages as they really are, especially less-studied languages (Robins, 1997).

In short, structural linguistics views language as a complete system, where all parts are connected, and it focuses on describing how languages actually work rather than comparing them to others.

1.1.5. Mid-Twentieth-Century Generative Linguistics

In the mid-20th century, linguistics experienced a cognitive revolution. This means the focus changed from studying what people say (speech) to understanding the mental ability that allows humans to produce and understand language.

This stage is based on the idea that a small number of mental rules can create an infinite (endless) number of sentences (Chomsky, 1957). The following are the key scholars:

- **Zellig Harris (The Bridge):** Harris was an important structuralist and the teacher of Chomsky. He developed transformational analysis, a method to show how different sentence forms (like active and passive) are related. Although he focused on analyzing texts, his methods helped prepare the way for generative grammar (Harris, 1952).
- **Noam Chomsky (The Mentalist Turn):** Chomsky changed linguistics by arguing that language is biological and built into the human mind. He introduced the idea of Universal Grammar (UG), which means all humans are born with a natural ability for language. He

also focused on competence, which is the unconscious knowledge we have of our language rules (Chomsky, 1965).

- **Morris Halle:** Halle worked with Chomsky and applied generative ideas to phonology (speech sounds). In *The Sound Pattern of English*, he showed that speech sounds are controlled by mental rules, not just physical movements (Chomsky & Halle, 1968).
- **Ray Jackendoff:** He expanded Generative Linguistics to include semantics (meaning). He studied how language connects with thought and understanding, showing that language is part of a larger mental system (Jackendoff, 1972).

In short, this period changed linguistics by focusing on language as a mental system. Instead of just describing speech, linguists tried to explain how the human mind can produce an unlimited number of sentences using a limited set of rules (Chomsky, 1957).

1.1.6. Late Twentieth-Century Functional and Sociolinguistic Approaches

This stage shifted the focus from the form of language (how it is built) to the function of language (what it does in real life). The following are the key scholars:

- **Michael Halliday (Systemic Functional Linguistics):** Halliday believed that language structure depends on its social function. According to him, we do not just learn grammar rules, we learn how to choose the right language for different situations. He called this the meaning potential of language (Halliday, 1973).
- **William Labov (Sociolinguistics):** Labov showed that non-standard speech (like slang or accents) is not wrong, but follows clear social patterns. He proved that the way we speak is connected to social class, gender, and identity (Labov, 1972).

- **Dell Hymes (Communicative Competence):** Hymes disagreed with Chomsky's focus on grammar alone. He said that speakers also need communicative competence, which means knowing when to speak, how to speak, and who to speak to (Hymes, 1972).
- **J. L. Austin and John Searle (Speech Act Theory):** They studied how we perform actions using language. For example, when we speak, we can promise, apologize, or give orders. These are called speech acts because they affect the social world (Searle, 1969).

In short, this period moved linguistics from focusing only on the mind to looking at real-life communication, showing that language is a social tool used to express identity, build relationships, and perform actions.

1.1.7. **Twenty-First-Century Cognitive Linguistics**

In the 21st century, linguistics looks at language as part of the human mind, not as a separate module or just a set of social rules. Language is now seen as connected to memory, perception, thinking, and categorizing the world.

This era developed as a response to the old idea that language works like a computer program in the brain. Modern scholars argue that language is usage-based, we learn it by using it in real life and through the same mental skills we use for everything else (Evans & Green, 2006). The following are the key scholars:

- **Steven Pinker (The Evolutionary Bridge):** Pinker acted as a link between the generative era and modern cognitive linguistics. He argued that language is a biological instinct, shaped by evolution. While agreeing with Chomsky that language is partly innate, he emphasized how it reveals human nature and connects linguistics to cognitive science (Pinker, 1994; Pinker, 2007).

- **George Lakoff (Metaphor and Categorization):** Lakoff showed that metaphors are central to how we think, not just for poetry. In *Metaphors We Live By*, he explained that we understand abstract ideas (like time) using physical experiences (like money or movement), showing that language is tied to our bodies (Lakoff & Johnson, 1980/2003).
- **Ronald Langacker (Cognitive Grammar):** Langacker said that grammar itself has meaning. How we structure sentences reflects how we perceive and focus on scenes. For example, “The lamp is over the table” vs. “The table is under the lamp” shows different ways of paying attention to objects (Langacker, 2008).

In short, this era sees language as a learned and embodied system, deeply connected to our thinking, bodies, and social experiences, and as one part of our broader human intelligence (Evans & Green, 2006).

The history of linguistics shows how our view of language has changed over time. At first, people studied language mainly to preserve sacred texts. Later, scholars compared languages and discovered families of related languages. In the modern era, linguistics focuses on the human mind and how we learn and use language. Whether language is seen as an innate instinct or a learned social tool, studying it helps us understand how humans think, communicate, and shape their societies.

To provide a clearer overview of these developments, Figure 1 below illustrates the major phases in the evolution of linguistic thought across different historical periods.

PHASES OF HISTORICAL DEVELOPMENT OF LINGUISTICS



Figure 1: Phases in the Development of Linguistic Thought

As shown in Figure 1 above, linguistic thought has progressed from practical and religious concerns to increasingly systematic, cognitive, and interdisciplinary approaches, reflecting the transformation of linguistics into a modern scientific discipline.

Activity One

Part One: Decide if the statement is true or false. If false, correct it.

1. Linguistics started mainly to preserve sacred and cultural texts.
2. Over time, the focus shifted from preserving language to understanding its role in the mind and society.
3. Modern Linguistics only studies grammar rules, ignoring social or cognitive aspects.
4. All linguists agree that language is completely innate and not influenced by experience.

Part Two: Put these eras in the correct chronological order:

- a. Ancient linguistic traditions

- b. Cognitive and usage-based linguistics
- c. Functional and sociolinguistic approaches
- d. Early twentieth-century structural linguistics
- e. Mid-twentieth-century Generative Linguistics
- f. Arab and Muslim contributions to linguistics
- g. Nineteenth-century historical-comparative linguistics

Part Three: Match each concept to its definition

Concept	Definition
1 .Universal Grammar	a. Language changes follow predictable patterns of sounds
2 .Constructions	b. Mental rules generating infinite sentences
3 .Usage-based theory	c. Learned pairings of form and meaning
4 .Grimm’s Law	d. Learning language through social experience
5. Speech Act Theory	e. Using words to perform actions (like promising or apologizing)

Part Four: Briefly, answer each of the questions below:

1. What is the main goal of historical-comparative linguistics?
2. How does Functional Linguistics differ from Generative Linguistics?
3. Why is metaphor important in cognitive linguistics?

Part Five: Choose the correct option (A-D) that corresponds to the questions (1-5)

1. Who wrote the Aṣṭādhyāyī to preserve Sanskrit rituals?

A. Aristotle B. Pāṇini C. Sibawayh D. Chomsky

2. Who is known as the Imam of Grammarians in Arabic linguistics?
A. Ibn Jinni B. Al-Farahidi C. Sibawayh D. August Schleicher
3. Which linguist argued that language is a biological instinct shaped by evolution?
A. Chomsky B. Tomasello C. Steven Pinker D. Bloomfield
4. Who emphasized that grammar structures reflect perception of events?
A. Langacker B. Halliday C. Labov D. Lakoff
5. Who showed that slang and accents are systematic and socially meaningful?
A. Hymes B. Labov C. Austin D. Goldberg

Part Six: In 2–3 sentences,

1. Name one key contribution of Al-Farahidi.
2. What did Grimm’s Law demonstrate about sound change?
3. Give one example of how metaphor links language and thought (Lakoff).

Part Seven: In some detail, answer these questions:

1. How has the study of language evolved from ancient times to the 21st century?
2. Do you think language is more innate or learned through experience? Why?

Check the answers to all activities in the Answers Key section at the end of this handout.

1.2. From Traditional Grammar to Modern Linguistics

In this section, we explore the major shift from the old way of teaching correct language or how people should speak to the modern scientific study of how people actually speak.

1.2.1. Characteristics of Traditional Grammar

Traditional grammar was the main way people studied language for many centuries. It was strongly influenced by Greek and Latin grammar systems. The following are its main characteristics:

- ❖ **Focus on Writing:** Traditional grammar focused mainly on **written language**, especially formal texts like literature. Spoken language was often seen as incorrect or corrupt (Robins, 1997).

Example: A sentence like “*I ain’t going*” might be common in speech, but traditional grammar would consider it wrong.

- ❖ **Latin as a Template:** Scholars tried to make all languages follow **Latin rules**, even when those rules did not fit.

Example: In Latin, you cannot end a sentence with a preposition, so people said English sentences like “*Who are you talking to?*” are wrong, even though they are natural in English.

- ❖ **Logical Framework:**

Traditional grammar believed that language follows **universal logic**, meaning there is only one correct way to form sentences.

Example: A sentence like “*Me and him went to the store*” would be considered illogical and incorrect, even though many people use it in everyday speech.

In short, traditional grammar focused on correctness, writing, and fixed rules, often ignoring how people actually use language in real life.

1.2.2. The Emergence of Scientific Linguistics

Starting in the late 19th and early 20th centuries, linguistics changed into a scientific field instead of being just part of philosophy or history. The following are the main characteristics:

- ❖ **Empirical Observation:** Linguists stopped guessing how language *should* work and started studying real language data from native speakers (Bloomfield, 1933).

Example: Instead of saying “this sentence is wrong,” linguists observe how people actually speak in daily life and describe it.

- ❖ **Objectivity:** Modern Linguistics treats all languages and dialects as equal. No variety is considered better than another.

Example: A local dialect or slang (like Algerian Arabic or informal English) is studied just as seriously as formal standard language.

- ❖ **Priority of Speech:** Linguists now believe that spoken language comes first, and writing is secondary (Saussure, 1916/2011).

Example: Children learn to speak naturally before they learn how to read or write.

In short, scientific linguistics focuses on real data, equality between languages, and spoken language, aiming to describe how language truly works.

1.2.3. Key Differences: Prescriptive vs. Descriptive Approaches

This is one of the most important ideas in Modern Linguistics.

- ❖ **Prescriptive Grammar (Traditional):** This approach tells you what you should say. It sets rules of correct and incorrect language.

Example: Don’t end a sentence with a preposition. So, “*Who did you go with?*” would be considered wrong.

❖ **Descriptive Grammar (Modern):** This approach describes what people actually say in real life. It does not judge language as right or wrong.

Example: If many people say “*Who did you go with?*”, a linguist accepts it as a correct form in that dialect (Pinker, 1994).

In short, prescriptive grammar focuses on rules and correctness, while descriptive grammar focuses on real usage and observation.

To better understand the contrast between these two approaches, Figure 2 below presents a comparative overview of traditional grammar and Modern Linguistics.

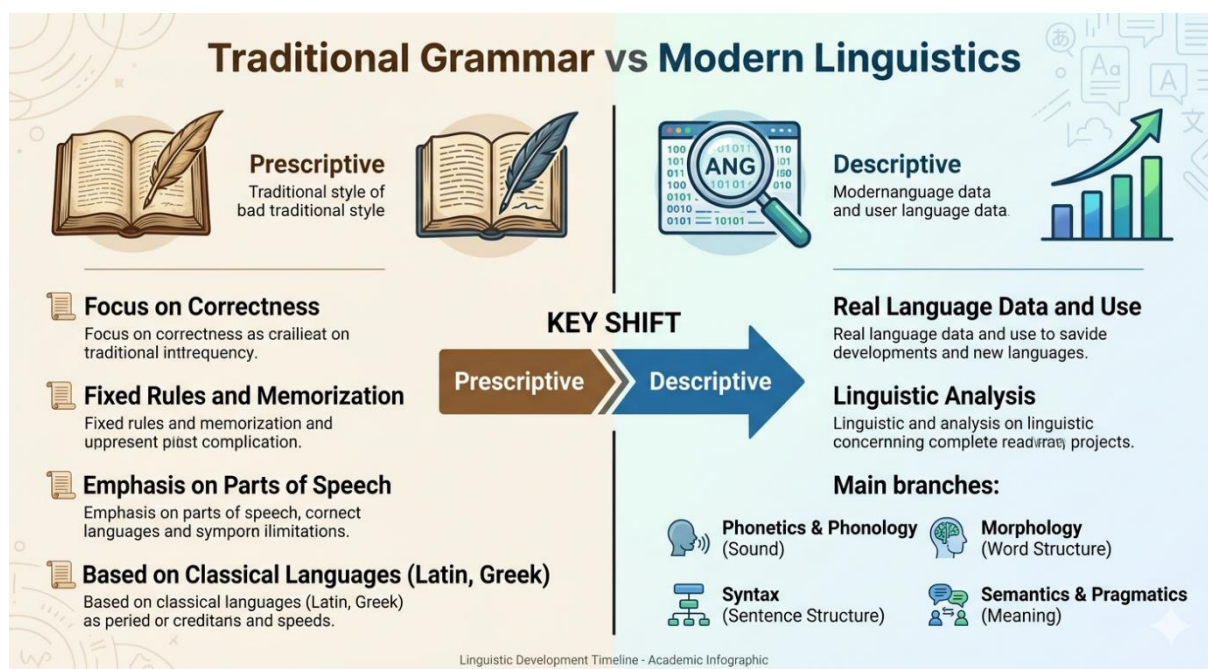


Figure 2: Traditional Grammar vs. Modern Linguistics

This comparison highlights the fundamental shift from a prescriptive focus on correctness to a descriptive and scientific approach that seeks to understand how language is actually used.

1.2.4. Impact on Language Study and Teaching

The shift to Modern Linguistics has changed how languages are taught in the classroom.

❖ **Communicative Approach:** Instead of only memorizing grammar rules, students now focus on communicating in real-life situations. This is called communicative competence (Hymes, 1972).

Example: Instead of just learning verb tables, students practice conversations like ordering food or introducing themselves.

❖ **Acceptance of Diversity:** Teachers now recognize that different ways of speaking (dialects) are valid language systems, not wrong forms.

Example: A student's home dialect is respected, even if it is different from standard English.

In short, linguistics has changed from judging language (prescriptive) to describing and understanding it (descriptive), which has made language teaching more practical and inclusive.

The shift from traditional grammar to Modern Linguistics shows an important change in how we understand language. Traditional grammar acted like a judge, giving strict rules about what is right or wrong, often based on Latin and formal writing. In contrast, Modern Linguistics acts like a reporter, describing how people actually use language in real life, especially in speech.

Traditional grammar focused on the correct way to speak and often saw language change as a problem. However, Modern Linguistics, which developed in the early 20th century, became a scientific field that studies real language use and treats all languages and dialects as equal systems.

This change has also affected language teaching. Instead of memorizing rules, students now focus on communicative competence, meaning they learn how to use language effectively in real-life situations.

Activity Two

Part One: Answer the following questions very briefly:

1. What is the main difference between traditional grammar and Modern Linguistics?
2. Why is traditional grammar described as a “judge”?
3. Why is Modern Linguistics described as a “reporter”?

Part Two: Say whether these statements are True or False and correct the false ones:

1. Traditional grammar focuses on how people actually speak.
2. Modern Linguistics studies real language use scientifically.
3. Language change is seen as corruption in Modern Linguistics.
4. Modern Linguistics treats all dialects as equal.

Part Three: Decide whether each statement is Prescriptive (P) or Descriptive (D).

1. You should never split an infinitive (e.g., ‘to quickly run’ is wrong). ☐
2. In many English dialects, speakers use ‘double negatives’ like ‘I don’t know nothing’ to emphasize a point. ☐
3. The word ‘whom’ is slowly disappearing from casual spoken English. ☐
4. Proper English requires using ‘shall’ for the first person and ‘will’ for the others. ☐
5. A linguist records how a teenager uses the word ‘mid’ to describe something average. ☐

Part Four: Complete these sentences with the missing information.

1. Traditional grammar focuses on _____ and fixed rules.
2. Modern Linguistics is based on _____ observation.

3. _____ is considered the primary form of language in Modern Linguistics.

4. The communicative approach focuses on _____ competence.

Part Five: Match the concepts to their definitions.

Concept	Definition
1. Prescriptive grammar	a. Studying language based on real usage
2. Descriptive grammar	b. Teaching language through communication
3. Empirical observation	c. Setting rules about correct usage
4. Communicative competence	d. Collecting real data from speakers

Part Six: Complete the table below with your own words.

Feature	Traditional Grammar	Modern Linguistics
Main Objective	To set correct rules	To _____ language
Priority	Written language	_____ language
Model	Based on _____	Based on any language
Attitude to Change	Seen as corruption	Seen as a _____ process
Role of Scholar	Like a Judge	Like a _____

Part Seven: Look at the sentence: "*Me and my friend went to the store.*"

1. How would a prescriptive grammarian judge this sentence?

2. How would a descriptive linguist analyze it?

Part Eight: Answer in 1-2 sentences:

1. Why does Modern Linguistics treat all dialects as equal?

2. Give an example of a prescriptive rule and explain why a descriptive linguist might reject it.
3. How has Modern Linguistics changed language teaching?

Part Nine: In some detail, answer these questions:

1. Why did traditional grammarians try to force English to follow Latin rules, even though they are different language families?
2. If a student can pass a grammar test but cannot order a meal in a restaurant, which approach has failed them? Why?
3. Do you think prescriptive rules are still useful today? Why or why not?
4. Which approach (prescriptive or descriptive) is better for learning a language? Explain.

Unit Two: Key Figures and Their Contributions

While Unit One looked at the big eras in the history of linguistics, Unit Two focuses on the people who shaped these eras. History is often driven by those who question what is already accepted, and this unit studies the lives, main works, and lasting influence of scholars from ancient India to modern cognitive science.

By learning about these individuals, we see that linguistics is not just a set of rules, but a human story of solving puzzles, preserving cultures, and understanding the mind. Each scholar represents a turning point in how humans speak, think, and communicate.

2.1. Ancient Linguists

In ancient times, the study of language began independently in different parts of the world. People wanted to understand the connection between words, reality, and, in some cases, religious rituals.

2.1.1. Panini (4th Century BCE)

Pāṇini was an Indian grammarian who wrote the *Aṣṭādhyāyī*, a detailed set of rules describing Sanskrit grammar. This system can be compared to an early form of rule-based computation, as it applies precise and ordered rules to generate correct linguistic forms. Just like a computer program follows step-by-step instructions, Pāṇini created rules that told exactly how to build correct sentences in Sanskrit (Cardona, 1988).

Legacy: Pāṇini is considered the grandfather of Generative Grammar. Modern linguists, including Noam Chomsky, were amazed that he had solved such complex grammatical problems more than 2,000 years ago (Cardona, 1988).

2.1.2. Plato (427-347 BCE)

Plato explored the big question of language in his dialogue *Cratylus*: Do words naturally match what they represent, or are they just agreed-upon labels? He asked, "Does the word rock sound heavy like an actual rock, or do we just agree that it means a rock?" (Law, 2003).

Legacy: Plato helped introduce the first basic sentence structure division: Noun (onoma) and Verb (rhema), which is still used in grammar today (Law, 2003).

2.1.3. Aristotle (384-322 BCE)

A student of Plato, Aristotle focused on the logic behind language. He believed that words only have meaning because people agree on them—they are conventional. He also added conjunctions (words like “and,” “but,” “or”) to the parts of speech. In the sentence “The cat sleeps and the dog runs,” the word “and” connects the two ideas (Robins, 1997).

Legacy: Aristotle’s work laid the foundation for Western logic, rhetoric, and the structured study of language (Robins, 1997).

The major figures discussed in this section are summarized visually in Figure 3 below.

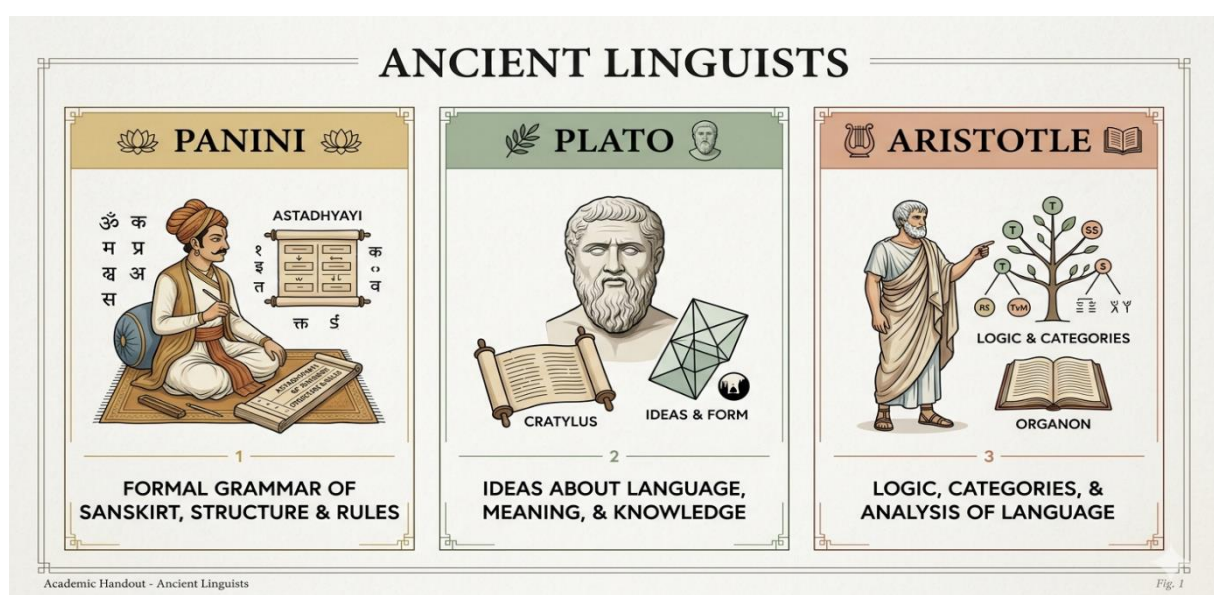


Figure 3: Ancient Linguists

As illustrated in Figure 3 above, early linguistic thought was shaped by philosophical inquiry and the need to understand the relationship between language, logic, and reality.

After the Greeks and Romans set the early Western models, the Islamic Golden Age became a new center of linguistic study, moving from philosophical debates to careful, systematic analysis of language.

2.2. Arab and Muslim Linguists

When the Islamic empire expanded, there was an urgent need to protect the Arabic language and make sure the Qur'an was read correctly. This led scholars to study language in a careful, scientific way, creating rules, dictionaries, and grammatical systems.

2.2.1. Al-Khalil ibn Ahmad Al-Farahidi (791)

Al-Farahidi was a pioneer of Arabic linguistics. He wrote the first Arabic dictionary, *Kitab al-'Ayn*, which organized words based on how they are pronounced in the throat and mouth. Just like a musician organizes notes from low to high, Al-Farahidi arranged words from the deepest sounds in the throat to those at the lips (Mustafawi, 2019).

Legacy: His ideas about phonetics and word organization laid the foundation for his student Sibawayh, who later wrote the famous “bible” of Arabic grammar (Al-Shbiel, 2017).

2.2.2. Sibawayh (796)

Sibawayh built directly on Al-Farahidi's work. His book, *Al-Kitab*, was the first complete description of Arabic grammar, covering syntax (sentence structure), morphology (word formation), and phonology (sounds). He explained how words change when you add endings, similar to how in English we say “run” → “running” → “ran.” (Carter, 2004).

Legacy: Sibawayh focused on the rules of the language itself, creating a system that scholars still study till today (Boukhatmi, 2025).

2.2.3. Ibn Jinni

Ibn Jinni went further by looking at why language works the way it does. In his book *Al-Khasa'is* (The Characteristics), he studied how sounds can relate to meanings (phonosymbolism) and emphasized that language is a social tool used by humans to communicate. Just as “buzz” sounds like the noise a bee makes, some words in Arabic were believed to reflect their meaning naturally (Al-Shbiel, 2017).

Legacy: Ibn Jinni helped bridge the gap between strict grammar rules and the broader philosophical and psychological aspects of language (Versteegh, 1997).

Figure 4 below provides a visual representation of the key Arab and Muslim linguists and their contributions.

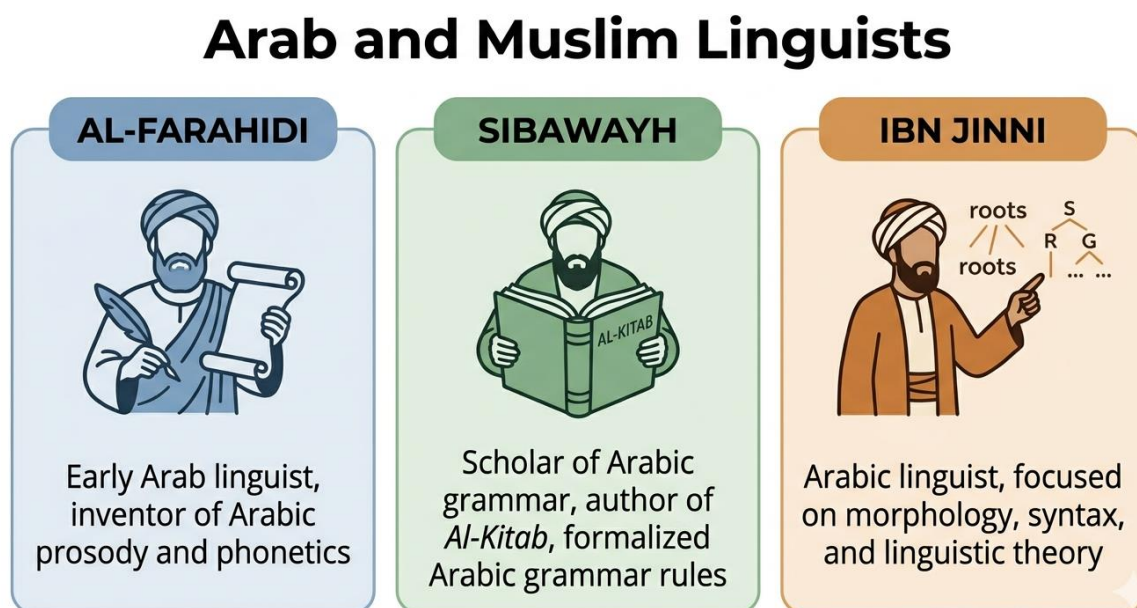


Figure 4: Arab and Muslim Linguists

This figure emphasizes the systematic and scientific nature of linguistic study in the Arab-Muslim tradition, particularly in the areas of phonetics, grammar, and lexicography.

These Arab and Muslim scholars transformed language study into a systematic science, laying the foundation for European linguists to blend careful observation with philosophical thinking. By the 19th century, this legacy inspired Europeans to search for the mother languages, the ancient roots connecting different language families across the world.

2.3. Nineteenth-Century Comparative Linguists

This phase was sparked by the discovery that languages separated by thousands of miles, such as Sanskrit and Latin, shared surprising similarities, suggesting a mysterious common origin.

2.3.1. Sir William Jones (1746-1794)

While serving as a judge in India, Jones noticed that Sanskrit had a stronger affinity to Greek and Latin than could be explained by chance. In 1786, he proposed that these languages descended from a common source, which may no longer exist (Jones, 1786/1970). This bold idea launched the field of Indo-European studies and transformed linguistics into a historical science (Campbell, 2003).

2.3.2. Jacob Grimm (1785-1863)

Expanding on Jones's observation, Grimm sought evidence of these connections. He discovered consistent sound changes, now called Grimm's Law, that showed how certain sounds in "mother" languages systematically shifted in their "daughter" languages. For instance, Latin **p** became Germanic **f**, as in *pater* → *father*. By showing that language change follows predictable patterns, Grimm helped establish linguistics as a law-based science rather than guesswork (Hock & Joseph, 2009; Robins, 1997).

2.3.3. August Schleicher (1821-1868)

Influenced by contemporary biological theories, Schleicher extended Grimm's findings into his Stammbaumtheorie (Family Tree Theory), which visualized languages as branching organisms. He attempted to reconstruct the full Proto-Indo-European language itself, treating it as a once-spoken reality that could be studied scientifically (Schleicher, 1863/1983; Campbell, 2003).

The main contributors to nineteenth-century comparative linguistics are presented in Figure 5 below.

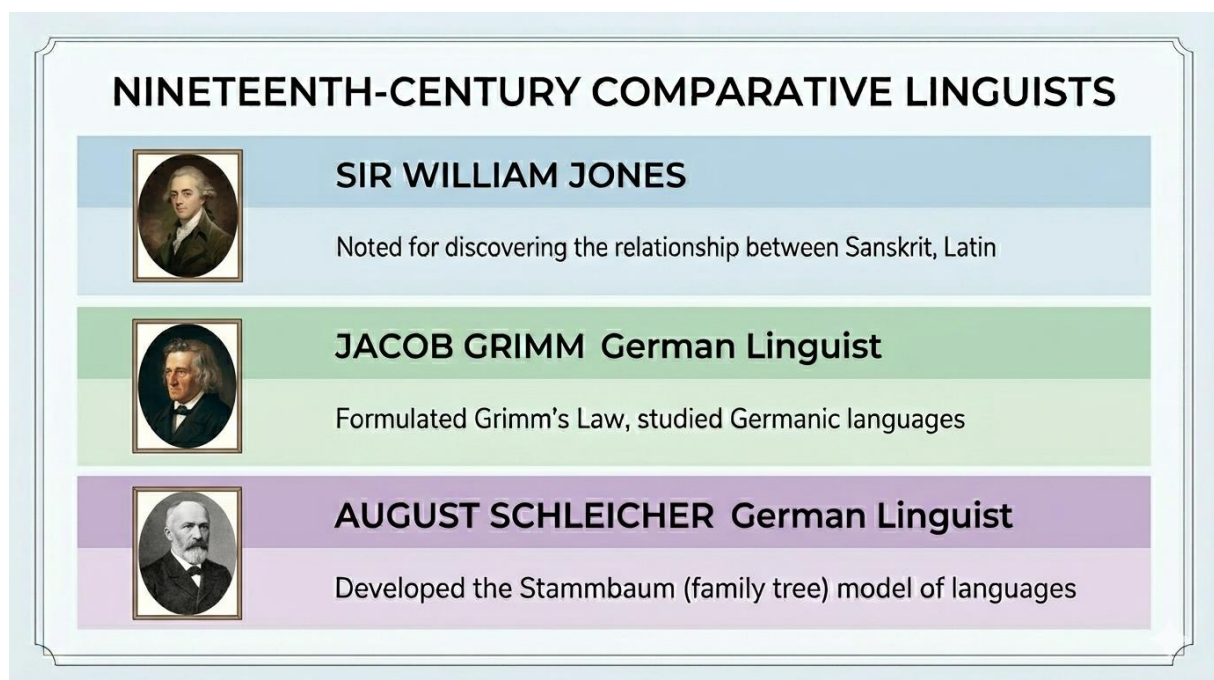


Figure 5: Nineteenth-Century Comparative Linguists

As shown in Figure 5 above, this period marked a shift toward viewing language as a historical system governed by regular patterns of change and development.

However, by the early 20th century, some linguists began to grow tired and move away from studying only the past. They argued that to truly understand language, we should stop

focusing solely on its “family tree” and instead examine how its structure works right now, including how words, sounds, and sentences function together.

2.4. Early Twentieth-Century Structural Linguists

While 19th-century scholars focused on the biological “family tree” of languages, the early 20th century brought a major shift. Linguists began to argue that instead of studying how language changed over time, we should examine how it functions as a complete system in the present (Bloomfield, 1933). This era transformed linguistics into a modern social science by focusing on the underlying “rules of the game” that allow people to communicate effectively (Saussure, 2011).

2.4.1. Ferdinand de Saussure (1857-1913)

Often called the “father of Modern Linguistics,” Saussure moved away from Schleicher’s historical focus and proposed a synchronic approach, studying language as it exists at a single point in time. He famously defined the linguistic sign as having two parts: the signifier (the sound or written form) and the signified (the mental concept). He also argued that the link between a word and its meaning is arbitrary, meaning there is no natural reason why a “tree” is called a “tree” (Saussure, 2011).

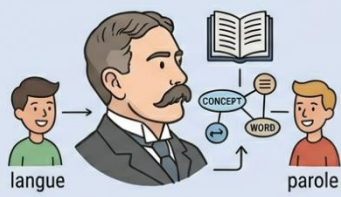
2.4.2. Leonard Bloomfield (1887-1949)

While Saussure focused on abstract systems in Europe, Bloomfield brought behaviorist rigor to American linguistics. In his influential 1933 book *Language*, he argued that linguistics should be treated as a “hard science” based only on observable speech acts, not mental guesses about what speakers think (Bloomfield, 1933). This approach allowed linguists to systematically describe thousands of indigenous North American languages that had never been written down (Sampson, 1980).

2.4.3. Edward Sapir (1884-1939)

Working alongside the structuralists, Sapir introduced a cultural dimension to linguistics. Unlike Bloomfield, who focused purely on speech sounds, Sapir believed language and thought are closely linked. Along with his student Benjamin Lee Whorf, he developed the Sapir-Whorf Hypothesis, which suggests that the language we speak shapes the way we see and understand the world. His work bridged the gap between rigid structural rules and the broader human experience (Sampson, 1980; Saussure, 2011).

Early Twentieth-Century Structural Linguists

Ferdinand de Saussure	Leonard Bloomfield	Edward Sapir
		
One-line Key Contribution	One-line Key Contribution	One-line Key Contribution
Swiss linguist, founder of structural linguistics, concepts: langue vs. parole, signifier/signified	American linguist, emphasized scientific analysis of language, descriptive approach	American linguist, studied language and culture, developed ideas on language relativity

Despite structuralism's success in describing what people say, a new generation of linguists in the 1950s began to ask: how can the human brain generate such a complex system in the first place?

2.5. Mid-Twentieth-Century Generative Linguists

While structuralists studied how people spoke, in the 1950s, linguists started asking a new question: How does the human mind create language? They wanted to understand how every

child can say things they've never heard before. This period treated language as something humans are born with, not just something we learn by listening.

2.5.1. Harris Zellig (1909-1992)

Harris tried to make language rules very precise. He showed that sentences with the same core meaning can look different. For example, the sentences "The cat chased the mouse" and "The mouse was chased by the cat" express the same thing but have different forms, and according to Harris, they are connected by rules called transformations (Harris, 1952).

2.5.2. Noam Chomsky (1928-today)

Chomsky built on Harris's ideas and made a big discovery: Humans are born with the ability to learn language. He called this Universal Grammar, a mental system that helps us make an unlimited number of sentences, even ones we've never heard before (Chomsky, 1957). For example, a child can say, "The dragon flew over the rainbow," even if no one ever said it before. He also explained that linguists should study Competence (what people know about language in their brain), not just Performance (what people actually say) (Chomsky, 1965).

Figure 6 below illustrates the key figures associated with the development of generative linguistics.

Mid-Twentieth-Century Generative Linguists

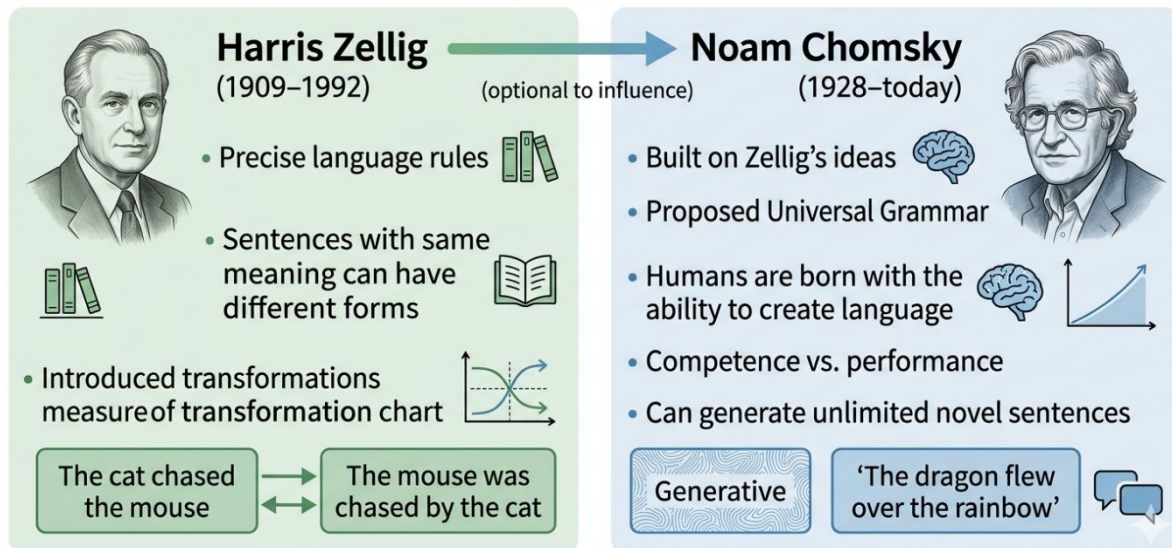


Figure 6: Mid-Twentieth-Century Generative Linguists

This figure highlights the transition toward a cognitive perspective, where language is understood as a mental system governed by internal rules and structures.

By the 1960s and 70s, some linguists thought Chomsky focused too much on mental rules and not enough on real-life conversation. They argued that to fully understand language, we also need to look at how people actually use it with others.

2.6. Late Twentieth-Century Functional and Sociolinguistic Linguists

Building on the mental-focus of the generative era, linguists in the late 20th century realized that you can't fully understand language without looking at how people actually use it in real life. They began studying language as a social tool, not just a set of rules in the mind. This period focused on how language works in society and how it helps people communicate, show identity, and fit into social contexts.

2.6.1. Michael Halliday (1925-2018)

Halliday developed Systemic Functional Linguistics (SFL). He said that grammar is not just strict rules; it's a network of choices we use to make meaning depending on the situation. For example, the way you ask for help at home ("Can you pass me the salt?") might be different from how you ask in a formal restaurant ("Could you please pass the salt?") (Halliday, 1973).

To clarify this framework, Figure 7 below presents the main components of Systemic Functional Linguistics.

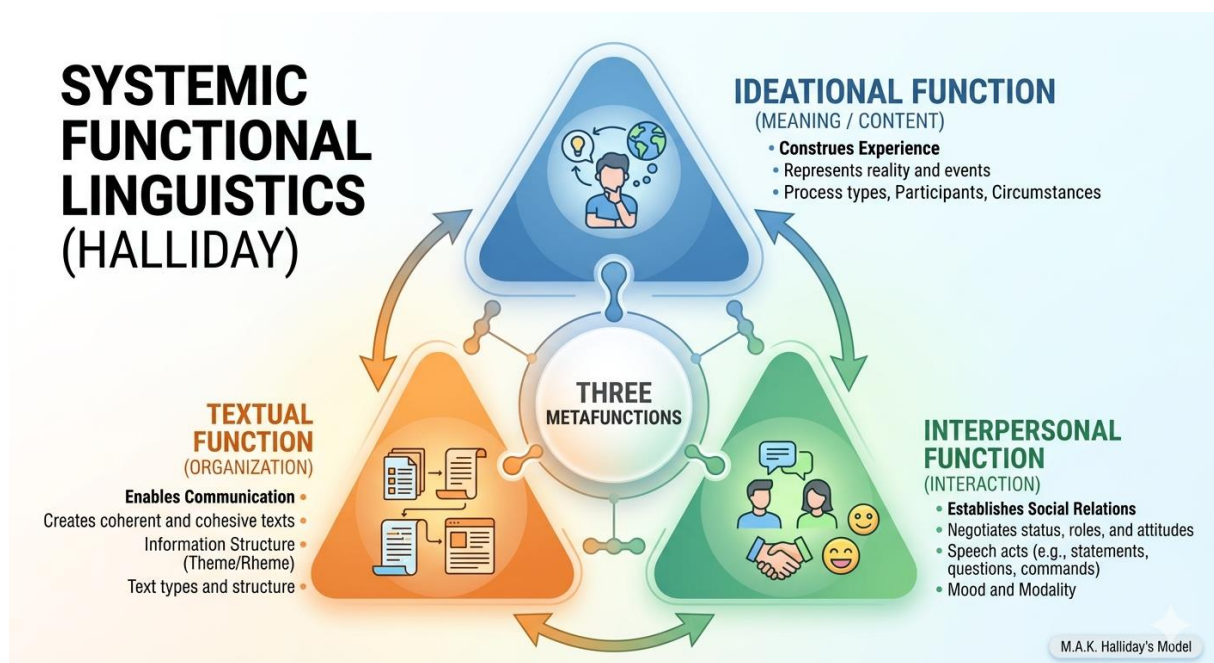


Figure 7: Systemic Functional Linguistics

As illustrated in Figure 7 above, language is viewed as a network of choices that are shaped by social context and communicative purpose.

2.6.2. Dell Hymes (1927–2009)

Hymes argued that knowing grammar is not enough, you also need to know the social rules of using language, which he called Communicative Competence. For example, you might

know the words to say, “I disagree with you,” but it matters when and how you say it depending on the listener and context (Hymes, 1972).

2.6.3. William Labov (1927-today)

Labov studied how social factors like class, region, and age influence how people speak. He showed that differences in accents or slang are not random, but systematic. For instance, in New York City, how someone pronounces “coffee” can reveal their neighborhood and social group (Labov, 1972).

The key figures associated with functional and sociolinguistic approaches are summarized in Figure 8 below.

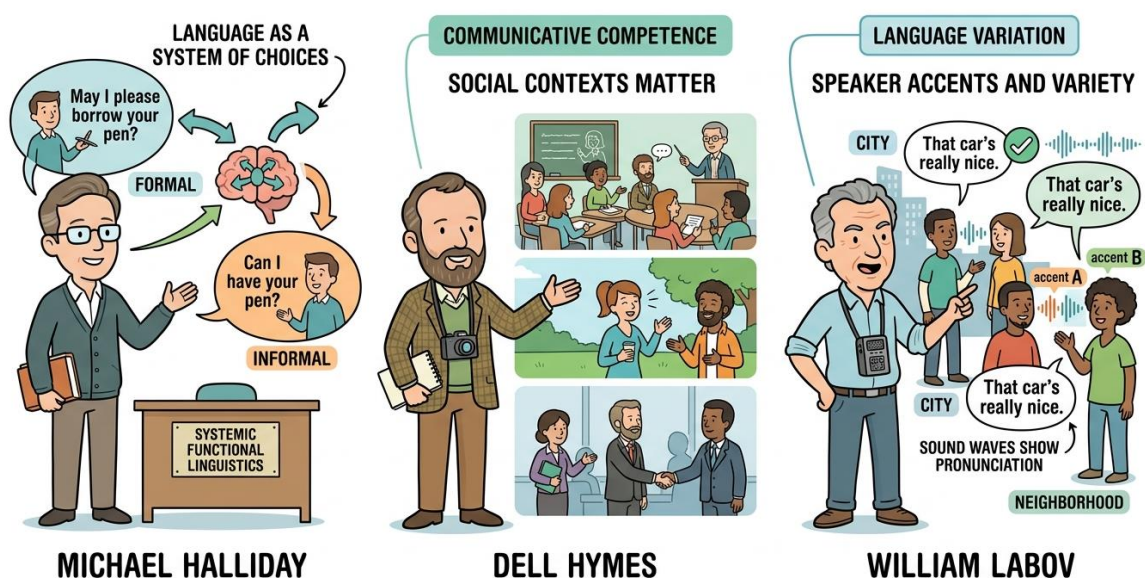


Figure 8: Late Twentieth-Century Functional and Sociolinguistic Linguists

This figure demonstrates the shift toward understanding language as a social phenomenon influenced by context, identity, and interaction.

By combining social insights with structural rules from earlier generations, linguistics in the 21st century began to see language as part of the human mind and brain, connecting what we say with how we think.

2.7. Twenty-First-Century Cognitive Linguists

Building on the social and functional insights of the late 20th century, linguists in the 21st century began looking at how language connects with our minds and bodies. They no longer see language as just a set of rules in the brain or only a social tool, it is now understood as a part of human intelligence, shaped by how we think, perceive, and even move in the world. This period studies how mental processes like memory, perception, and categorization shape the way we speak and understand language.

2.7.1. George Lakoff (1941-today)

Lakoff introduced the idea of the “embodied mind.” He showed that we understand abstract ideas, like time, love, or ideas about power, through our physical experiences. For example, we talk about the future as “ahead of us” and the past as “behind us,” even though time itself isn’t a physical object. Lakoff proved that metaphors are not just language decorations, they shape how we think (Lakoff & Johnson, 1980/2003; Evans & Green, 2006).

2.7.2. Steven Pinker (1954-today)

Pinker builds on the idea that language is innate, meaning humans are born with the ability to learn it. He explains language using evolutionary psychology, showing that we developed language to solve social problems and cooperate. For instance, words let us plan together, teach each other skills, or persuade someone to help us. Pinker sees language as a window into human nature, helping us understand how we think and interact (Pinker, 1994, 2007).

In short, 21st-century linguistics studies language as part of our mind, body, and evolution. It combines our physical experiences (Lakoff) with our biological instincts (Pinker) to explain how humans uniquely use and understand language.

Figure 9 below provides an overview of the main scholars associated with cognitive linguistics.

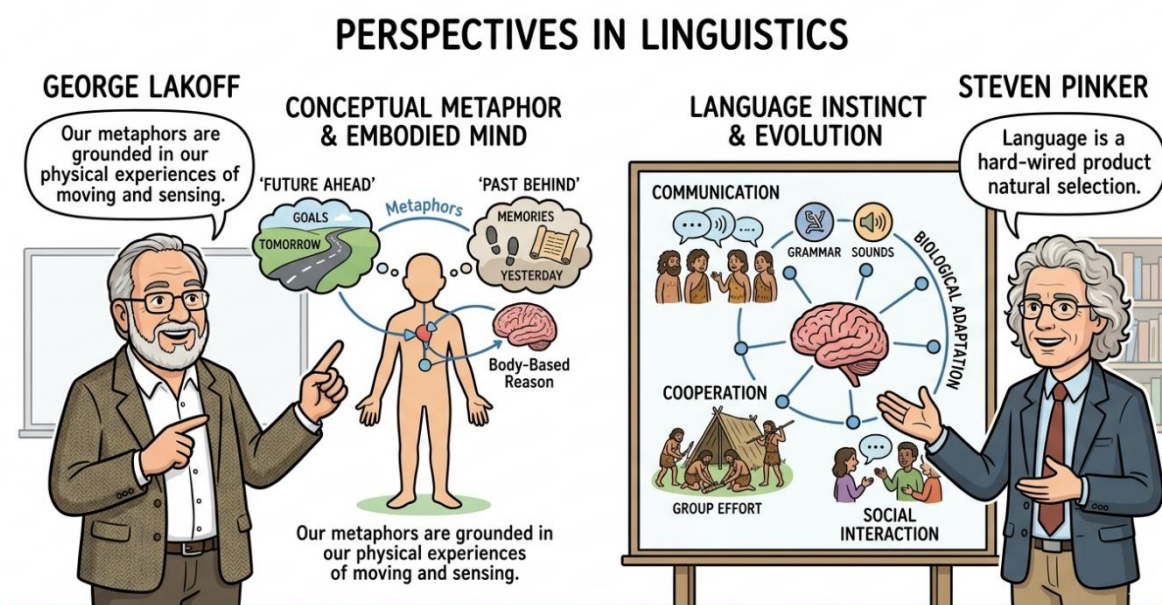


Figure 9: Twenty-First-Century Cognitive Linguists

As shown in Figure 9 above, contemporary linguistics emphasizes the connection between language, thought, and embodied experience.

Unit Two shows that the study of language has always been shaped by people asking big questions: How does language work? Where does it come from? How does it connect to thought and society? From Pāṇini's detailed rules for Sanskrit, through the Greek philosophers' ideas about meaning and logic, the systematic work of Arab and Muslim scholars, the historical and structural studies of Europeans and Americans, to the cognitive and social approaches of the 20th and 21st centuries, each scholar contributed a new way to understand language.

The journey of linguistics is not just about grammar or sounds; it is a human story. It shows how language reflects our minds, our societies, and our experiences, and how humans have continually tried to make sense of one of our most unique abilities: the ability to communicate, think, and create meaning through words.

Activity Three

Part One: Choose the correct option (a-d) that answers each question (1-2)

1. What is the main goal of studying the history of linguistics?
 - a. To memorize grammar rules
 - b. To understand how humans think, communicate, and create meaning
 - c. To learn one language perfectly
 - d. To study only ancient texts
2. Which statement best describes the shift over time in linguistics?
 - a. From social language use → mental rules → ancient texts
 - b. From abstract rules → historical comparison → social interaction
 - c. From religious purposes → historical analysis → structural and cognitive science
 - d. From slang → formal writing → dictionaries

Part Two: Fill in the blank with the correct era: **Ancient / 19th-Century Comparative / Structural / Generative / Cognitive / Functional-Sociolinguistic**

1. [_____]: This era was obsessed with finding the "mother tongue" (Proto-Indo-European) by comparing daughter languages.
2. [_____]: This movement viewed language as a biological "instinct" or a "mental program" hard-wired into the brain.

3. [_____]: This phase argues that language cannot be separated from our physical bodies and how we perceive the world through metaphors.
4. [_____]: These scholars focused on language as a "social tool" used to express identity and class.
5. [_____]: The earliest phase, where the goal was to preserve sacred texts and define the basic parts of speech.

Part Three: Match the linguist to their key work or concept

Linguist	Key Work / Concept
1. Pāṇini	A. Al-Kitab (The first systematic Arabic grammar)
2. Sibawayh	B. The Language Instinct (Evolutionary view of language)
3. Jacob Grimm	C. Course in General Linguistics (Language as a system of signs)
4. Ferdinand de Saussure	D. Aṣṭādhyāyī (The 4,000 rules of Sanskrit)
5. Steven Pinker	E. Identified systematic sound changes in Germanic languages

Part Four: Decide whether the statements are **True** or **False**, and correct the false ones:

1. Pāṇini created the first generative grammar for Sanskrit. [_____]
2. Plato believed words have meaning only because humans agree on them. [_____]
3. Chomsky argued that humans learn language purely by imitating others. [_____]
4. Halliday emphasized that language structure depends on social function. [_____]
5. Lakoff suggested that metaphors are important for understanding abstract ideas. [_____]

Part Five: Briefly, answer the following questions.

1. How did Noam Chomsky's view of "transformations" differ from his teacher Zellig Harris's view?
2. Plato and Aristotle disagreed on the nature of words. Which one believed words were "conventional" (agreements), and which one looked for a "natural" connection?
3. Why did Dell Hymes feel that Chomsky's definition of "Linguistic Competence" was too small for the real world?
4. What was unique about the way Al-Farahidi organized the first Arabic dictionary, *Kitab al-'Ayn*?

Part Six: Fill in the blanks in the table below with the missing information.

Era	Scholar	Main Focus	Key Idea / Contribution
Ancient India	[]	Sanskrit rules	First generative grammar, 4,000 rules
Ancient Greece	[]	Philosophy of language	Sentence divided into onoma & rhema
19 th Century	[]	Historical comparison	Language family trees
Early 20 th Century	[]	Structure of language	Synchronic study & arbitrary signs
Mid-20 th Century	[]	Cognitive rules	Universal Grammar, competence vs. performance
Late 20 th / 21 st	[]	Social & cognitive use	Communicative competence

Part Seven: Read carefully the scenario below the answer the questions.

Scenario: A child says "I goed to the park." Even though they have never heard an adult say "goed," they have subconsciously figured out the rule for the past tense.

1. Which linguist would use this as evidence for an innate "Universal Grammar"?
2. Which linguist would focus on how this child's speech might change based on their social group or neighborhood?

Part Eight: In some detail, answer the following questions:

1. If a language rule is used by millions of speakers but is considered "wrong" by traditional grammar, which approach (prescriptive or descriptive) would accept it? Why?
2. How do social and cognitive perspectives together give a fuller understanding of language?
3. Pick one scholar from any era and explain why their work changed how we understand language today.

Unit Three: Major Schools of Linguistic Theory

In this unit, we move away from studying individual linguists and start focusing on the different schools of thought in linguistics. Instead of looking at people, we will study their ideas and theories, how each theory works, how it changed linguistics, and what problems other scholars found in it.

Linguistics is not just one single field. It includes many different approaches (or “schools”), and these schools often disagree about what language really is. For example, some scholars see language as something that changes over time, others see it as part of the human brain, and others see it as a tool for communication in society.

In this unit, we will explore how these theories work, why they are important, and why new theories were created to replace or improve them.

3.1. Historical-Comparative Linguistics

This was the first scientific approach to studying language. It focused on how languages change over time. This type of study is called diachronic study (studying history).

3.1.1. Pioneers

This school was developed by important scholars such as: **Sir William Jones**, who suggested that many languages come from a common ancestor; **Jacob Grimm**, who discovered regular patterns in sound changes; and **August Schleicher**, who compared languages to living organisms that grow and evolve (Campbell, 2003).

3.1.2. Key Concepts

❖ **The Comparative Method:** This method compares words and grammar from different languages to rebuild an older, lost language called a proto-language (Hock & Joseph, 2009).

Take for example, comparing English *father*, Latin *pater*, and Sanskrit *pitar* to find a common origin.

❖ **Sound Laws:** This idea says that sound changes are regular and predictable, not random.

For example, in many cases, the Latin sound *p* becomes *f* in English (like *pater* → *father*) (Hock & Joseph, 2009).

❖ **Language Families:** Languages are grouped into families, like a family tree, to show how they are related. Take for example, English, German, and Dutch that belong to the Germanic language family (Hock & Joseph, 2009).

3.1.3. Influence

This school helped make linguistics a real science. It showed that language change is not random or “wrong,” but follows clear rules. It also helped researchers understand human history and migration, because languages can show where people came from (Robins, 1997).

3.1.4. Criticism

Some scholars criticized this approach because it focused too much on the past and ignored how languages are used today. Others said that the family tree model is too simple, because languages don’t only come from one source, they also borrow words from neighboring languages. For example, English has many words from French, even though they are from different language families (Campbell, 2003).

Because this school focused so much on history, later linguists reacted against it. They decided to stop focusing on the past and instead study how language works in the present. This led to the development of a new school of thought.

3.2. European Structuralism

This school of linguistics studies language as a complete system, where all parts are connected and depend on each other. In other words, you cannot understand one part of a language without looking at how it relates to the rest.

3.2.1. Pioneers

The most important figure in this school is Ferdinand de Saussure, whose ideas were published in *Course in General Linguistics*. Other important scholars include members of the Prague School, such as Nikolai Trubetzkoy and Roman Jakobson (Saussure, 2011).

3.2.2. Key Concepts

❖ **Langue vs. Parole:** Langue is the system of rules of a language (like the rules of a game).

Parole is the actual use of language in real life (what people say). For *example*, knowing English grammar is langue, but speaking English in a conversation is parole (Saussure, 2011).

❖ **The Sign (Signifier / Signified):** Language is made of signs, and each sign has two parts: Signifier which is the sound or word (e.g., the word “tree”). Signified is the idea or concept in your mind (the image of a tree). Saussure said this connection is arbitrary, meaning there is no natural reason why we say “tree” and not something else. In English, the word *tree* is *arbre* in French. It is the same idea, but they are different words (Saussure, 2011).

The structure of the linguistic sign is illustrated in Figure 10 below.

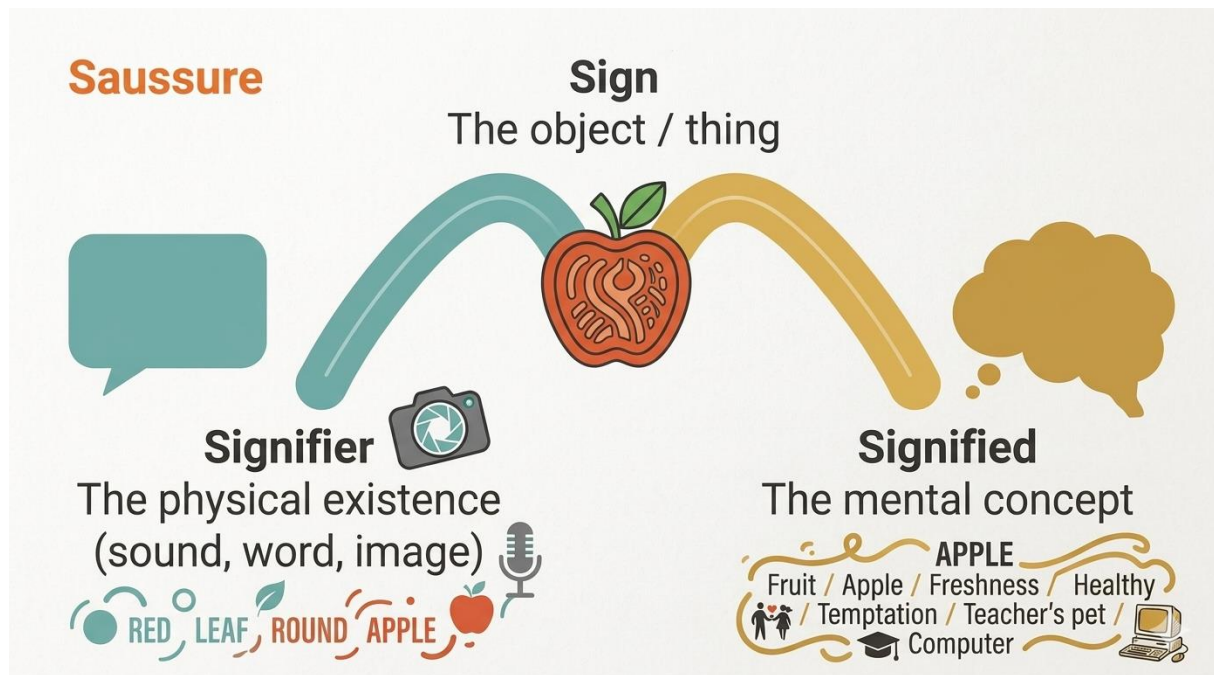


Figure 10: Ferdinand de Saussure's Sign

This figure clearly demonstrates the relationship between the signifier and the signified, emphasizing the arbitrary nature of linguistic signs.

❖ **Synchronic Study:** This means studying a language at one moment in time, not its history.

For *example*, studying how English is spoken today, not how it was spoken 500 years ago (Saussure, 2011).

3.2.3. Influence

Saussure's ideas were very important. They influenced not only linguistics but also fields like anthropology, psychology, and literary studies. He also introduced the idea that meaning comes from differences and opposites. Take for example the word "hot" which only has meaning because we also have "cold" (Robins, 1997).

3.2.4. Criticism

Some scholars criticized this school because it was too theoretical and abstract. They argued that it focused too much on ideas in the mind. Also, it did not give enough practical

methods to study real languages, especially languages that had no writing system (Sampson, 1980).

In short, while the Historical-Comparative school studied the history and roots of languages, European Structuralism focused on how language is organized and works as a system today.

3.3. American Structuralism

American Structuralism developed around the same time as European Structuralism but had a different focus. It was heavily influenced by anthropology and the need to study and record languages that were not written down, especially indigenous languages in the United States (Bloomfield, 1933; Sapir, 1921).

3.3.1. Pioneers

The main figures in American Structuralism are: Leonard Bloomfield who is famous for his rigorous scientific approach, emphasizing careful observation and recording of language (Bloomfield, 1933). Also, there is Edward Sapir who focused on the connection between language and thought, showing that language reflects how people understand the world (Sapir, 1921).

3.3.2. Key Concepts

- ❖ **Descriptivism:** Instead of telling people how they should speak, linguists describe how language is actually used (Bloomfield, 1933). For example, saying “I ain’t going” is descriptive, not “wrong,” because it reflects how some English speakers actually talk.
- ❖ **Immediate Constituent Analysis (ICA):** This is a method to break sentences into smaller parts, like noun phrases and verb phrases, to see the structure clearly (Bloomfield, 1933; Fries, 1945). For example, the sentence: "The boy eats an apple" is done as follows using the ICA analysis:

- NP (Noun Phrase) = *The boy*
- VP (Verb Phrase) = *eats an apple*

An example of Immediate Constituent Analysis is presented in Figure 11 below.

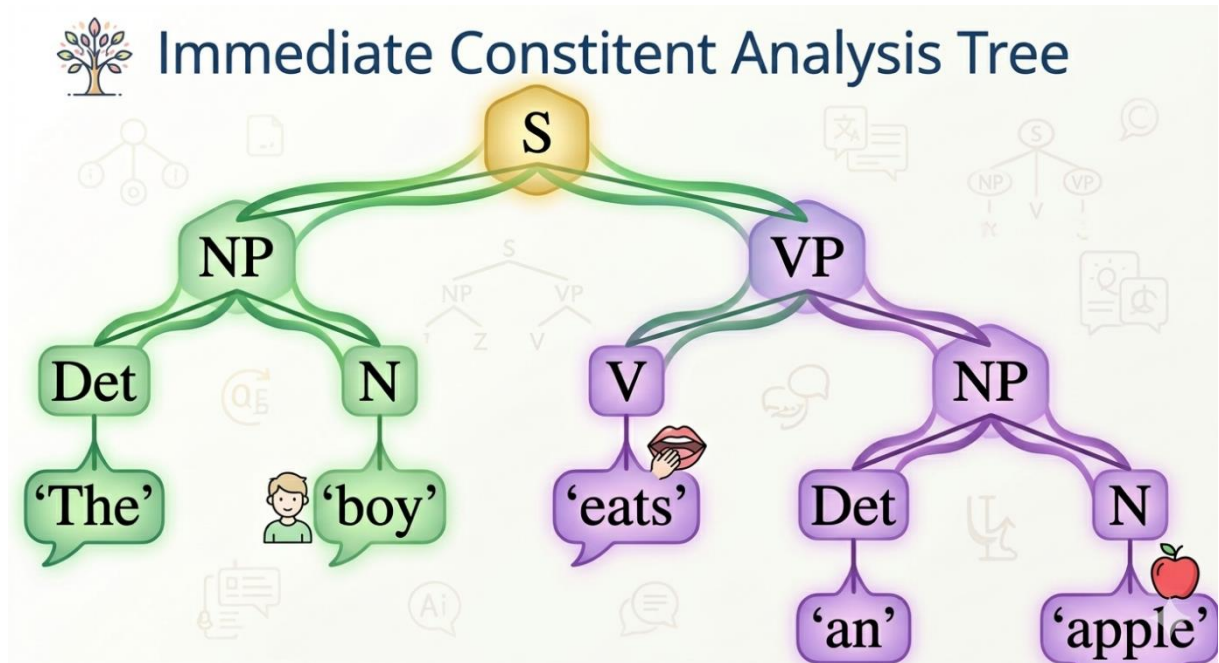


Figure 11: Immediate Constituent Analysis

As illustrated in Figure 11 above, sentences can be systematically broken down into hierarchical components, revealing their underlying structure.

❖ **Behaviorism:** Influenced by psychology, this idea treats language learning as a habit developed through stimulus and response (Bloomfield, 1933; Skinner, 1957). For *example*, a child learns “please” by saying it, receiving praise, and repeating it, reinforcing the habit.

3.3.3. Influence

American Structuralism had a major impact on linguistics in the U.S. It revolutionized the documentation of endangered languages, helping preserve knowledge about languages that might have disappeared (Sapir, 1921; Bloomfield, 1933). It also established linguistics as an

empirical science, meaning researchers relied on careful observation and data rather than just ideas or intuition (Fries, 1945).

3.3.4. Criticism

Some scholars later criticized American Structuralism because it focused mostly on form and structure and ignored meaning (semantics) (Chomsky, 1957). Also, it paid little attention to how language reflects thought or culture, which later schools, like Generative Linguistics, tried to address (Chomsky, 1957; Sapir, 1921).

In short, while European Structuralism looked at the structure of a language system in theory, American Structuralism focused on practical, detailed description of actual language use, especially of unwritten or endangered languages.

The differences between European and American structuralism are summarized in Figure 12 below.

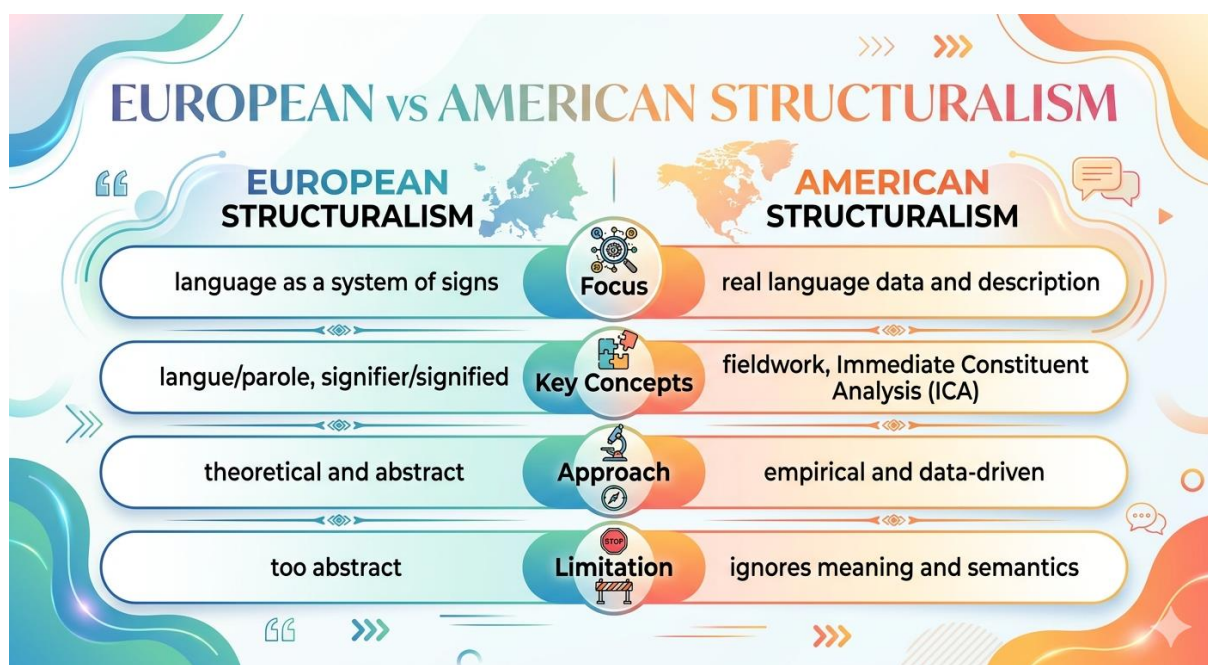


Figure 12: European vs. American Structuralism

This comparison highlights the contrast between a more theoretical, system-oriented approach and a more empirical, data-driven approach to linguistic analysis.

3.4. Generative Grammar

As a reaction to both European and American Structuralism, which mainly focused on describing language from the outside, a new approach appeared in the 1950s called Generative Grammar. This school shifted attention from observable language patterns to what happens inside the human mind. It emerged during the Cognitive Revolution, when researchers began to study mental processes such as thinking, memory, and language more scientifically (Chomsky, 1957). Instead of asking what language looks like, generative linguists asked how the human brain is able to produce and understand language.

3.4.1. Pioneers

The central figure of this school is Noam Chomsky, who challenged behaviorist ideas in his influential book *Syntactic Structures* (Chomsky, 1957). He argued that language is not simply a habit learned through repetition and imitation, but a natural, biological ability that humans are born with. His work marked a major turning point in linguistics by shifting the focus from external behavior to internal mental knowledge.

3.4.2. Key Concepts

- ❖ **Universal Grammar (UG):** suggests that all humans are born with a built-in mental system for language. This explains why children everywhere learn language quickly and in similar ways, even without formal instruction (Chomsky, 1965). For example, a child can produce sentences they have never heard before, which shows they are not just copying others but using internal rules.
- ❖ **Competence vs. Performance:** Competence refers to the perfect knowledge of language that exists in the mind, while performance refers to how language is actually used in real

situations, which may include errors or hesitation. For instance, a speaker may know the correct sentence “She is going,” but in real speech, they might say “She... uh... going,” which reflects imperfect performance (Chomsky, 1965).

❖ **Deep vs. Surface Structure:** Deep structure refers to the underlying meaning of a sentence, while surface structure is the final form we say or write. For example, the sentences “The dog bit the man” and “The man was bitten by the dog” have different forms but express the same basic meaning (Chomsky, 1957).

The distinction between deep structure and surface structure is illustrated in Figure 13.

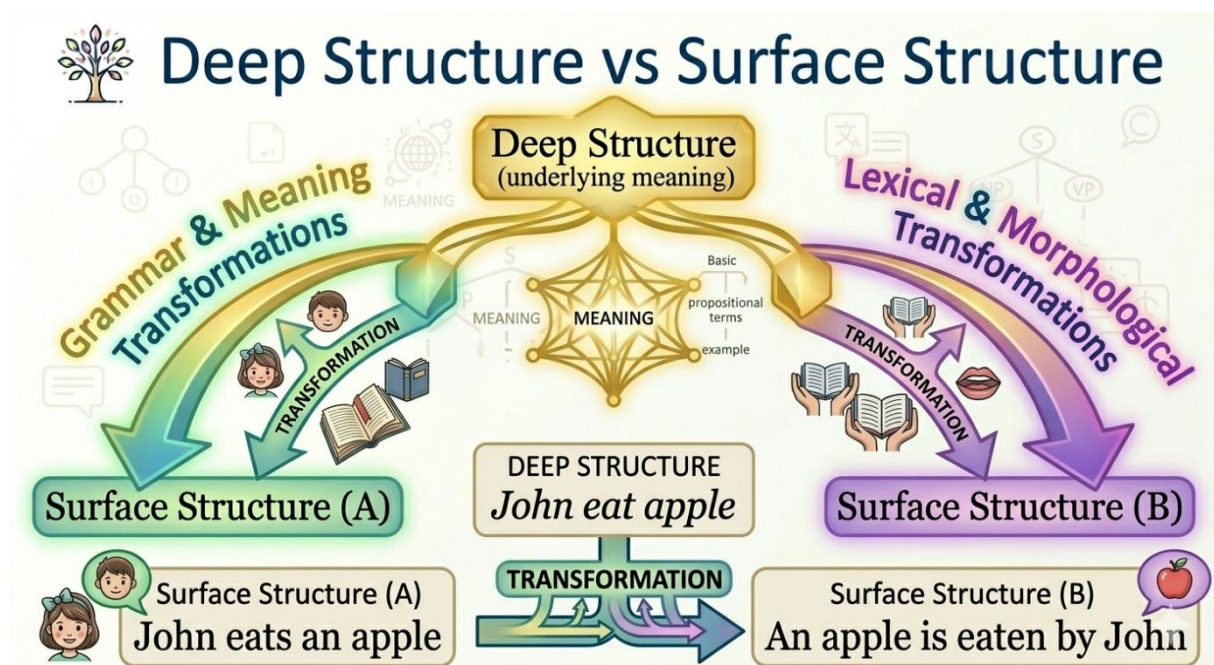


Figure 13: Deep and Surface Structure

As shown in Figure 13 above, different sentence forms may share the same underlying meaning, reflecting the transformational nature of generative grammar.

3.4.3. Influence

Generative Grammar has had a major influence on Modern Linguistics. It helped transform linguistics into a cognitive science and influenced fields such as psychology and

neuroscience, especially in understanding how the brain processes language (Radford, 2009). It also remains one of the main approaches for studying syntax, or sentence structure.

3.4.4. Criticism

Despite its importance, Generative Grammar has been criticized for focusing too much on idealized language and ignoring how language is actually used in real-life communication. Critics argue that it does not pay enough attention to social context, variation, and interaction, which are essential parts of language use (Labov, 1972).

Because of these limitations, many linguists began to argue that language cannot be fully understood by looking only at the mind. They believed that language must also be studied as a tool used in real social situations. This shift led to the development of Functional Linguistics.

3.5. Functional Linguistics

Functional Linguistics focuses on what language does rather than only how it is structured. It views language as a tool for communication and social interaction, shaped by the needs of its users. This approach argues that grammar exists because it serves important functions, such as expressing ideas, building relationships, and organizing information (Halliday, 1978). In this view, grammar is not just a set of rules, but a system that helps people communicate effectively in different contexts.

3.5.1. Pioneers

The most important figure in this school is Michael Halliday, who developed Systemic Functional Linguistics. He argued that language is a network of choices that speakers use depending on their purpose and situation (Halliday, 1978). Another key figure is Roman Jakobson, who studied how language functions in communication and identified different purposes of language, such as expressing emotions or giving information (Jakobson, 1960).

3.5.2. Key Concepts

- ❖ **Multiple Functions of Language (Meta-functions):** A central idea in Functional Linguistics is that language serves multiple functions at the same time. Halliday identified three main meta-functions. The ideational function allows us to express ideas and describe the world, as in the sentence “The weather is cold.” The interpersonal function helps us interact with others, as in “Could you help me?” The textual function organizes our message so that it is clear and coherent, for example by using connectors like “first,” “however,” and “finally” (Halliday, 1978).
- ❖ **Grammar Depends on Use and Context:** This approach also emphasizes that grammar is shaped by use. For example, we choose different sentence forms depending on whether we are speaking to a friend, a teacher, or writing an academic essay. This shows that language structure is closely linked to social context.

3.5.3. Influence

Functional Linguistics has had a strong impact on language teaching, especially communicative approaches that focus on using language in real-life situations rather than just memorizing rules (Hymes, 1972). It is also widely used in discourse analysis, where researchers study how language works in texts and conversations (Eggins, 2004).

3.5.4. Criticism

However, Functional Linguistics has been criticized for being complex and sometimes lacking the formal precision of Generative Grammar. Some scholars argue that its concepts are harder to test scientifically (Lyons, 1977).

While Functional Linguistics focuses on communication and social use, another group of linguists began to explore how language is connected to human thought and experience. This led to the development of Cognitive Linguistics.

3.6. Cognitive Linguistics

Cognitive Linguistics, which developed in the 1970s, argues that language is not a separate system in the brain but is closely connected to general mental processes such as perception, memory, and categorization (Evans & Green, 2006). It rejects the idea that language is an independent “module” and instead views it as part of how humans understand and experience the world.

3.6.1. Pioneers

Important figures in this school include George Lakoff, who studied metaphor and thought, Ronald Langacker, who developed Cognitive Grammar, and Leonard Talmy, who explored how meaning is structured in language (Langacker, 1987; Talmy, 1985).

3.6.2. Key Concepts

- ❖ **Conceptual Metaphor:** shows that we understand abstract ideas through physical experiences. For example, we often talk about time as if it were money by saying “I wasted time” or “I saved time,” which shows how our thinking is shaped by everyday experience (Lakoff & Johnson, 1980).
- ❖ **Prototype Theory:** suggests that categories are not equal and that some examples are more typical than others. For instance, a robin is seen as a more typical bird than a penguin, even though both are birds (Rosch, 1975). This shows that human categorization is flexible and based on experience, not strict rules.

3.6.3. Influence

Cognitive Linguistics has influenced many areas, including semantics, cultural studies, and psychology. It has helped researchers understand how language reflects the way people think and how meaning is created through experience (Lakoff, 1987).

3.6.4. Criticism

Despite its contributions, this approach has been criticized for being too subjective. Some scholars argue that it relies heavily on interpretation and does not always provide strong scientific or neurological evidence for its claims (Langacker, 1987).

To synthesize the key concepts discussed in this section, Figure 14 below provides a comprehensive overview of this framework.

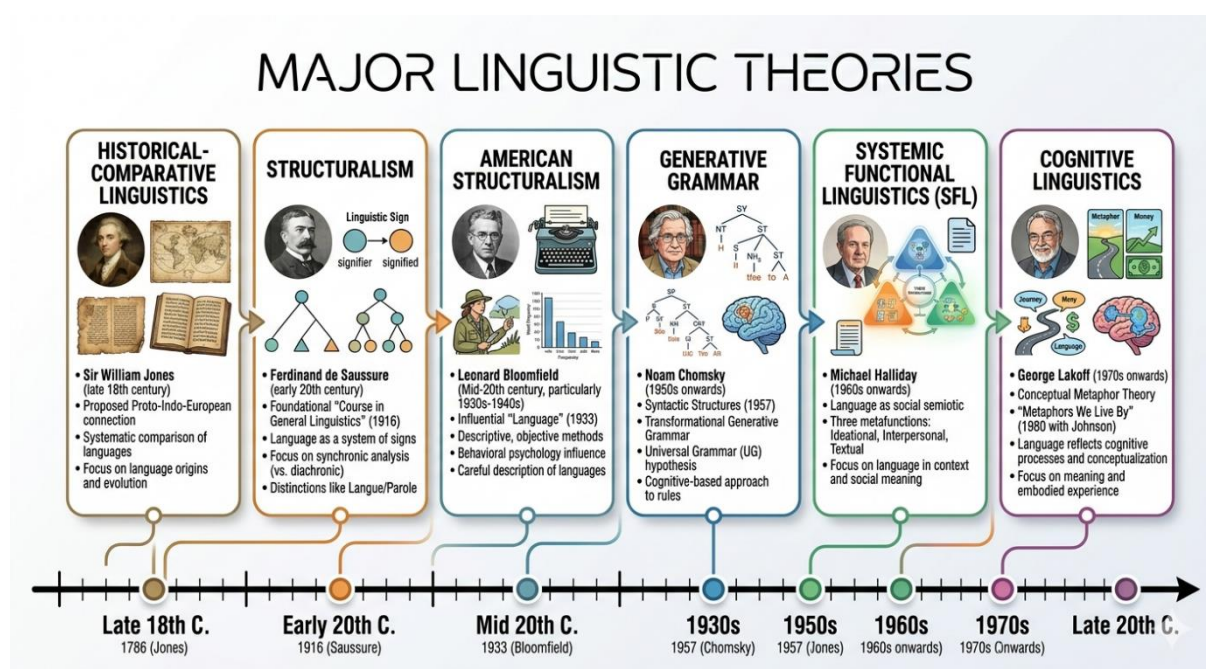


Figure 14: Major Linguistic Schools/Theories

As illustrated in Figure 14 above, this model brings together the central elements of the approach, highlighting how they interact to provide a more integrated understanding of language as both a cognitive and social phenomenon.

3.7. Applications of Linguistic Theories to Language Analysis

Linguistic theories are widely used in many real-world fields. In language teaching, Functional Linguistics helps teachers focus on communicative competence, encouraging students to use language effectively in real situations rather than only memorizing rules

(Hymes, 1972). In artificial intelligence, ideas from Generative and Structural Linguistics are used to improve natural language processing, allowing computers to understand and produce human language more accurately (Chomsky, 1957; Bloomfield, 1933).

In forensic linguistics, structural and stylistic analysis is used to identify the authors of anonymous texts by examining patterns in vocabulary and sentence structure (Coulthard, 2004). In clinical linguistics, theories from Generative and Cognitive Linguistics help diagnose and treat language disorders by identifying problems in grammar or mental processing (Radford, 2009).

Conclusion

This unit has shown that linguistics is not built on one single theory, but on a series of different schools of thought, each offering a unique way of understanding language. From the historical-comparative approach, which explored the origins and evolution of languages, to structuralism, which analyzed language as a system, and then to generative grammar, which focused on the human mind, each school has added an important piece to the puzzle. Later approaches, such as functional and cognitive linguistics, expanded this view by showing that language is not only mental but also social and deeply connected to human experience.

At the same time, no theory is perfect. Each one was criticized for its limitations, which led to the development of new perspectives. This continuous process of questioning and improvement is what drives linguistics forward as a scientific field.

In the end, this unit highlights an important idea: language is a complex phenomenon that cannot be explained from a single angle. To fully understand it, we need to combine insights from history, structure, mind, society, and cognition.

Activity Four

Part One: say whether these statements are True or False, and correct the false ones.

1. Historical-Comparative Linguistics studies how languages change over time.
2. Ferdinand de Saussure is a pioneer of American Structuralism.
3. Universal Grammar is a key idea in Generative Grammar.
4. Functional Linguistics focuses on how language is used in real-life communication.
5. Cognitive Linguistics studies language as part of general mental processes.
6. In American Structuralism, linguists describe how people actually speak, not how they should speak.
7. Synchronic study examines a language at one moment in time.
8. Prototype theory says all members of a category are equally typical.
9. Generative Grammar focuses on the mind, while Functional Linguistics focuses on communication.
10. All linguistic theories completely ignore social use of language.

Part Two: match each pioneer to his school

Pioneers	Schools
1) Sir William Jones	a) Generative Grammar
2) Leonard Bloomfield	b) Cognitive Linguistics
3) Michael Halliday	c) Functional Linguistics
4) Noam Chomsky	d) Historical-Comparative Linguistics
5) George Lakoff	e) American Structuralism

Part Three: Match each concept to the related school

Concepts	Schools
1) Langue vs. Parole	a) Functional Linguistics
2) Immediate Constituent Analysis (ICA)	b) European Structuralism
3) Conceptual Metaphor	c) European Structuralism
4) Signifier / Signified	d) Cognitive Linguistics
5) Meta-functions	e) American Structuralism

Part Four: Match each example to its concept

Examples	Concepts
1) The word tree in English vs. arbre in French	a) Conceptual Metaphor
2) She don't like apples	b) Descriptivism
3) The dog chased me vs. I was chased by the dog	c) Deep vs. Surface Structure
4) I wasted time	d) Signifier / Signified

Part Five: Fill in the Gaps in the following sentences with the suitable words.

1. In Historical-Comparative Linguistics, languages are grouped into _____ to show relationships.
2. Immediate Constituent Analysis (ICA) breaks sentences into smaller _____ and _____.
3. In Generative Grammar, _____ refers to the underlying knowledge of language in the mind.
4. Halliday's three meta-functions in Functional Linguistics are _____, _____, and _____.

5. Cognitive Linguistics uses _____ to explain how abstract ideas are understood through physical experience.
6. European Structuralism focuses on _____ rather than the history of language.
7. Generative Grammar argues that language is an _____ ability which humans are born with.
8. Functional Linguistics emphasizes that grammar is shaped by _____.

Part Six: Choose the best option (a-d) that answer the questions (1-7)

1. What does “Langue” refer to in Saussure’s theory?
 - a) Actual speech in conversation
 - b) The system of rules of a language
 - c) A type of language family
 - d) A sound change in history
2. Which method compares words from different languages to find a common origin?
 - a) Descriptivism
 - b) Comparative Method
 - c) ICA
 - d) Conceptual Metaphor
3. Which school studies language primarily as a system of signs?
 - a) American Structuralism
 - b) European Structuralism
 - c) Functional Linguistics
 - d) Cognitive Linguistics
4. Which school is most concerned with language in social context?
 - a) Historical-Comparative
 - b) Functional Linguistics
 - c) Generative Grammar
 - d) European Structuralism
5. Which school would most likely study an unwritten indigenous language in detail?
 - a) European Structuralism
 - b) American Structuralism
 - c) Cognitive Linguistics
 - d) Functional Linguistics

6. If you wanted to study how metaphors reveal thought, which school would you use?
- a) Historical-Comparative
 - b) European Structuralism
 - c) Cognitive Linguistics
 - d) American Structuralism
7. Which school was the first to make linguistics a “scientific” field through systematic study of language history?
- a) Functional Linguistics
 - b) Generative Grammar
 - c) Historical-Comparative Linguistics
 - d) Cognitive Linguistics

Part Seven: Briefly, answer the following questions.

1. Compare and contrast European Structuralism and American Structuralism in terms of focus, methods, and limitations. Give examples.
2. Explain how Generative Grammar and Cognitive Linguistics address the mental aspects of language differently. Include concepts like Universal Grammar, deep vs. surface structure, and conceptual metaphor.
3. Discuss how Functional Linguistics complements or challenges the ideas of Generative Grammar, especially regarding language in social context.
4. Analyze the statement: *“No single school of linguistics can fully explain language; understanding it requires combining historical, cognitive, structural, and functional approaches.”* Support your answer with examples from at least three schools.

Part Eight: In some detail, answer the following questions:

1. Given the sentence: “The student gave the teacher a gift,” analyze it using Immediate Constituent Analysis (ICA). Then describe how Generative Grammar would consider its deep vs. surface structure.

2. Take a common metaphor like “Time is money.” Explain it from the perspective of Cognitive Linguistics, and describe how a Functional Linguist might interpret its social or communicative purpose.
3. You are documenting an endangered, unwritten language. Which school’s approach would guide your methodology, and why? Include tools and techniques from that school.

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Appendices

Appendix A: Activity Answer Key

Activity One

Part One: Decide if the statement is true or false. If false, correct it.

1. Linguistics started mainly to preserve sacred and cultural texts = **True**
2. Over time, the focus shifted from preserving language to understanding its role in the mind and society = **True**
3. Modern Linguistics only studies grammar rules, ignoring social or cognitive aspects = **False:** it studies grammar, social, and cognitive aspects.
4. All linguists agree that language is completely innate and not influenced by experience = **False:** some approaches emphasize learning and experience.

Part Two: Put these eras in the correct chronological order:

- a. Ancient linguistic traditions
- b. Arab and Muslim contributions to linguistics
- c. Nineteenth-century historical-comparative linguistics
- d. Early twentieth-century structural linguistics
- e. Mid-twentieth-century Generative Linguistics
- f. Functional and sociolinguistic approaches
- g. Cognitive and usage-based linguistics

Part Three: Match the concept to its definition

Concept	Definition
1 .Universal Grammar	a. Mental rules generating infinite sentences
2 .Constructions	b. Learned pairings of form and meaning
3 .Usage-based theory	c. Learning language through social experience
4 .Grimm's Law	d. Language changes follow predictable patterns of sounds
5. Speech Act Theory	e. Using words to perform actions (like promising or apologizing)

Part Four: Briefly, answer each of the questions below:

1. What is the main goal of historical-comparative linguistics? = **Its goal is to compare languages and show how they are related and have evolved from a common origin.**
2. How does Functional Linguistics differ from Generative Linguistics? = **It studies how language is used in real social contexts, while Generative Linguistics focuses on mental grammar rules in the mind.**
3. Why is metaphor important in cognitive linguistics? = **It helps us understand abstract ideas through concrete experiences, shaping how we think.**

Part Five: Choose the correct option (A-D) that corresponds to the questions (1-5)

1. Who wrote the Aṣṭādhyāyī to preserve Sanskrit rituals?
A. Aristotle **B. Pāṇini** C. Sibawayh D. Chomsky
2. Who is known as the Imam of Grammarians in Arabic linguistics?
A. Ibn Jinni B. Al-Farahidi **C. Sibawayh** D. August Schleicher
3. Which linguist argued that language is a biological instinct shaped by evolution?
A. Chomsky B. Tomasello **C. Steven Pinker** D. Bloomfield
4. Who emphasized that grammar structures reflect perception of events?

A. Langacker B. Halliday C. Labov D. Lakoff

5. Who showed that slang and accents are systematic and socially meaningful?

A. Hymes **B. Labov** C. Austin D. Goldberg

Part Six: In 2–3 sentences,

1. Name one key contribution of Al-Farahidi. = **Al-Farahidi created the first Arabic dictionary, *Kitab al-'Ayn*. He organized words based on how sounds are produced in the mouth.**
2. What did Grimm's Law demonstrate about sound change? = **Grimm's Law showed that sound changes in languages follow regular and predictable patterns. For example, the "p" sound in Latin became "f" in English.**
3. Give one example of how metaphor links language and thought (Lakoff). = **Lakoff showed that we understand abstract ideas through physical experiences. For example, we talk about time as money ("spend time," "waste time").**

Part Seven: In some detail, answer these questions:

1. How has the study of language evolved from ancient times to the 21st century? = **The study of language has changed significantly over time. In ancient times, language was studied mainly to preserve religious texts and cultural heritage. Later, in the 19th century, scholars began comparing languages to discover their historical relationships and common origins. In the 20th century, linguistics became more scientific: structuralists studied language as a system, while generative linguists focused on the mental rules behind language. More recently, functional and cognitive approaches have shown that language is also a social and experience-based system, connected to how we think, interact, and understand the world.**

2. Do you think language is more innate or learned through experience? Why? = **Language is likely both innate and learned through experience. Humans seem to be born with a natural ability to learn language (as suggested by Noam Chomsky), but this ability needs interaction and exposure to develop fully. For example, children learn language by hearing others, imitating them, and recognizing patterns. Therefore, language is best understood as a combination of biological potential and social experience.**

Activity Two

Part One: Answer the following questions very briefly:

1. What is the main difference between traditional grammar and Modern Linguistics? = **Traditional grammar tells what is “correct,” Modern Linguistics describes how language is actually used.**
2. Why is traditional grammar described as a “judge”? = **Because it enforces strict rules and decides what is right or wrong.**
3. Why is Modern Linguistics described as a “reporter”? = **Because it records real language use without judging it.**

Part Two: Say whether these statements are **True** or **False** and correct the false ones:

1. Traditional grammar focuses on how people actually speak. = **False: Traditional grammar focuses on written rules, not how people actually speak.**
2. Modern Linguistics studies real language use scientifically. = **True**
3. Language change is seen as corruption in Modern Linguistics. = **Modern Linguistics sees language change as natural, not corruption.**
4. Modern Linguistics treats all dialects as equal. = **True**

Part Three: Decide whether each statement is **Prescriptive (P)** or **Descriptive (D)**:

1. You should never split an infinitive (e.g., ‘to quickly run’ is wrong). [**P**]
2. In many English dialects, speakers use ‘double negatives’ like ‘I don’t know nothing’ to emphasize a point. [**D**]
3. The word ‘whom’ is slowly disappearing from casual spoken English. [**D**]
4. Proper English requires using ‘shall’ for the first person and ‘will’ for the others. [**P**]
5. A linguist records how a teenager uses the word ‘mid’ to describe something average. [**D**]

Part Four: Complete these sentences with the missing information.

1. Traditional grammar focuses on **correctness** and fixed rules.
2. Modern Linguistics is based on **empirical** observation.
3. **Speech** is considered the primary form of language in Modern Linguistics.
4. The communicative approach focuses on **communication** competence.

Part Five: Match the concepts to their definitions.

Concept	Definition
1. Prescriptive grammar	a. Setting rules about correct usage
2. Descriptive grammar	b. Studying language based on real usage
3. Empirical observation	c. Collecting real data from speakers
4. Communicative competence	d. Teaching language through communication

Part Six: Complete the table below with your own words.

Feature	Traditional Grammar	Modern Linguistics
Main Objective	To set correct rules	To describe language
Priority	Written language	Spoken language
Model	Based on Latin	Based on any language
Attitude to Change	Seen as corruption	Seen as a natural process
Role of Scholar	Like a Judge	Like a reporter

Part Seven: Look at the sentence: *"Me and my friend went to the store."*

1. How would a prescriptive grammarian judge this sentence?

He would say it is incorrect; it should be "My friend and I went to the store".

2. How would a descriptive linguist analyze it?

He would say it is acceptable in casual speech; it reflects how some speakers naturally talk in everyday life.

Part Eight: Answer in 1-2 sentences:

1. Why does Modern Linguistics treat all dialects as equal? = **Modern Linguistics treats all dialects as equal because each one has its own rules and structure; no dialect is wrong.**

2. Give an example of a prescriptive rule and explain why a descriptive linguist might reject it.

= Example: "Don't end a sentence with a preposition." A descriptive linguist would reject this because many native speakers naturally end sentences this way (e.g., "Who did you go with?").

3. How has Modern Linguistics changed language teaching? = **Modern Linguistics changed teaching by focusing on real communication and practical use instead of just memorizing grammar rules.**

Part Nine: In some detail, answer these questions:

1. Why did traditional grammarians try to force English to follow Latin rules, even though they are different language families? = **Traditional grammarians admired Latin because it was considered a “perfect” and highly logical language. They believed that by applying Latin rules to English, they could make English more “correct” and elegant. For example, they insisted on rules like not ending sentences with prepositions or using “shall” and “will” in strict ways, even though English naturally works differently. This approach ignored the fact that English is a Germanic language with its own grammar and pattern.**
2. If a student can pass a grammar test but cannot order a meal in a restaurant, which approach has failed them? Why? = **The prescriptive or traditional approach has failed them. This approach focuses on memorizing fixed rules and written forms rather than teaching students how to use language in real situations. A student may know the “correct” verb forms or sentence structure but still cannot communicate naturally or understand native speakers. For example, knowing “I have eaten dinner” doesn’t help if the student cannot say “Can I have a sandwich, please?” in a real restaurant setting.**
3. Do you think prescriptive rules are still useful today? Why or why not? = **Yes, in some situations, prescriptive rules are still useful. They help in formal writing, exams, academic papers, and professional communication, where clarity and standard usage matter. For example, writing “Whom did you meet?” in a formal essay shows knowledge of standard English. However, these rules are less important in everyday conversation, texting, or informal writing, where descriptive usage better reflects how people actually speak.**
4. Which approach (prescriptive or descriptive) is better for learning a language? Explain. = **The descriptive approach is better for learning a language for real-life communication.**

It teaches students how people naturally speak, understand, and interact, rather than just memorizing abstract rules. For example, a descriptive approach allows learners to understand sentences like “Who did you go with?” or “I ain’t going,” which are common in casual speech, while still learning the standard forms for formal situations. Descriptive linguistics prepares students to communicate effectively in the real world, not just pass tests.

Activity Three

Part One: Choose the correct option (a-d) that answers each question(2-1)

1. What is the main goal of studying the history of linguistics?
 - a. To memorize grammar rules
 - b. To understand how humans think, communicate, and create meaning**
 - c. To learn one language perfectly
 - d. To study only ancient texts
2. Which statement best describes the shift over time in linguistics?
 - a. From social language use → mental rules → ancient texts
 - b. From abstract rules → historical comparison → social interaction
 - c. From religious purposes → historical analysis → structural and cognitive science**
 - d. From slang → formal writing → dictionaries

Part Two: Fill in the blank with the correct era: Ancient / 19th-Century Comparative / Structural / Generative / Cognitive / Functional-Sociolinguistic

1. **[19th-Century Comparative Linguistics]:** This era was obsessed with finding the "mother tongue" (Proto-Indo-European) by comparing daughter languages.
2. **[Generative Linguistics]:** This movement viewed language as a biological "instinct" or a "mental program" hard-wired into the brain.

3. [**Cognitive Linguistics**]: This phase argues that language cannot be separated from our physical bodies and how we perceive the world through metaphors.
4. [**Functional / Sociolinguistic Linguistics**]: These scholars focused on language as a "social tool" used to express identity and class.
5. [**Ancient Linguistics**]: The earliest phase, where the goal was to preserve sacred texts and define the basic parts of speech.

Part Three: Match the linguist to their key work or concept

Linguist	Key Work / Concept
1 .Pāṇini	A. Aṣṭādhyāyī (The 4,000 rules of Sanskrit)
2 .Sibawayh	B. Al-Kitab (The first systematic Arabic grammar)
3 .Jacob Grimm	C. Identified systematic sound changes in Germanic languages
4 .Ferdinand de Saussure	D. Course in General Linguistics (Language as a system of signs)
5 .Steven Pinker	E. The Language Instinct (Evolutionary view of language)

Part Four: Decide whether the statements are True or False, and correct the false ones:

1. Pāṇini created the first generative grammar for Sanskrit. = **True**
2. Plato believed words have meaning only because humans agree on them. = **False**: Plato explored both ideas; Aristotle believed words are conventional.
3. Chomsky argued that humans learn language purely by imitating others. = **False**: Chomsky argued language is innate, not just imitation.
4. Halliday emphasized that language structure depends on social function. = **True**
5. Lakoff suggested that metaphors are important for understanding abstract ideas. = **True**

Part Five: Briefly, answer the following questions.

1. How did Noam Chomsky's view of "transformations" differ from his teacher Zellig Harris's view?

= **Harris used transformations to analyze sentences on paper, while Chomsky argued they happen in the mind as part of mental grammar.**

2. Plato and Aristotle disagreed on the nature of words. Which one believed words were "conventional" (agreements), and which one looked for a "natural" connection?

= **Aristotle believed words are conventional (agreements), while Plato explored the idea of a natural connection.**

3. Why did Dell Hymes feel that Chomsky's definition of "Linguistic Competence" was too small for the real world?

= **Hymes said grammar is not enough, you also need to know when, how, and to whom to speak (social rules).**

4. What was unique about the way Al-Farahidi organized the first Arabic dictionary, Kitab al-'Ayn?

= **He organized words by sound (phonetics), starting from the throat to the lips.**

Part Six: Fill in the blanks in the table below with the missing information.

Era	Scholar	Main Focus	Key Idea / Contribution
Ancient India	Panini	Sanskrit rules	First generative grammar, 4,000 rules
Ancient Greece	Plato	Philosophy of language	Sentence divided into onoma & rhema
19 th Century	Schleicher	Historical comparison	Language family trees

Early 20 th Century	de Saussure	Structure of language	Synchronic study & arbitrary signs
Mid-20 th Century	Chomsky	Cognitive rules	Universal Grammar, competence vs. performance
Late 20 th / 21 st	Hymes	Social & cognitive use	Communicative competence

Part Seven: Read carefully the scenario below the answer the questions.

Scenario: A child says "I goed to the park." Even though they have never heard an adult say "goed," they have subconsciously figured out the rule for the past tense.

1. Which linguist would use this as evidence for an innate "Universal Grammar?" = **Chomsky.**
2. Which linguist would focus on how this child's speech might change based on their social group or neighborhood? = **Labov**

Part Eight: In some detail, answer the following questions:

1. If a language rule is used by millions of speakers but is considered "wrong" by traditional grammar, which approach (prescriptive or descriptive) would accept it? Why?
= **The descriptive approach would accept it because it focuses on how language is actually used by real speakers, not on artificial rules. If millions of people say something like "Who did you go with?", a descriptive linguist considers it a valid grammatical pattern of that dialect. In contrast, the prescriptive approach would reject it because it follows fixed rules based on older models like Latin.**

2. How do social and cognitive perspectives together give a fuller understanding of language?
- = **The cognitive perspective explains how language works in the mind, such as how humans can produce infinite sentences using mental rules (Chomsky). The social perspective explains how language is used in real life, including how context, identity, and culture influence speech (Labov, Hymes). Together, they show that language is both a mental system and a social tool, meaning we need both perspectives to fully understand how language works.**
3. Pick one scholar from any era and explain why their work changed how we understand language today.
- = **Example: Noam Chomsky changed linguistics by arguing that language is not just learned through imitation, but is an innate ability built into the human brain. His idea of Universal Grammar explains how children can produce sentences they have never heard before. This shifted linguistics from studying observable speech to studying the mental structures behind language, influencing modern fields like psychology and cognitive science.**

Activity Four

Part One: say whether these statements are True or False, and correct the false ones.

1. Historical-Comparative Linguistics studies how languages change over time. = **True**
2. Ferdinand de Saussure is a pioneer of American Structuralism. = **False:** Ferdinand de Saussure is a pioneer of European Structuralism.
3. Universal Grammar is a key idea in Generative Grammar. = **True**
4. Functional Linguistics focuses on how language is used in real-life communication. = **True**
5. Cognitive Linguistics studies language as part of general mental processes. = **True**

6. In American Structuralism, linguists describe how people actually speak, not how they should speak. = **True**
7. Synchronic study examines a language at one moment in time. = **True**
8. Prototype theory says all members of a category are equally typical. = **False:** Prototype theory says **some members are more typical than others.**
9. Generative Grammar focuses on the mind, while Functional Linguistics focuses on communication. = **True**
10. All linguistic theories completely ignore social use of language. = **False:** Many linguistic theories (especially Functional and Cognitive Linguistics) **do consider social use of language.**

Part Two: match each pioneer to his school

Pioneers	Schools
1) Sir William Jones	a) Historical-Comparative Linguistics
2) Leonard Bloomfield	b) American Structuralism
3) Michael Halliday	c) Functional Linguistics
4) Noam Chomsky	d) Generative Grammar
5) George Lakoff	e) Cognitive Linguistics

Part Three: Match each concept to the related school

Concepts	Schools
1) Langue vs. Parole	a) European Structuralism
2) Immediate Constituent Analysis (ICA)	b) American Structuralism
3) Conceptual Metaphor	c) Cognitive Linguistics

4) Signifier / Signified	d) European Structuralism
5) Meta-functions	e) Functional Linguistics

Part Four: Match each example to its concept

Examples	Concepts
1) The word tree in English vs. arbre in French	a) Signifier / Signified
2) She don't like apples	b) Descriptivism
3) The dog chased me vs. I was chased by the dog	c) Deep vs. Surface Structure
4) I wasted time	d) Conceptual Metaphor

Part Five: Fill in the Gaps in the following sentences with the suitable words.

1. In Historical-Comparative Linguistics, languages are grouped into **language families** to show relationships.
2. Immediate Constituent Analysis (ICA) breaks sentences into smaller **noun phrases and verb phrases**.
3. In Generative Grammar, **competence** refers to the underlying knowledge of language in the mind.
4. Halliday's three meta-functions in Functional Linguistics are **ideational, interpersonal, and textual**.
5. Cognitive Linguistics uses **conceptual metaphors** to explain how abstract ideas are understood through physical experience.
6. European Structuralism focuses on **structure/system** rather than the history of language.
7. Generative Grammar argues that language is an innate **ability** which humans are born with.
8. Functional Linguistics emphasizes that grammar is shaped by **context**.

Part Six: Choose the best option (a-d) that answer the questions (1-7)

1. What does “Langue” refer to in Saussure’s theory?
 - a) Actual speech in conversation
 - b) The system of rules of a language**
 - c) A type of language family
 - d) A sound change in history

2. Which method compares words from different languages to find a common origin?
 - a) Descriptivism
 - b) Comparative Method**
 - c) ICA
 - d) Conceptual Metaphor

3. Which school studies language primarily as a system of signs?
 - a) American Structuralism
 - b) European Structuralism**
 - c) Functional Linguistics
 - d) Cognitive Linguistics

4. Which school is most concerned with language in social context?
 - a) Historical-Comparative
 - b) Functional Linguistics**
 - c) Generative Grammar
 - d) European Structuralism

5. Which school would most likely study an unwritten indigenous language in detail?
 - a) European Structuralism
 - b) American Structuralism**
 - c) Cognitive Linguistics
 - d) Functional Linguistics

6. If you wanted to study how metaphors reveal thought, which school would you use?
 - a) Historical-Comparative
 - b) European Structuralism
 - c) Cognitive Linguistics
 - d) American Structuralism**

7. Which school was the first to make linguistics a “scientific” field through systematic study of language history?
- a) Functional Linguistics
 - b) Generative Grammar
 - c) Historical-Comparative Linguistics
 - d) Cognitive Linguistics**

Part Seven: Briefly, answer the following questions.

1. Compare and contrast European Structuralism and American Structuralism in terms of focus, methods, and limitations. Give examples.

= **European Structuralism studies language as a system of signs, focusing on ideas like *langue/parole* and *signifier/signified*. It is more theoretical but sometimes too abstract. American Structuralism, however, focuses on real language use and description, using methods like fieldwork and ICA. Its weakness is that it often ignores meaning.**

2. Explain how Generative Grammar and Cognitive Linguistics address the mental aspects of language differently. Include concepts like Universal Grammar, deep vs. surface structure, and conceptual metaphor.

= **Generative Grammar sees language as an innate ability and focuses on mental rules and sentence structure, including deep and surface structure. Cognitive Linguistics, on the other hand, connects language to general thinking and experience, using ideas like conceptual metaphor. One focuses on structure, the other on meaning.**

3. Discuss how Functional Linguistics complements or challenges the ideas of Generative Grammar, especially regarding language in social context.

= **Functional Linguistics focuses on communication and how language is used in context. It sees grammar as shaped by use. In contrast, Generative Grammar focuses on the mental structure of language and gives less importance to real-life use. So, Functional Linguistics highlights what Generative Grammar often ignores.**

4. Analyze the statement: *“No single school of linguistics can fully explain language; understanding it requires combining historical, cognitive, structural, and functional approaches.”* Support your answer with examples from at least three schools.

= Each linguistic theory explains only one part of language. Historical linguistics explains origins, Structuralism explains systems, Generative Grammar explains the mind, and Functional/Cognitive Linguistics explain use and meaning. Therefore, we need several approaches to fully understand language.

Part Eight: In some detail, answer the following questions:

1. Given the sentence: “The student gave the teacher a gift,” analyze it using Immediate Constituent Analysis (ICA). Then describe how Generative Grammar would consider its deep vs. surface structure.

= In Immediate Constituent Analysis (ICA), the sentence *“The student gave the teacher a gift”* is divided into parts: a noun phrase (NP) *“The student”* and a verb phrase (VP) *“gave the teacher a gift.”* The verb phrase can be further divided into the verb *“gave”* and two noun phrases *“the teacher”* and *“a gift.”* In Generative Grammar, this sentence has a deep structure (basic meaning: someone gives something to someone) and a surface structure (the final form we say).

2. Take a common metaphor like “Time is money.” Explain it from the perspective of Cognitive Linguistics, and describe how a Functional Linguist might interpret its social or communicative purpose.

= In Cognitive Linguistics, “Time is money” is a conceptual metaphor where we understand time using the idea of money. This shows how abstract ideas are based on everyday experience. In Functional Linguistics, this expression shows how people communicate the value of time in society, especially in contexts where time is seen as something important and limited.

3. You are documenting an endangered, unwritten language. Which school's approach would guide your methodology, and why? Include tools and techniques from that school.

= To study an unwritten language, American Structuralism is the most suitable approach because it focuses on describing real language use. Linguists would collect data through fieldwork, record speech, and analyze sentence structure using methods like ICA. This approach is effective for documenting and preserving endangered languages.