

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 (First 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
AI	Artificial Intelligence
CALL	Computer-Assisted Language Learning
CMC	Computer-Mediated Communication
EEG	Electroencephalography
ESP	English for Specific Purposes
FLL	Foreign Language Learning
FMRI	Functional Magnetic Resonance Imaging
ICT	Information and Communication Technologies
IELTS	International English Language Testing System
LAD	Language Acquisition Device
LMD	Licence–Master–Doctorate
SLA	Second Language Acquisition
TOEFL	Test of English as a Foreign Language

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Introduction

Language is the primary medium through which humans communicate, express thoughts, and transmit knowledge. Understanding language is essential for exploring human interaction, cognition, and culture. Linguistics, the scientific study of language, provides the theoretical and methodological tools to analyze its structure, use, and development in social, psychological, and educational contexts.

This module, *An Introduction to Linguistics*, is designed for students of the English Department to provide a solid foundation in the study of language. It introduces the essential characteristics of human language, including its arbitrariness, discreteness, duality, displacement, productivity, learnability, and cultural transmission. The module also examines the distinctions between spoken and written language, as well as the key properties of linguistic communication, such as patterning, semanticity, contextuality, and feedback.

Building on these foundations, students will explore the components and branches of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, psycholinguistics, and applied linguistics. Special attention is given to first and second language acquisition, including the effects of Stephen Krashen's hypotheses, bilingualism, language disorders, and the applications of linguistics in language teaching, assessment, and research.

Furthermore, the module presents the historical development of linguistic thought, from ancient and Arab-Muslim linguists to modern contributors such as Ferdinand de Saussure, Noam Chomsky, Michael Halliday, and contemporary figures in cognitive and functional linguistics. Students will also be introduced to major schools of linguistic theory, including historical-comparative, structuralist, generative, functionalist, and cognitive approaches, fostering critical analysis of differing perspectives.

By engaging with this module, students will develop the knowledge, analytical skills, and competencies needed to understand language structures, trace the evolution of linguistic ideas, and apply linguistic insights in both academic and professional contexts, including teaching, research, and applied communication.

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 module aims to give students a broad perspective on the study of language and linguistics as it

- ✓ introduces students to the scientific study of language and its systematic investigation.
- ✓ provides a comprehensive understanding of the essential properties, functions, and forms of human language.
- ✓ develops awareness of the scope, branches, and goals of linguistics, including its historical development and contemporary applications.

❖ Specific Objectives

To achieve these general goals, students will focus on specific learning objectives that guide their engagement with the module.

- ✓ Define language and explain its distinctive characteristics, including arbitrariness, discreteness, duality, displacement, productivity, learnability, and cultural transmission.
- ✓ Differentiate between spoken and written language, identifying their unique features.
- ✓ Identify and describe the components of linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- ✓ Recognize the main branches of linguistics, including sociolinguistics, psycholinguistics, and applied linguistics, and understand their focus areas.
- ✓ Explain theories of first and second language acquisition, including Stephen Krashen's contributions, bilingualism, and language disorders.

- ✓ Understand the historical development of linguistics and contributions of key figures, from ancient to contemporary linguists.
- ✓ Relate linguistics to other academic disciplines, including education, psychology, sociology, anthropology, biology, computing, law, medicine, and philosophy.

❖ Targeted Learning Outcomes

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

Knowledge Outcomes

- Define and explain key concepts in language and linguistics.
- Describe the main branches and components of linguistics and their applications.
- Identify the historical development of linguistic thought and major contributors, including modern theorists.

Skill Outcomes

- Analyze linguistic data using foundational concepts.
- Apply theoretical knowledge to examples from spoken and written English.
- Relate linguistic concepts to language teaching, research, and professional contexts.

Competency Outcomes

- Demonstrate critical thinking in evaluating linguistic phenomena.
- Communicate linguistic ideas clearly and accurately in oral and written forms.
- Apply linguistic insights in academic, educational, and practical contexts.

Prerequisites

Before engaging with this module, students are expected to have foundational knowledge and skills to benefit fully from the content presented, including:

- Basic knowledge of English language structure.
- Familiarity with general concepts in grammar and communication.
- Reading, comprehension, and analytical skills at the university level.

Pedagogical Approach

This module adopts a student-centered and interactive approach, combining theoretical instruction with practical application. Methods include:

- **Lectures:** Present foundational concepts and theoretical frameworks.
- **Discussions:** Encourage critical thinking and exchange of ideas.
- **Real-life Examples:** Apply concepts to authentic linguistic data.
- **Problem-Based Learning:** Analyze language phenomena in context.
- **Mini-Assignments:** Promote active learning and engagement.

Teaching Aids and Resources

A variety of materials support teaching and learning:

- **Handouts:** Structured content with clear examples.
- **PowerPoint Slides:** Summaries and visual representations of key concepts.
- **Reference Books and Articles:** Academic texts and peer-reviewed journals covering all units of the module.

Student Activities and Tasks

To support learning and active engagement, students will participate in a variety of activities throughout the module, including:

- Exercises
- Group work
- Research tasks
- Mini-projects
- In-class activities

Assessment Methods

Students' understanding and progress will be evaluated through different assessment methods, including:

- Classroom discussions
- Continuous assessment
- Assignments
- Oral presentations
- Tests and examinations

Course Content

Unit One: An Overview of Language

1.1. Definition of Language

In this lecture, we will learn what language is and why it is important. We will see how language helps people communicate, share ideas, and connect with culture and society.

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

- ✓ Explain what language is from different points of view.
- ✓ Understand why human language is different from other types of communication.
- ✓ See why language is important for thinking, culture, and society.
- ✓ Recognize the central role of language in human life.

Language is a system that humans use to communicate ideas, feelings, and knowledge.

Linguists have defined it in different ways:

- **Ferdinand de Saussure (1916/1959):** Saussure (1916/1959) says that “Language is a system of signs that express ideas, where each sign has a concept (signified) and a sound-image (signifier)” (p. 16). This means that words have two parts: the sound or letters and the idea it represents.
- **Leonard Bloomfield (1933):** Bloomfield (1933) states that language is a system of vocal symbols by which a social group cooperates. He emphasizes that language is learned by humans, not natural like animal sounds.
- **Noam Chomsky (1965):** Chomsky (1965) argues that “Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements” (p. 3). He shows that even with a limited number of words, humans can make endless sentences.

- **David Crystal (2008):** Crystal (2008) claims that language is the systematic, conventional use of sounds, signs, or written symbols for communication and self-expression. He points out that language follows rules (grammar) that a community agrees upon.

There is no one exact definition of language. Each view highlights something important: the rules, the meaning, the creativity, or the social use. Together, they help us understand why language is so important in human life.

1.2. Properties of Human Language

While many animals communicate, human language has unique features that set it apart. These properties make our communication more flexible, creative, and complex than any other system in nature.

1.2.1. Arbitrariness

Arbitrariness means there is no natural connection between a linguistic form (the word) and its meaning (Yule, 2020). For example, the word *apple* does not look or taste like the fruit. We only know what it means because our society has agreed on it.

1.2.2. Discreteness

Language is made of separate, distinct sounds. In human speech, each sound is treated as different. For instance, the difference between the sounds /b/ and /p/ is very small, but they create completely different words like *bin* and *pin* (Yule, 2020).

1.2.3. Displacement

This property allows humans to talk about things that are not present in the here and now. We can talk about the past, the future, or even imaginary places like Fairyland (Hockett, 1960). Most animal communication is limited to immediate needs, like hunger or danger.

1.2.4. Duality

Also known as double articulation, duality means language works on two levels. At one level, we have individual sounds (like g, o, d) which have no meaning alone. At the second level, we combine them to reach a meaning (like *dog* or *god*) (Yule, 2020).

1.2.5. Learnability

Human beings have the unique ability to learn more than one language. While a bird is born with a specific set of songs, a human can learn any language depending on their environment and effort (Hockett, 1960).

1.2.6. Productivity

Productivity, or creativity, is the ability to create an infinite number of new sentences. Humans are constantly making up new phrases that have never been said before, yet other people can still understand them (Yule, 2020).

1.2.7. Cultural Transmission

Language is not passed down through your DNA like your eye color. Instead, it is passed from one generation to the next through teaching and social interaction (Yule, 2020). A child learns the language of the culture they grow up in, not necessarily the language of their biological parents.

The main properties that distinguish human language from other communication systems are summarized in Figure 1 below.

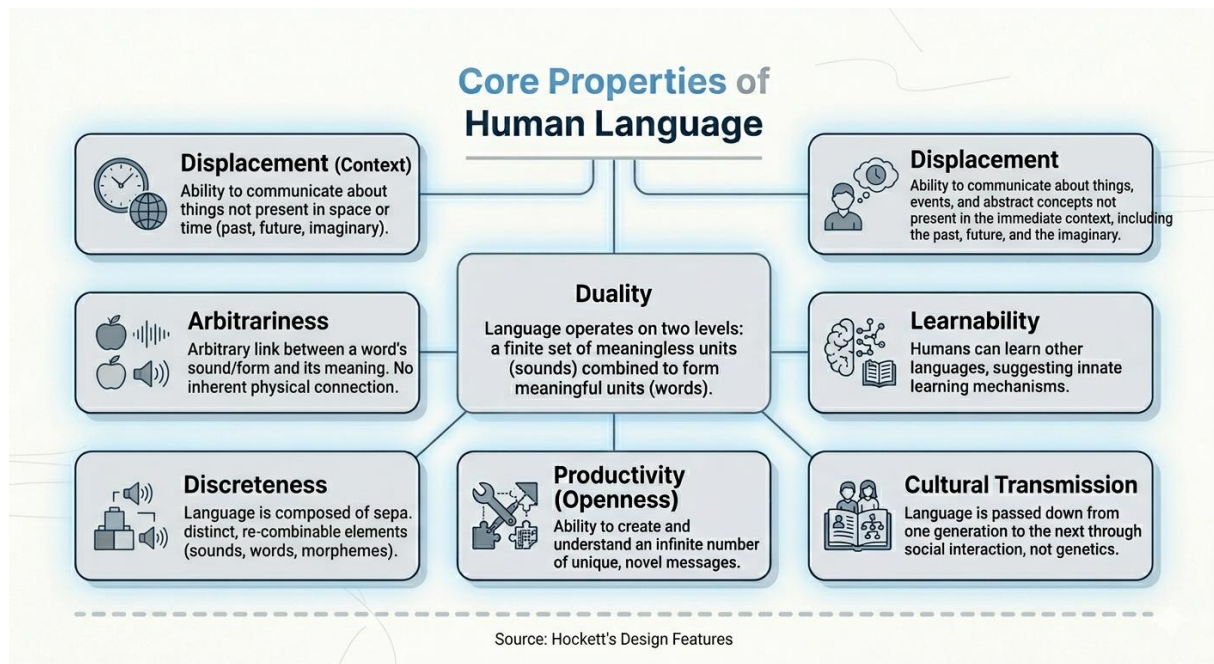


Figure 1: Properties of Human Language

As illustrated in Figure 1, these properties collectively demonstrate the flexibility, creativity, and complexity of human language.

In conclusion, these unique properties distinguish human language from all other forms of animal communication. While animals use fixed signals for immediate survival, humans use a flexible, productive system to share complex ideas across time and space. Understanding these features is the first step in recognizing how language serves as the foundation for human culture and thought.

Activity One

Part One: Match the property on the left with the correct description on the right.

	Property		Description
1	Displacement	A	We can make an infinite number of new sentences.
2	Arbitrariness	B	We can talk about things that happened yesterday or in the future.
3	Productivity	C	There is no natural link between a word's sound and its meaning.
4	Cultural Transmission	D	Language is passed from parents or teachers to children through learning.

Part Two: Read each situation and decide which language property is being described.

- **Scenario 1:** A scientist discovers a new species of beetle and names it a "Zorp." There is no special reason why she chose that sound for that bug.
- **Scenario 2:** A young boy is born in Korea but is adopted by a family in Italy. He grows up speaking perfect Italian, not Korean.
- **Scenario 3:** While sitting in a classroom, Sarah tells her friend about a funny movie she saw at the cinema last weekend.
- **Scenario 4:** A poet writes a beautiful poem using a combination of words that has never been written in that exact order before in history.

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

1.3. Spoken and Written Language

While both speech and writing are used to communicate, they function differently and have distinct characteristics. Linguists often note that speech is the primary form of language, while writing is a secondary system developed later.

1.3.1. Characteristics of Spoken Language

Speech is usually spontaneous and happens in real-time. It has several key features:

- **Evanescence:** Speech is temporary; once a word is spoken, the sound disappears unless it is recorded (Hockett, 1960).
- **Paralinguistic Features:** Speakers use tone of voice, facial expressions, and body language to add meaning to their words (Crystal, 2008).
- **Fragmentation:** Speech often contains pauses, "um"s, "ah"s, and unfinished sentences because the speaker is thinking while talking (Biber & Conrad, 2019).
- **Interaction:** It is typically a social act where listeners can give immediate feedback or ask questions.

1.3.2. Characteristics of Written Language

Written language is generally more formal and planned. Its main features include:

- **Permanence:** Writing provides a lasting record that can be read many times and across different generations (Crystal, 2008).
- **Complexity:** Because writers have time to edit, written sentences are often longer and use more complex grammar and vocabulary than speech (Biber & Conrad, 2019).
- **Punctuation and Layout:** Instead of tone of voice, writing relies on punctuation (commas, periods), headings, and font styles to organize ideas (Yule, 2020).
- **Distance:** The writer and the reader are usually separated by time and space, meaning the message must be very clear since there is no immediate way to ask for clarification.

The differences between spoken and written language can be further clarified in Table 1.

Features	Spoken Language	Written Language
Permanence	Transient: Sounds disappear immediately after being spoken unless recorded (Hockett, 1960).	Permanent: Provides a lasting record that can be stored and read repeatedly (Crystal, 2008).
Preparation	Spontaneous: Usually unplanned and produced in real-time (Yule, 2020).	Planned: Allows for multiple drafts, editing, and careful revision (Biber & Conrad, 2019).
Complexity	Syntactically Complex: Uses many short clauses linked together (Halliday, 1989).	Lexically Dense: Uses more complex vocabulary and longer, noun-heavy sentences (Biber & Conrad, 2019).
Feedback	Immediate: Listeners provide instant verbal and non-verbal cues (e.g., nodding) (Yule, 2020).	Delayed/Absent: There is typically no immediate way for a reader to ask for clarification.
Context	Context-Dependent: Often relies on a shared physical environment (e.g., "Look at that!") (Crystal, 2008).	Context-Independent: Must be explicit and self-contained since the reader is not present.
Non-Verbal Cues	Prosodic Features: Relies on tone, pitch, volume, and body language to convey meaning (Hockett, 1960).	Graphic Features: Relies on punctuation, headings, fonts, and layout for organization (Crystal, 2008).
Formality	Informal: Frequently uses slang, contractions (e.g., "wanna"), and regional dialects (Yule, 2020).	Formal: Generally uses standard grammar and avoids colloquialisms or local slang.
Structure	Fragmented: Contains "fillers" (um, uh), false starts, and unfinished sentences (Biber & Conrad, 2019).	Cohesive: Features clear beginnings, middles, and ends with logical transitions.
Learning	Innate/Acquired: Humans naturally acquire speech as children without formal instruction (Yule, 2020).	Taught: Writing is a skill that must be deliberately taught and practiced in a school setting.

Table 1: Comparison between Spoken and Written Forms of Language

As shown in Table 1 above, spoken and written language differ in terms of structure, formality, and communicative context. Also, the key differences between spoken and written language are represented in Figure 2 below.

DETAILED COMPARISON OF SPOKEN AND WRITTEN LANGUAGE FEATURES		
FEATURES	SPOKEN LANGUAGE	WRITTEN LANGUAGE
PERMANENCE	 Transient: Sounds disappear immediately. 	 Permanent: Lasting record, stored, read repeatedly. 
PREPARATION	 Spontaneous: Unplanned, produced in real-time.	 Planned: Multiple drafts, editing, revision. 
COMPLEXITY	 Grammatically Intricate: Many short clauses linked together. 	 Lexically Dense: Complex vocabulary, long noun-heavy sentences. 
FEEDBACK	 Immediate: Instant verbal and non-verbal cues (nodding). 	 Delayed/Absent: Typically no way for reader clarification. 
CONTEXT	Context-Dependent: Shared physical environment (e.g., 'Look at that!'). 	 Context-Independent: Must be explicit and self-contained (reader not present). 
NON-VERBAL CUES	Prosodic Features: Tone, pitch, volume, body language. 	 Graphic Features: Punctuation, headings, fonts, layout. 
FORMALITY	Informal: Slang, contractions ('wanna'), regional dialects. 	 Formal: Standard grammar, avoids colloquialisms/slang. 
STRUCTURE	Fragmented: 'Fillers' (um, uh), false starts, unfinished sentences. 	 Cohesive: Clear beginning, middle, end; logical transitions. 
LEARNING	Innate/Acquired: Children acquire speech naturally without formal instruction. 	 Taught: Diberately taught and practiced in school. 

Figure 2: Comparison between Spoken and Written Forms of Language

Figure 2 highlights the contrast between the immediacy of speech and the permanence and structure of writing.

Despite these clear differences, modern technology has created a hybrid form of communication that blurs these traditional lines between speaking and writing, often referred to as Computer-Mediated Communication (CMC) or "written speech" (Crystal, 2011). In digital spaces like instant messaging and social media, writing takes on the informality and speed of spoken language, prioritizing quick interaction over formal grammar (Baron, 2008). Because digital text lacks the physical presence of a speaker, users often rely on emojis, stickers, and GIFs to replace the facial expressions and tone of voice found in face-to-face talk (Yule, 2020). Furthermore, the use of punctuation has shifted; in many online contexts, a period at the end of a sentence may be interpreted as a sign of anger or "coldness" rather than just a grammatical stop, showing how writing is now used to mimic prosodic features like pitch and emotion (Crystal, 2011).

Discussion: How Do You Text?

Think about how you use apps like WhatsApp or Messenger. Talk with a partner about these questions:

- **The "Period" Problem:** If a friend texts you "Okay." with a period at the end, do they sound angry or serious to you? Why does a simple dot change the "tone" of the message?
- **Using Emojis:** When you use an emoji or a GIF, are you trying to show the facial expressions or feelings that you can't show in regular writing?
- **Speed vs. Mistakes:** When you text, do you care more about perfect grammar or sending the message fast? Does your texting feel more like a quick talk or a formal letter?

Unit Two: Foundations of Linguistics

In this unit, we move from looking at "what language is" to "how we study it." This scientific study is known as linguistics.

2.1. Definition of Linguistics

Linguistics is often defined as the scientific study of language (Corder, 1973). It does not just mean learning how to speak many languages; rather, it involves observing how language works, how it is structured, and how people use it in everyday life (Yule, 2020).

2.2. Goals of Linguistics

The main goal of linguistics is to describe and explain the nature of human language. According to Chomsky (1965), linguists aim to discover the underlying rules that allow humans to create and understand sentences. Specifically, linguistics seeks to:

- **Describe** all the languages people use.
- **Explain** the rules that all languages have in common.
- **Understand** how children learn language so easily.

2.3. Scope of Linguistics

The scope of linguistics is very broad. It ranges from studying the smallest sounds in a single language to looking at how language affects entire societies. It is often divided into:

- **Micro-linguistics:** Looking at language "inside" itself (sounds, words, and grammar).
- **Macro-linguistics:** Looking at language "outside" in the world, such as its relation to the brain, society, or history (Crystal, 2008).

2.4. Components of Linguistics

Linguists break language down into smaller levels to study it more easily (Fromkin et al., 2018). You can think of these as the "building blocks" of communication.

2.4.1. Phonetics: The study of all human speech sounds, how they are produced by the mouth and heard by the ear.

Example: How your lips touch to make the /b/ sound in "bat," but stay open for the /h/ sound in "hat."

2.4.2. Phonology: The study of how sounds are organized and used as patterns in a specific language.

Example: In English, the "ng" sound (as in "sing") can only happen at the end of a word, never at the start.

2.4.3. Morphology: The study of how words are built (e.g., how "un-" + "happy" becomes "unhappy").

Example: The word "re-play-ed" has three parts: re- (again), play (action), and -ed (past time).

2.4.4. Syntax: The study of how words are put together to form correct sentences.

Example: In English, we say "The red apple" (adjective before noun). In French, they say "L'oiseau bleu" (noun before adjective).

2.4.5. Semantics: The study of the literal meaning of words.

Example: Understanding that the word "star" refers to a bright object in the night sky.

2.4.6. Pragmatics: The study of "hidden" or social meaning, how we use context to understand what a speaker really means.

Example: If someone says, "It's cold in here," they might actually be asking you to close the window, not just talking about the temperature.

The main components of linguistics and their relationships are presented in Figure 3.

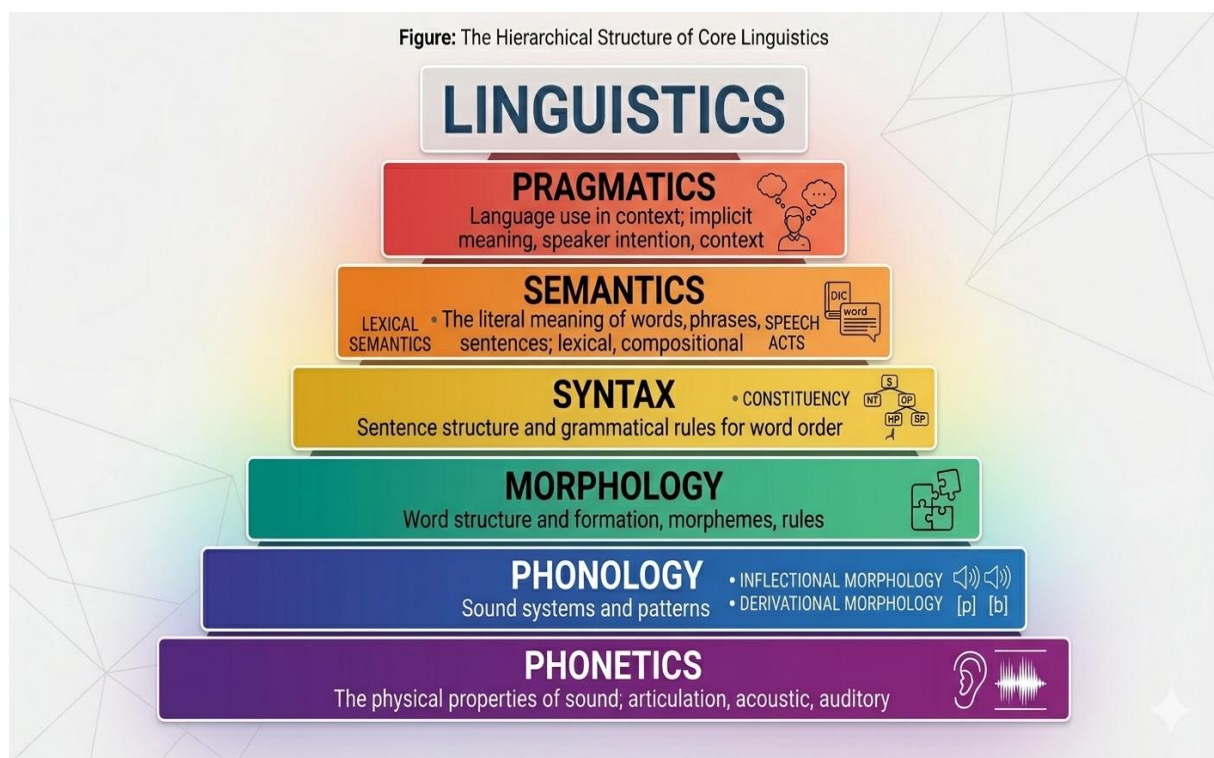


Figure 3: Components of Linguistics

As shown in Figure 3, each component focuses on a different level of language structure, from sounds to meaning and context.

Activity Two

Part One: Below are six common mistakes or situations. For each one, identify which component of linguistics (Phonetics, Phonology, Morphology, Syntax, Semantics, or Pragmatics) is most responsible for the error or confusion .

- ☒ A student writes: "I have two childs." (Instead of "children").
- ☒ A speaker accidentally pronounces "think" as "fink" because they can't get their tongue in the right position.
- ☒ Someone says, "The blue big house," instead of "The big blue house."
- ☒ A student says, "I am very hungry, I could eat a horse!" and a listener starts looking for a real horse to cook.
- ☒ A teacher says, "It's getting very loud in here," and a student says, "Yes, I agree!" instead of being quiet.
- ☒ A learner tries to start an English word with the "ng" sound (like in "sing"), but they find it impossible because of English sound rules.

Part Two: Read the following statements and decide if they are True (T) or False (F).

- Linguistics is just another word for "learning how to speak many languages."
- Phonology and Phonetics both study sounds, but Phonology focuses more on the patterns of a specific language.
- If a student says "I goed to the store," they are making a mistake in Syntax.
- Semantics is the study of the literal meaning of words.
- Pragmatics helps us understand why "Can you pass the salt?" is a request, not just a question about our physical ability.
- Micro-linguistics looks at how language interacts with things like the brain or society.

Unit Three: Branches of Linguistics

In this unit, we explore macro-linguistics, which looks at how language connects with the world around us. The most prominent branch is Sociolinguistics.

3.1 Sociolinguistics

Sociolinguistics is the study of the relationship between language and society (Hudson, 1996). It examines how factors like where we live, our social class, and who we are talking to change the way we speak (Wardhaugh & Fuller, 2021).

In other words, sociolinguistics is the study of how language and society influence each other. While general linguistics looks at the "internal" rules of language (like grammar), sociolinguistics looks at the external factors, like where you live, how much money you have, or your gender, and how they change the way you speak.

3.1.1. Language Variation

Language is not used the same way by everyone. Variation occurs when speakers have different ways of saying the same thing. This includes dialects (regional versions of a language) and sociolects (language used by specific social groups) (Holmes & Wilson, 2022). That is to say, language is never used exactly the same way by everyone. Variation, then, refers to the different ways speakers say the same thing.

- **Example:** In the UK, someone might call a small, narrow path an "alleyway," while in parts of Northern England, they might call it a "ginnel". In the US, people in the North say "pail," while those in the South say "bucket".

3.1.2. Language Contact

When speakers of different languages interact closely, it is called language contact. This often leads to languages "borrowing" words from each other or creating new "hybrid" languages like Pidgins and Creoles (Wardhaugh & Fuller, 2021).

- **Example:** English has borrowed thousands of words from French, like "ballet" or "café."

When people with no common language need to talk (for trade or work), they create a simplified "Pidgin". If children grow up speaking this Pidgin as their first language, it becomes a "Creole".

- **Example:** Haitian Creole developed from contact between French and African languages.

3.1.3. Language Change

Languages are never static; they evolve over time. This is called language change. This can happen because of new technology, social movements, or contact with other cultures (Aitchison, 2012).

- **Example:** Modern English speakers no longer use words like "thee" or "thou" from Shakespeare's time.

3.1.4. Language and Identity

Language is a powerful tool for showing who we are. People often use specific accents or vocabulary to signal their membership in a particular ethnic, religious, or social group (Holmes & Wilson, 2022).

- **Example:** Using "Standard English" in a job interview shows a professional identity, while switching to a local dialect with friends shows a "community" identity.

3.1.5. Language and Gender

This subfield studies how men and women use language differently and how society talks *about* gender (Wardhaugh & Fuller, 2021).

- **Example:** Research often looks at whether men and women use different politeness strategies or if certain words are "gendered" in a culture. Here, society often has different rules for how men and women "should" talk.

3.1.6. Language Planning

This is when an organization (like a government) makes official rules about which language will be used in government or schools.

- **Example:** Countries like Algeria or Canada have official policies regarding which languages (Arabic/Tamazight or English/French) must be used in public documents and education.

3.2. Psycholinguistics

Psycholinguistics is the study of the mental processes that allow humans to produce and understand language (Field, 2004). While sociolinguistics looks at language "outside" in society, psycholinguistics looks "inside" at how our brains handle words and sentences.

3.2.1. First Language Acquisition

This subfield studies how children learn their mother tongue so quickly without formal lessons. For example, Chomsky (1965) argued that children are born with a "Language Acquisition Device" (LAD) that helps them learn any language they hear.

Here, we have something called stages of L1 development. Children move through predictable stages: *Cooing* (3 months), *Babbling* (6 months), *One-word stage* (1 year), and the *Two-word stage* (2 years) (Yule, 2020).

- **Example:** A child saying "I goed" instead of "I went" shows they are not just mimicking adults; they are active learners figuring out the rules of grammar (overgeneralization).

The typical stages of first language acquisition are outlined in Figure 4 below.

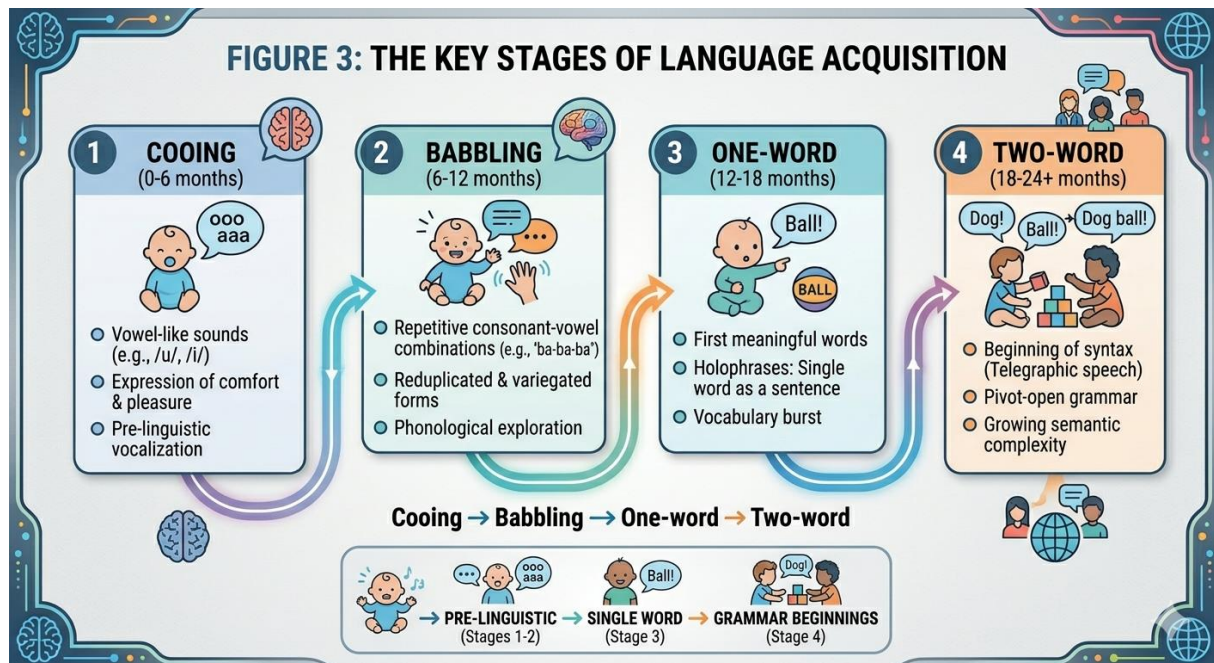


Figure 4: Stages of First Language Acquisition

Figure 4 demonstrates the progressive nature of language development from early vocalizations to more complex structures.

3.2.2. Language Processing

This is the study of how we understand and produce language in real-time. It involves comprehension (hearing/reading) and production (speaking/writing). There is also parsing that happens when we hear a sentence and our brain "parses" or breaks it down into chunks to find meaning immediately (Field, 2004).

- **Example:** When you hear a word like "bank," your brain uses the rest of the sentence to decide if it means a "river bank" or a "money bank."

3.2.3. Language Disorders

Psycholinguists study what happens when language goes wrong due to brain injury or developmental issues.

- **Example 1:** Aphasia is a loss of ability to understand or express speech. Broca's Aphasia makes it hard to speak, while Wernicke's Aphasia makes someone speak in "word salad" that makes no sense (Fromkin et al., 2018).
- **Example 2:** Dyslexia is another learning disorder that makes it difficult to read and spell. It is not a problem of intelligence; rather, the brain has trouble connecting the sounds of speech to the letters on a page (Snowling, 2019).
- **Example 3:** Stuttering (Stammering) is also a speech disorder where the flow of talk is broken by repetitions (saying a sound twice), prolongations (stretching a sound out), or "blocks" where no sound comes out (Ward, 2017).
- **Example 4:** Last, delayed speech occurs when a child does not reach the typical "milestones" of talking at the expected age (Yule, 2020).

3.2.4. Language and Thought

This area asks: Does the language we speak change the way we think about the world? The Sapir-Whorf Hypothesis, for instance, suggests that our language shapes our perception (Carroll, 1956).

- **Example:** Some languages have many words for "blue," while others use one word for both "blue" and "green." Research shows speakers of these languages may actually perceive color categories differently.

3.2.5. Bilingualism and Multilingualism

This field studies people who use two or more languages. In the past, people thought "bilingual" meant knowing two languages perfectly, but today, linguists include anyone who uses more than one language in their daily life (Grosjean, 2010).

❖ **Code-Switching:** This is when a speaker moves from one language to another between sentences or during a conversation (Myers-Scotton, 1993).

Example: A student might speak English in class but switch to Arabic as soon as they step into the hallway to talk to a friend.

❖ **Code-Mixing:** This happens when a speaker mixes words or phrases from two languages together in the same sentence (Muysken, 2000).

Example: Saying, "I'm going to the *marché* to buy some *fruits*," mixing French and English words in one breath.

❖ **Diglossia:** This occurs in a society where two different versions of the same language are used for different purposes (Ferguson, 1959).

Example: In many Arabic-speaking countries, Modern Standard Arabic is used for news and formal writing, while a Local Dialect is used for chatting at home.

❖ **Language Interference (Transfer):** This is when the rules of your first language "leak" into your second language, causing a mistake (Yule, 2020).

Example: A French speaker might say "I have hunger" instead of "I am hungry" because in French, they use the verb "to have" (*avoir faim*).

3.2.6. Neurolinguistics

While psycholinguistics focuses on the mind (mental processes), neurolinguistics focuses on the physical brain. It looks at the actual tissues, neurons, and electrical signals that allow us

to process language (Ingram, 2007). In simple terms, it studies where language "lives" in our heads.

❖ **Lateralization (Brain Sides):** For most right-handed people, language is located in the left hemisphere (left side) of the brain. This specialization is called lateralization (Yule, 2020).

Example: If someone has a stroke on the left side of their brain, they are much more likely to lose their ability to speak than if the stroke was on the right side.

❖ **The Language Areas:** Scientists have found specific "hubs" in the brain that do different jobs:

- **Broca's Area:** Located in the front part of the left side. This is the "speech production" center. It helps you physically move your mouth to say words (Fromkin et al., 2018).
- **Wernicke's Area:** Located further back. This is the "understanding" center. It helps you make sense of the words you hear from others (Ingram, 2007).
- **Arcuate Fasciculus:** A bundle of nerve fibers that acts like a "bridge" or a "telephone wire" connecting Broca's and Wernicke's areas so they can talk to each other (Yule, 2020).

❖ **The "Tip of the Tongue" Phenomenon:** Neurolinguists study why we sometimes know a word but can't quite "find" it. This suggests our brain stores the meaning of a word in a different place than its sound (Yule, 2020).

❖ **Modern Brain Imaging:** Today, scientists don't have to wait for an injury to see the brain. They use tools like fMRI (which tracks blood flow) and EEG (which tracks electrical "pulses") to watch the brain "light up" while someone is reading a book or listening to music (Fromkin et al., 2018).

The main brain regions involved in language processing are illustrated in Figure 5.

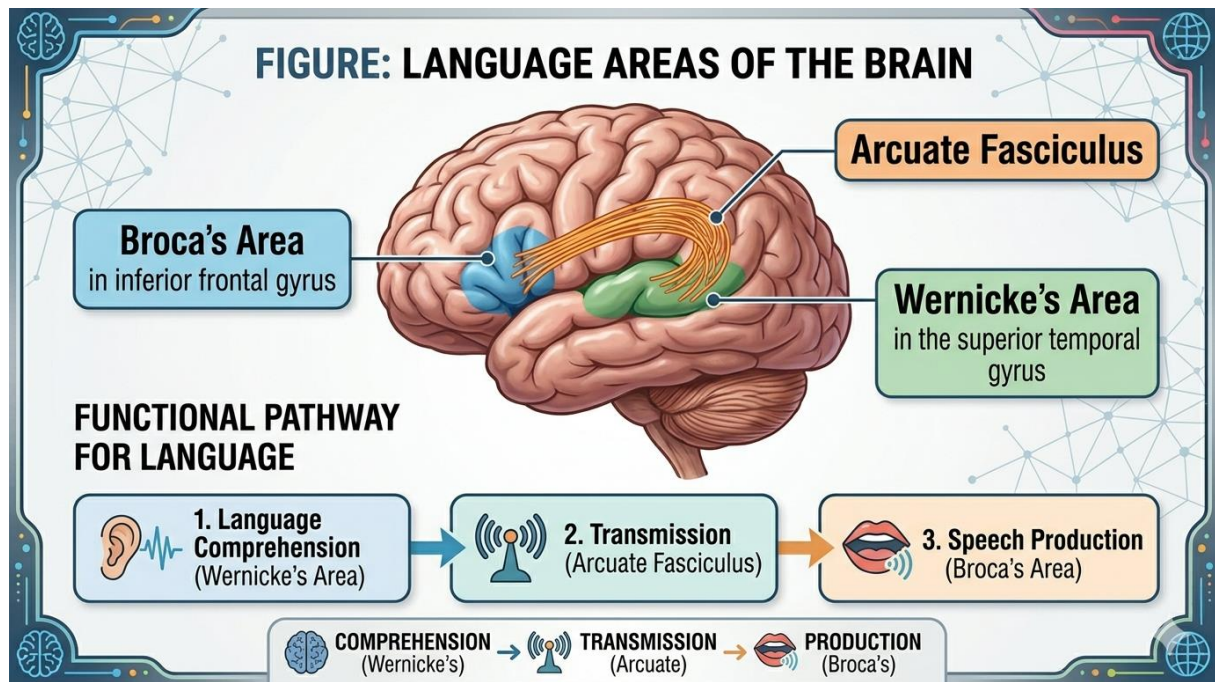


Figure 5: Language Areas in the Brain

As illustrated in Figure 5, language functions are distributed across specialized areas that work together during communication.

3.3. Applied Linguistics

Applied linguistics is the "problem-solving" branch of linguistics. It takes the theories we have learned and applies them to real-world issues, such as education, technology, and communication (Cook, 2003).

3.3.1. Theoretical vs. Applied Linguistics

On the one hand, theoretical Linguistics: Focuses on the "how" and "why" of language structure. It asks: What are the universal rules of grammar? (Chomsky, 1965). On the other hand, Applied Linguistics: Focuses on the "use" of language. It asks: How can we help a student learn a second language faster? (Cook, 2003).

3.3.2. Language Teaching

This field looks at the best methods for teaching languages. In the past, teachers focused on grammar rules (Grammar-Translation), but today, many use the Communicative Approach, which encourages students to speak and interact in real-life situations (Richards & Rodgers, 2014).

3.3.3. Language Testing

Linguists design tests to measure a person's language ability fairly. For example, international exams like IELTS or TOEFL are created by applied linguists to ensure that a "7" in one country means the same as a "7" in another (Hughes, 2003).

3.3.4. ICTs in Language Teaching

Information and Communication Technologies (ICTs) involve using tools like computers, apps, and the internet to teach. Take for example, using Duolingo, YouTube, or Google Classroom to practice listening and vocabulary. This is often called CALL (Computer-Assisted Language Learning) (Levy, 1997).

3.3.5. Second Language Acquisition (SLA)

SLA is the study of how people learn a language *after* their mother tongue. One of the most influential figures in this field is Stephen Krashen who introduced the Monitor Model, which argues that we "acquire" language naturally by understanding messages (Comprehensible Input), rather than just "learning" rules by heart. Krashen also claimed that if a student is stressed or bored, their "filter" is up, and they won't learn as well, or what he called The Affective Filter (Krashen, 1982).

3.3.6. Foreign Language Learning (FLL)

Very simply, FLL is when you learn a language that is not spoken in your daily community. Take for example, a student in Algeria learning Spanish in a classroom. Since they don't hear Spanish on the street every day, they rely heavily on textbooks and teachers (Gass et al., 2020).

3.3.7. English for Specific Purposes (ESP)

ESP focuses on teaching English for a particular job or field, rather than just "general" conversation (Hutchinson & Waters, 1987). Examples of ESP are Medical English for doctors, Business English for managers, or Technical English for engineers. These students don't need to study poetry; they need the specific vocabulary for their work.

The major branches of linguistics are summarized in Figure 6 below.

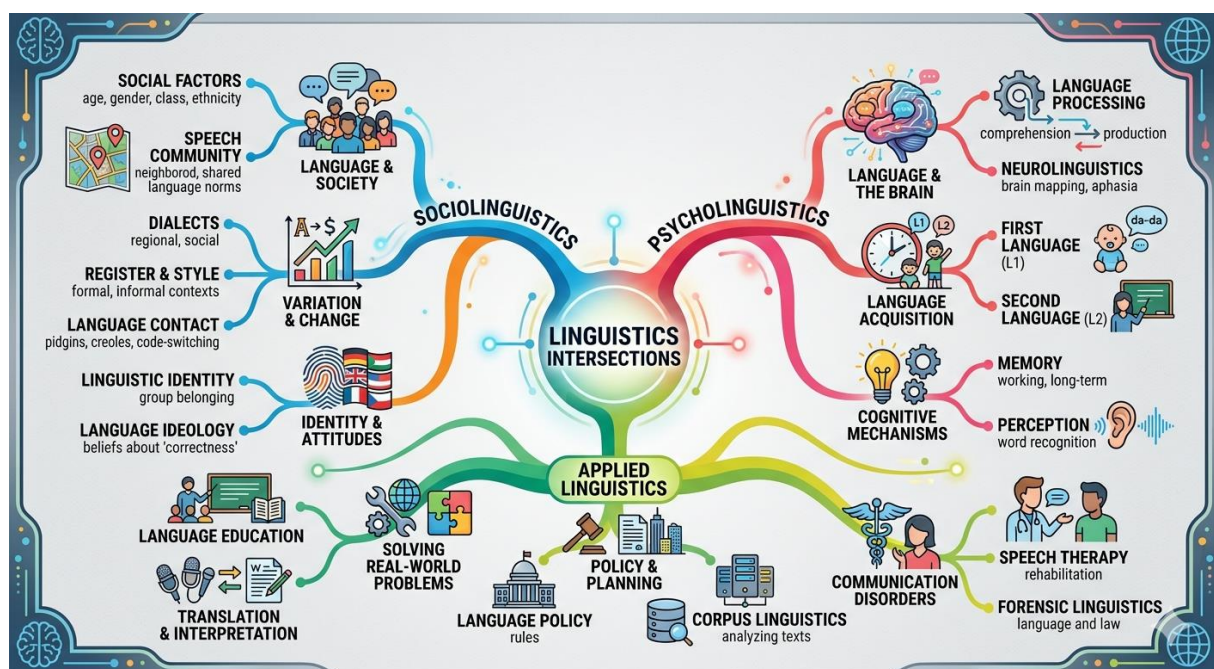


Figure 6: Branches of Linguistics

Figure 6 above provides an overview of how different subfields contribute to the study of language from various perspectives.

Activity Three

Part One: Write T if the statement is true and F if it is false.

- ☒ Sociolinguistics only studies how individuals speak, ignoring the influence of social class or region.
- ☒ Dyslexia is a language disorder where the brain struggles to connect speech sounds to written letters.
- ☒ According to Stephen Krashen, "learning" rules by heart is more important for fluency than "acquiring" language naturally.
- ☒ Code-mixing occurs when a speaker uses two languages within the same sentence.
- ☒ Broca's Area in the brain is primarily responsible for understanding the meaning of words.

Part Two: Circle the correct answer.

a. Which term describes a simplified language that develops for communication between speakers who do not share a common language?

- Sociolect
- Pidgin
- Diglossia
- Idiolect

b. If a child says "I broke the glass," they are demonstrating:

- Aphasia
- Overgeneralization of grammatical rules
- A lack of intelligence
- Language Interference

c. English for Specific Purposes (ESP) would most likely be used to teach:

- Shakespearean poetry to teenagers
- Basic greetings to tourists
- Medical terminology to surgeons
- History of the English language

d. The "Affective Filter" refers to:

- A physical part of the ear
- Emotional barriers like stress or boredom that block learning
- A computer program for language testing
- The way the brain stores vocabulary

Part Three: Fill in the blanks with the most appropriate linguistic term.

- a. The study of the physical parts of the brain that control language is called _____.
- b. When a government decides which language to use in schools and official documents, it is practicing _____.
- c. _____ is the loss of speech ability due to brain injury, such as a stroke.
- d. In a _____ society, two versions of the same language are used for different social functions (e.g., formal vs. informal).
- e. Using computers or mobile apps to help learn a language is known as _____.

Part Four: Match the term in Column A with its correct definition or example in Column B.

Terms	Definitions/Examples
1. Lateralization	A. Borrowing words like karaoke or café.
2. Language Contact	B. The brain's left side specializing in language.
3. Wernicke's Area	C. The center for speech comprehension/understanding.
4. Stuttering	D. A language that is not the primary language of the community.
5. Foreign Language	E. A speech disorder involving repetitions or "blocks."

Table 2: Activity Three - Part Four

Unit Four: The Relationships between Linguistics and Other Sciences

Linguistics is an interdisciplinary field. Because language is part of almost everything humans do, it connects with many other areas of study.

4.1. Education

In the field of education, linguistics helps teachers understand how students learn languages. It provides the methods used to design textbooks, create grammar lessons, and develop literacy programs (Cook, 2003).

This link focuses on how we learn and teach. It provides the methods used to design textbooks, create grammar lessons, and develop literacy programs. It helps find the best way to teach a student a new language. For example, a teacher uses a linguistic syllabus to decide whether to teach "simple present" before "present continuous."

4.2. Psychology

This connection creates Psycholinguistics. It explores how the human mind stores words, understands sentences in real-time, and how children acquire their first language (Field, 2004).

It explores how the human mind stores words and understands sentences in real-time. It studies how our brain "thinks" of words before we say them. For instance, we can test how long it takes a person's brain to recognize a word they know versus a made-up word.

4.3. Sociology

This link creates Sociolinguistics. It studies how social factors like class, age, and ethnicity change the way people speak within a community (Wardhaugh & Fuller, 2021).

It studies how social factors like class, age, and ethnicity change the way people speak. It looks at how our social group affects the words we choose. Take for example, researchers study why teenagers use different slangs than their parents.

4.4. Anthropology

Anthropological Linguistics looks at how language represents culture. It studies how indigenous or ancient languages reflect the worldviews and traditions of specific groups (Yule, 2020).

It studies how languages reflect the worldviews of specific groups. It shows how a culture's history is hidden inside its language. For example, we study an indigenous tribe that has 20 different words for "ice" because it is central to their survival.

4.5. Biology

This relationship involves Biolinguistics. It investigates the biological makeup of humans that allows for speech, such as the evolution of the vocal tract and the genetic basis for language (Chomsky, 1965).

It investigates the biological makeup of humans that allows for speech, such as the evolution of the vocal tract. It studies the "nature" side of language, our genes and our physical body. For instance, scientists compare the DNA of humans to see if there is a specific gene that allows us to speak while other animals cannot.

4.6. Computing

Computational Linguistics is the backbone of modern technology. It allows for the creation of Artificial Intelligence (AI), Google Translate, and voice assistants like Siri or Alexa (Jurafsky & Martin, 2023).

It allows for the creation of Artificial Intelligence (AI) and translation tools. It teaches computers how to "read" and "talk" like humans. Take for example, we use algorithms to make Siri or Google Translate understand what you are saying.

4.7. Economics

Linguists study the "economics of language," looking at how language skills affect a person's salary or how a country's language policy can impact its international trade (Crystal, 2008). It treats language as a "skill" that has a money value. For example, we research how much more money a bilingual worker earns compared to a monolingual worker.

4.8. Ethology

Ethology is the study of animal behavior. Linguists compare human language to animal communication (like bee dances or whale songs) to see what makes human speech unique (Hockett, 1960). It asks: "How is a human talking different from a bird singing?" For instance, scientists study how honeybees use a "dance" to tell other bees where food is.

4.9. Geography

Linguistic Geography maps out where different dialects are spoken. It tracks how mountains, rivers, or borders can stop or spread the use of certain dialects or languages (Yule, 2020). It looks at where people speak and why they speak that way in that place. Take for example, linguists draw a map to show where people in a country stop saying "soda" and start saying "pop."

4.10. Law

Forensic Linguistics applies linguistic knowledge to legal cases. Linguists analyze ransom notes, social media threats, or "voice prints" to help solve crimes or settle disputes in court (Olsson & Luchjenbroers, 2013). It uses language as "evidence" in court, like a

fingerprint. For example, an expert proves who wrote an anonymous ransom note by looking at their unique writing style.

4.11. Medicine

Linguistics helps doctors diagnose and treat speech disorders (like Aphasia or Stuttering) caused by brain injuries or developmental issues (Fromkin et al., 2018). It helps people who have trouble talking because of a sickness or injury. For instance, a speech therapist helps a patient who had a stroke to speak clearly again.

4.12. Physics

Acoustic Phonetics is a branch of physics. It uses the science of sound waves to measure the frequency and intensity of human speech sounds (Ladefoged & Johnson, 2014). It studies the "vibrations" and "waves" of our voice in the air. For example, we use a machine called a spectrogram to see the physical wave of a human scream versus a whisper.

4.13. Philosophy

Philosophers of language ask deep questions about meaning and truth. They explore how words refer to real things in the world and how language shapes our logic (Crystal, 2008). It asks: "What is meaning?" and "Can we think without words?" For instance, we discuss if a word like "unicorn" has a meaning even though the animal does not exist in real life.

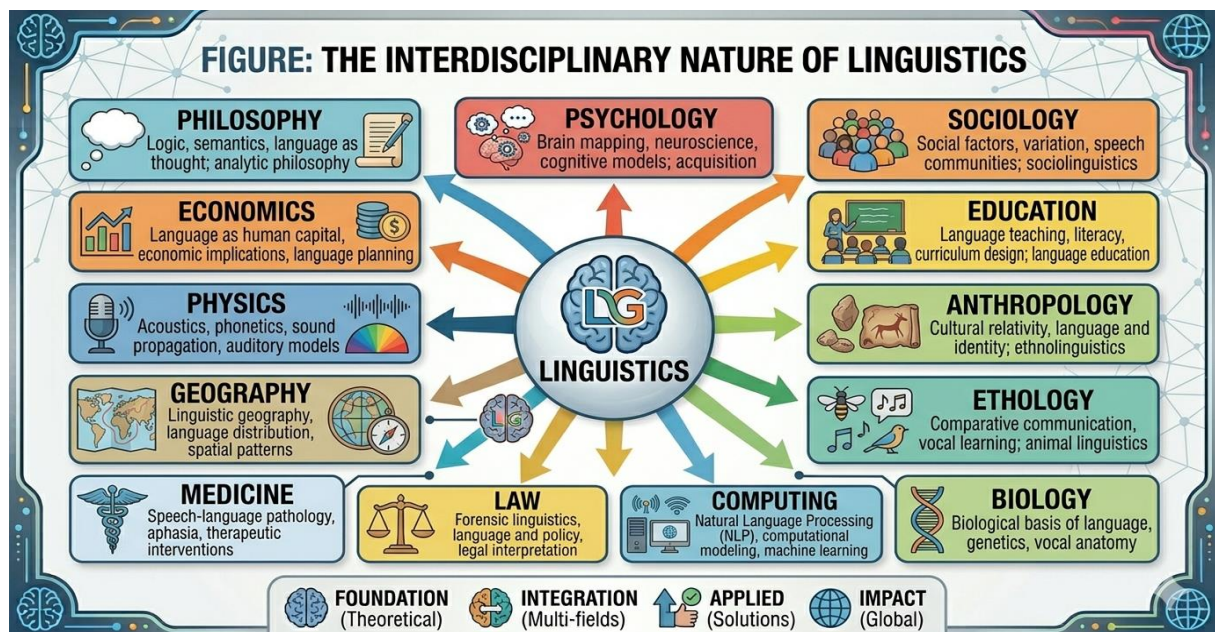


Figure 7: The Interdisciplinary Nature of Linguistics

As shown in Figure 7, linguistics interacts with multiple disciplines, highlighting its broad relevance across scientific and social domains.

Activity Four

Part One: Match the professional in Column A with the branch of linguistics they use in their daily work in Column B.

Professions	Branches of Linguistics
1. AI Developer (building apps like Siri or Alexa)	A. Sociolinguistics
2. FBI Agent (analyzing a criminal's ransom note)	B. Applied Linguistics (ESP)
3. Speech Therapist (helping a child with stuttering)	C. Computational Linguistics
4. English Teacher for Pilots (teaching flight terms)	D. Forensic Linguistics
5. Marketing Executive (choosing "cool" slang for an ad)	E. Clinical Linguistics/Medicine

Table 3: Activity Four - Part One

Part Two: Fill in the gaps with the most appropriate field of study or professional role based on the relationship described. Choose from these words: Anthropology, Physics, Ethology, Economics, Geography, Philosophy, Medicine, Computing, and Law.

- a. A Forensic Linguist works within the field of (1)_____ to analyze speech or writing as evidence to help solve crimes.
- b. The study of (2)_____ allows engineers to use sound waves to improve the "voice" of a GPS system or a car's audio quality.
- c. In the field of (3)_____, researchers look at how a person's language skills, like being bilingual, can lead to a higher salary or better international trade.
- d. Computational Linguistics is the branch of (4)_____ that helps us create tools like Google Translate and Siri.
- e. A researcher in (5)_____ might compare the "dances" of honeybees to human speech to see how animals share information.
- f. Linguistic (6)_____ involves drawing maps to show where certain dialects start and end, often caused by mountains or rivers.
- g. A Speech Therapist uses knowledge from (7)_____ to help patients recover their ability to speak after a brain injury.
- h. Linguistic (8)_____ studies how an ancient tribe's history and unique worldview are reflected in the specific words they use.
- i. A researcher in (9)_____ asks deep questions about the logic of words and whether we can think of things that do not exist.

Conclusion

This handout has provided a comprehensive introduction to the study of language and linguistics, guiding students from the fundamental question of what language is to the ways in

which it is scientifically analyzed and applied in real-world contexts. Throughout the module, we have explored the defining properties of human language, the distinctions between spoken and written communication, and the core components from phonetics to pragmatics that structure linguistic analysis.

In addition, we have highlighted the breadth of linguistics as a discipline by examining its major branches, such as sociolinguistics, psycholinguistics, and applied linguistics, and by demonstrating its strong connections with other fields like education, computing, and medicine. These interdisciplinary links emphasize that language is not an isolated system, but a dynamic and essential part of human life that shapes thought, identity, and social interaction.

By engaging with theoretical concepts, practical examples, and interactive activities, you have developed both foundational knowledge and essential analytical skills. This module encourages you to think critically about language, observe its use in everyday contexts, and appreciate its complexity and diversity.

Ultimately, this introduction serves as a stepping stone for further study. It equips you with the tools needed to deepen your understanding of language and apply linguistic knowledge in professional domains such as teaching, communication, and technology. As you leave this series of lectures, remember that every conversation you have is a chance to observe these linguistic theories in action.

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Appendices

Appendix A: Activity Answer Key

Activity One

Part One: Match the property on the left with the correct description on the right.

	Property		Description
1	Displacement	A	We can talk about things that happened yesterday or in the future.
2	Arbitrariness	B	There is no natural link between a word's sound and its meaning.
3	Productivity	C	We can make an infinite number of new sentences.
4	Cultural Transmission	D	Language is passed from parents or teachers to children through learning.

Part Two: Read each situation and decide which language property is being described.

- **Scenario 1:** A scientist discovers a new species of beetle and names it a "Zorp." There is no special reason why she chose that sound for that bug. = **Arbitrariness**
- **Scenario 2:** A young boy is born in Korea but is adopted by a family in Italy. He grows up speaking perfect Italian, not Korean. = **Cultural Transmission**
- **Scenario 3:** While sitting in a classroom, Sarah tells her friend about a funny movie she saw at the cinema last weekend. = **Displacement**
- **Scenario 4:** A poet writes a beautiful poem using a combination of words that has never been written in that exact order before in history. = **Productivity**

Activity Two

Part One: Below are six common mistakes or situations. For each one, identify which component of linguistics (Phonetics, Phonology, Morphology, Syntax, Semantics, or Pragmatics) is most responsible for the error or confusion .

- ☒ A student writes: "I have two childs." (Instead of "children") = **morphology**
- ☒ A speaker accidentally pronounces "think" as "fink" because they can't get their tongue in the right position = **phonetics**
- ☒ Someone says, "The blue big house," instead of "The big blue house." = **syntax**
- ☒ A student says, "I am very hungry, I could eat a horse!" and a listener starts looking for a real horse to cook = **semantics**
- ☒ A teacher says, "It's getting very loud in here," and a student says, "Yes, I agree!" instead of being quiet = **pragmatics**
- ☒ A learner tries to start an English word with the "ng" sound (like in "sing"), but they find it impossible because of English sound rules = **phonology**

Part Two: Read the following statements and decide if they are True (T) or False (F).

- Linguistics is just another word for "learning how to speak many languages." = **False**
- Phonology and Phonetics both study sounds, but Phonology focuses more on the patterns of a specific language. = **True**
- If a student says "I goed to the store," they are making a mistake in Syntax. = **False**
- Semantics is the study of the literal meaning of words. = **True**
- Pragmatics helps us understand why "Can you pass the salt?" is a request, not just a question about our physical ability. = **True**
- Micro-linguistics looks at how language interacts with things like society. = **True**

Activity Three

Part One: Write T if the statement is true and F if it is false.

- ☒ Sociolinguistics only studies how individuals speak, ignoring the influence of social class or region = **False**

☒ Dyslexia is a language disorder where the brain struggles to connect speech sounds to written letters = **True**

☒ According to Stephen Krashen, "learning" rules by heart is more important for fluency than "acquiring" language naturally = **False**

☒ Code-mixing occurs when a speaker uses two languages within the same sentence = **True**

☒ Broca's Area is primarily responsible for understanding the meaning of words = **False**

Part Two: Circle the correct answer.

a. Which term describes a simplified language that develops for communication between speakers who do not share a common language?

- Sociolect
- **Pidgin**
- Diglossia
- Idiolect

b. If a child says "I broke the glass," they are demonstrating:

- Aphasia
- **Overgeneralization of grammatical rules**
- A lack of intelligence
- Language Interference

c. English for Specific Purposes (ESP) would most likely be used to teach:

- Shakespearean poetry to teenagers
- Basic greetings to tourists
- **Medical terminology to surgeons**
- History of the English language

d. The "Affective Filter" refers to:

- A physical part of the ear
- **Emotional barriers like stress or boredom that block learning**
- A computer program for language testing
- The way the brain stores vocabulary

Part Three: Fill in the blanks with the most appropriate linguistic term.

- f.** The study of the physical parts of the brain that control language is called **Neurolinguistics**.
- g.** When a government decides which language to use in schools and official documents, it is practicing **Language Planning**.
- h.** **Aphasia** is the loss of speech ability due to brain injury, such as a stroke.
- i.** In a **Diglossic** (or **Diglossia**) society, two versions of the same language are used for different social functions (e.g., formal vs. informal).
- j.** Using computers or mobile apps to help learn a language is known as **CALL** (or **ICTs**).

Part Four: Match the term in Column A with its correct definition or example in Column B.

Terms	Definitions/Examples
1. Lateralization	A. The brain's left side specializing in language.
2. Language Contact	B. Borrowing words like karaoke or café.
3. Wernicke's Area	C. The center for speech comprehension/understanding.
4. Stuttering	D. A speech disorder involving repetitions or "blocks."
5. Foreign Language	E. A language that is not the primary language of the community.

Activity Four

Part One: Match the professional in Column A with the branch of linguistics they use in their daily work in Column B.

Professions	Branches of Linguistics
1. AI Developer (building apps like Siri or Alexa)	A. Computational Linguistics
2. FBI Agent (analyzing a criminal's ransom note)	B. Forensic Linguistics
3. Speech Therapist (helping a child with stuttering)	C. Clinical Linguistics/Medicine
4. English Teacher for Pilots (teaching flight terms)	D. Applied Linguistics (ESP)
5. Marketing Executive (choosing "cool" slang for an ad)	E. Sociolinguistics

Part Two: Fill in the gaps with the most appropriate field of study or professional role based on the relationship described. Choose from these words: Anthropology, Physics, Ethology, Economics, Geography, Philosophy, Medicine, Computing, and Law.

- a. A Forensic Linguist works within the field of **(1) Law** to analyze speech or writing as evidence to help solve crimes.
- b. The study of **(2) Physics** allows engineers to use sound waves to improve the "voice" of a GPS system or a car's audio quality.
- c. In the field of **(3) Economics**, researchers look at how a person's language skills, like being bilingual, can lead to a higher salary or better international trade.
- d. Computational Linguistics is the branch of **(4) Computing** that helps us create tools like Google Translate and Siri.
- e. A researcher in **(5) Ethology** might compare the "dances" of honeybees to human speech to see how animals share information.
- f. Linguistic **(6) Geography** involves drawing maps to show where certain dialects start and end, often caused by mountains or rivers.
- g. A Speech Therapist uses knowledge from **(7) Medicine** to help patients recover their ability to speak after a brain injury.

- h.** Linguistic **(8) Anthropology** studies how an ancient tribe's history and unique worldview are reflected in the specific words they use.
- i.** A researcher in **(9) Philosophy** asks deep questions about the logic of words and whether we can think of things that do not exist.

Appendix B: Sample Tests and Examinations

Sample A

Hamma Lakhdar University of El-Oued							Faculty of Arts and Languages								
Department of English Language															
First-semester Test of Linguistics + Phonetics (2025/2026)															
Level: First year							Teacher: Dr. Ahmed Zellouma								
Date: 14-01-2026				Time: 08:00-09:30				Duration: 01h30							
Task: In the table below, TICK the column ☐ that corresponds to the correct answer (True) or (False).															
1. Speech is more organized than writing.															
2. Morphology focuses on roots and affixes.															
3. Sociolinguistics studies dialects and accents.															
4. Psycholinguistics studies language in society.															
5. In writing, we use gestures and facial expressions.															
6. Anthropology focuses on the structure of language.															
7. Language disorders are studied in psycholinguistics.															
8. Writing is usually a spontaneous and unplanned action.															
9. Phonetics studies speech sounds of a specific language.															
10. All linguists define language from the same point of view.															
11. Phonology studies all speech sounds of all human languages.															
12. Changing one sound in a word can change its meaning entirely.															
13. Linguistics and education are connected through language teaching.															
14. Displacement means that we can talk about things not present here or now.															
15. Arbitrariness means that words have a natural or logical connection to their meanings.															
Answers A															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
True		X	X				X					X	X	X	
False	X			X	X	X		X	X	X	X				X
1 correct answer = 0.5 mark															
Good luck to all of you															

Sample B

Hamma Lakhdar University of El-Oued		Faculty of Arts and Languages
Department of English Language		
First-semester Make-up Test of Linguistics and Phonetics (2025/2026)		
Level: First year		Teacher: Dr. Ahmed Zellouma
Date: 28-01-2026	Time: 08:00-11:00	Duration: 01h30
Task One: <u>in your own words</u> , define and exemplify the following concepts:		
1. Arbitrariness:		
.....		
.....		
2. Discreteness:		
.....		
.....		
3. Displacement:		
.....		
.....		
4. Duality:		
.....		
.....		
5. Learnability:		
.....		
.....		
Task Two: complete the table below with the necessary <u>characteristics</u> .		
Speech	Writing	
- <u>Example:</u> speech is spontaneous.	- <u>Example:</u> writing is planned.	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
Good luck to all of you.		

Sample C

Hamma Lakhdar University of El-Oued		Faculty of Arts and Languages
Department of English Language		
First-semester Exam of Linguistics + Phonetics (2025/2026)		
Level: First year	Teacher: Dr. Ahmed Zellouma	
Date: 17-01-2026	Time: 08:30-10:00	Duration: 01h30
Task One: in the table below, TICK the answer (a), (b) or (c) that completes the statements (1-10). - There is no perfect definition of language because - language is too simple. - language changes too fast throughout time. each linguist focuses on a different side of language. - What is the definition of duality? - Similar words can mean totally different things. Words must have form (sounds or signs) and meaning. - There are some words that have many different meanings. - Learnability means that ... - we cannot teach animals how to communicate like us. - some animals, such as parrots, can learn human languages. humans can learn as many languages as they want in an unlimited way. - The productivity of language refers to ... our ability to create limitless sentences using limited words. - babies' ability to repeat sounds and words when they hear them from adults. - our ability to produce endless stories, books, poems and movies using language. - In cultural transmission, - we pass down money from one generation to another. - we pass down spoken language from one generation to another. we pass down customs and traditions from one generation to another. - Which of these statements is correct? Speech is often messy and informal. - Writing is often messy and informal. - Both speech and writing are messy and informal. - Which of these statements is incorrect? Syntax deals with word meaning. - Pragmatics studies meaning in context. - Semantics studies meaning at the word level. - Which fields help study language in the brain? - Biology and ethology. Biology and psychology. c. Biology and anthropology.		

- 12.1. **True** **b. False** **c. Not true**

	1	2	3	4	5	6	7	8	9	10
a				X		X	X		X	X
b		X						X		
c	X		X		X					

10. Linguistics helps economics to predict the success of language projects Like language schools.

	1	2	3	4	5	6	7	8	9	10
T	X				X		X	X		X
F		X	X	X		X			X	

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