Ministry of Higher Education and Scientific Research

Hamma Lakhdar University of El-Oued

Faculty of Arts and Languages

Department of English Language

Lectures in Linguictics1

Prepared by: Dr. NESBA Kaouther

Course : Linguistics 1

Level : Second Year

Semester: Three

Academic Year: 2023-2024

Information about the Course

Faculty: Faculty of Arts and Languages

Department: Department of English Language

Intended Audience: 2nd year Licence students

Semester: Three

Course Title: Linguistics 1

Teaching Unit: Fundamental teaching unit

Credit: 2

Coefficient: 1

Teaching per week: 1h30mins (TD)

Evaluation Mode: 40% CC and 60% Exam

Instructor: Dr. NESBA Kaouther / email: nesba-kaouther@univ-eloued.dz

Table of Content

Introduction to the Course **5**

Course Description **5**

Objectives of the Course **6**

Lecture 1: Introduction to Linguistics **7**

Objectives 7

Introduction 7

1. Definition of Language 7
2. Features of Human Language 8
3. Definition of Linguistics 9
4. Common Misconceptions about Linguistics 9

Activities 9

Lecture 2: The Scope and Branches of Linguistics **11**

Objectives 11

Introduction 11

1. The Scope of Linguistics 11
2. Branches of Linguistics 12

Activities 15

Lecture 3. Language as a Means of Communication **17**

Objectives 17

Introduction 17

1. Definition of Communication 18
2. The Process of Communication 19

Activities 20

Lecture 4: Traditional Grammar and Modern Linguistics **22**

Objectives 22

Introduction 22

1. Traditional Language Studies (TLS) 23
   - 1.1. Classical Grammar 23
   - 1.2. Medieval Grammar 24
   - 1.3. Pedagogical Grammar 24

1.4. Comparative Philology 24
1.5. Summary 25
2. Modern Linguistics 25
2.1. Structuralism 25
2.2. Functionalism 25
2.3. Mentalism 26
Activities 26
Lecture 5. Structural Linguistics 28
Objectives 28
Introduction 28
1. The Development of Structuralism in Linguistics 28
2. Principles /Assumptions of Structuralism 29
3. European Structuralism 29
4. American Structuralism 30
Activities 30
Lecture 6. European Linguistics 33
Objectives 33
Introduction 33
1. Langue and Parole 34
2. Signifier (signifiant) and signified (signifié) 34
3. Syntagmatic and Paradigmatic Relations 35
4. Diachronic and Synchronic Studies 36
Activities 37
Lecture 7: The Prague School 40
Objectives 40
Introduction 40
1. The Prague School's Major Contribution 41
1.1. Differentiation of Language Functions 41
1.2. Phonology and Phonetics 42
1.3. Theory of Markedness 44
Activities 45

Lecture 8. American Structuralism 48
Objectives 48
Introduction 48
1. Key Contributions 49
1.1. Franz Boas (1858-1942) 49
1.2. Edward Sapir (1884-1939) and Benjamin Whorf (1897-1941): The Sapir-Whorf Hypothesis 50
1.3. Bloomfieldians 50
Activities 52
Lecture 9. Origins of Transformation Generative Grammar 55
Objectives 55
Introduction 55
1. Who is Chomsky? 55
2. Chomsky and Transformational Generative Grammar (TGG) 55
3. Criticism of Structuralism 56
3.1. Corpus Analysis 56
3.2. Surface Analysis 57
3.3. The Behaviorist Perspective 57
3.4. Linguistic Variability 58
Activities 58
Conclusion of the Course 61
References 62

Introduction to the Course

Linguistics, at its essence, is the scientific investigation of language in all its forms, from the subtle nuances of spoken words to the intricate structures that underlie our most complex sentences. This course serves as a gateway into the vast and diverse landscape of linguistics, where students will unravel the mysteries of how we, as humans, wield this remarkable tool of communication.

This course will take them through the fundamental pillars of linguistics, from understanding the building blocks of sounds and words to deciphering the rules governing their arrangement in sentences. Students will venture into the world of meaning, exploring how words convey thoughts, ideas, and emotions, and they will ponder the ways in which language is intricately interwoven with culture, society, and the human mind.

Linguistics is not merely an academic pursuit; it is a journey that unlocks the doors to the richness of human diversity and expression. It allows them to appreciate the artistry of language and to scrutinize the cognitive mechanisms that drive our ability to communicate effectively.

Course Description

In this course, students will delve into the domain of Linguistics, exploring its various subfields from multiple angles. The primary focus, however, lies in fostering a deep understanding of the theoretical foundations that underpin major linguistic theories. The course places special emphasis on elucidating key theories such as structuralism, Transformational Generative Grammar, mentalism, and behaviorism. The goal is to equip learners with a comprehensive comprehension of these foundational frameworks in linguistics.

Additionally, the syllabus incorporates essential topics, providing students with a broad introduction to psycholinguistics and sociolinguistics. Psycholinguistics delves into the psychological aspects of language, exploring how individuals comprehend, produce, and acquire language. Sociolinguistics, on the other hand, examines the social factors influencing language use and variation within communities. Through this comprehensive approach, the course aims to provide students with a well-rounded perspective on Linguistics, enabling them to grasp both theoretical underpinnings and practical applications in various linguistic subfields.

Objectives of the Course

Throughout this course, students will achieve the following objectives:

- ✓ Acquire familiarity with the various sub-disciplines encompassed within the field of linguistics.
- ✓ Develop a comprehensive understanding of diverse language theories.
- ✓ Grasp the theoretical underpinnings of linguistic communication.
- ✓ Comprehend the processes involved in the acquisition of one's first language.
- ✓ Recognize the influence of various social factors on individuals' language usage and speech patterns.

Lecture 1: Introduction to Linguistics

Objectives

By the end of this lecture students will be able to:

- Define language and its complexity.
- Explore key features of human language.
- Define linguistics as the scientific study of language.
- Dispel common misconceptions about linguistics to foster a clear understanding of its scope.

Introduction

Language, a complex system central to human communication, defies a singular definition. Scholars like Saussure, Sapir, Bloomfield, and Chomsky offer varied perspectives, viewing language as signs expressing ideas, a human method of conveying symbols, the entirety of a community's utterances, or a set of sentences. Human language, characterized by arbitrariness, duality, productivity, cultural transmission, and discreteness, is the focal point of linguistic study. Linguists explore specific languages and LANGUAGE as a universal phenomenon, examining grammatical, social, and psychological dimensions. Linguistics is objective, dispelling misconceptions about multilingualism or historical development, emphasizing its scientific nature.

1. Definition of Language

Various definitions of language have been proposed by different schools of thought. In a broad sense, when focusing specifically on human language, it can be described as a complex system reflecting the human capacity to generate, acquire, maintain, and utilize intricate communication codes. The intricacy of this system poses a challenge for scholars aiming to provide a precise definition of language. However, some clear definitions have been put forth, including the following:

- In his work "Course in General Linguistics," De Saussure (1916) asserts that “language is a system of signs that express ideas” (p.16).

- Sapir (1921: 7) defines language as a distinctly human and non-instinctive method of conveying ideas, emotions, and desires through a system of deliberately produced symbols, primarily auditory and generated by the "organs of speech."
- According to Bloomfield (1926), the entirety of utterances possible in a speech community constitutes the language of that community.
- Chomsky (1957: 13) characterizes language as "a set (finite or infinite) of sentences, each of finite length and constructed from a finite set of elements" (p.13).

2. Features of Human Language

a. **Arbitrariness:** The arbitrary nature of language pertains to the absence of any inherent connection between the form and meaning of words. The selection of a particular word, such as 'paper,' to represent the concept of paper lacks a logical basis. Both the form and meaning of words are unpredictable, as emphasized by Widdowson (1996), who highlighted the conventional nature of the link between linguistic signs and their meanings, varying across languages. Additionally, language's arbitrariness extends to its grammatical rules, exemplified by the lack of rational justification for saying 'what is your name?' instead of 'what are your name?'

b. **Duality:** Language exhibits a dual articulation, consisting of meaningful lexical (e.g., 'book') and grammatical units (e.g., 'book-s') at the first level and meaningless individual units like phonemes at the second level. The combination of these phonemes forms the meaningful units at the first articulation level (e.g., /b/+/ʊ/+/k/).

c. **Productivity and Economy:** Stemming from duality, language's ability to generate an infinite number of meaningful units, such as lexemes and morphemes, using a finite set of units at the phonemic level is termed productivity and economy. Despite a limited number of phonemes in a language, speakers can create an endless array of words, phrases, and sentences. This feature, noted by Noam Chomsky, underscores humans' capacity to generate and comprehend an unlimited number of sentences, even among children with restricted linguistic exposure.

d. **Cultural Transmission:** Unlike animal languages, human language undergoes cultural transmission, passing from one generation to the next.

e. **Discreteness:** Each language employs a distinct set of sounds, with each sound being unique and combinable with others to create new meanings.

3. Definition of Linguistics

Linguistics is defined as the scientific study of language. Its primary objective is to address inquiries concerning language phenomena, encompassing its inherent characteristics, structure, and its interconnectedness with the human brain and society. Given that language serves as the focal point of linguistic inquiry, this field examines both specific natural languages and LANGUAGE as a ubiquitous human phenomenon. In other words, linguists scrutinize particular languages to delineate their grammatical structures, social and psychological dimensions, and to draw comparisons with other languages. Additionally, they may formulate generalizations about LANGUAGE by extrapolating insights gained from the study of individual languages.

4. Common Misconceptions about Linguistics

- Linguistics should not be misconstrued as teaching or learning multiple languages.
- Linguistics should not be equated with polyglotism, as individuals proficient in many languages might be multilingual but not necessarily linguists.
- Linguistics is not the examination of the historical development of language.
- Linguistics is not subjective; rather, it is objective, rejecting explanations of language grounded solely in personal opinions lacking scientific evidence.
- The specialization in language by a linguist does not imply expertise as a 'literary critic' or 'poet.'

Activities

Activity 1. Fill in the blanks with the missing words from the given definitions:

a. In his work "Course in General Linguistics," De Saussure (1916) asserts that “language is a ……of signs that express ideas” (p.16).

b. Sapir (1921: 7) defines language as a distinctly human and non-instinctive method of conveying ideas, emotions, and desires through a system of deliberately produced symbols, primarily ……and generated by the "organs of speech."

c. According to Bloomfield (1926), the entirety of utterances possible in a speech community constitutes the……. of that community.

d. Chomsky (1957: 13) characterizes language as "a set (finite or infinite) of sentences, each of finite length and constructed from a finite set of ……" (p.13).

Activity 2. Choose the correct term that corresponds to the described feature:

a. The arbitrary nature of language pertains to the absence of any inherent connection between the form and meaning of words. This feature is known as:

i. Symbolism *ii. Arbitrariness* *iii. Duality*

b. Language exhibits a dual articulation, consisting of meaningful lexical and grammatical units at the first level and meaningless individual units like phonemes at the second level. This feature is termed:

i. Arbitrariness *ii. Duality* *iii. Productivity*

c. Stemming from duality, language's ability to generate an infinite number of meaningful units using a finite set of units at the phonemic level is termed:

i. Discreteness *ii. Productivity and Economy* *iii. Cultural Transmission*

d. Unlike animal languages, human language undergoes cultural transmission. What is the term for this feature?

i. Discreteness *ii. Cultural Transmission* *iii. Duality*

Activity 3. Answer the following questions based on the provided definition of linguistics:

a. What is linguistics defined as?

b. What is the primary objective of linguistics?

c. What does linguistics examine in its field of inquiry?

d. What are the features of Language?

Activity 4. True or False: Linguistics should be equated with polyglotism.

Activity 5. Explain why linguistics is considered an objective field, rejecting explanations based solely on personal opinions.

Lecture 2: The Scope and Branches of Linguistics

Objectives

By the end of this lecture students will be able to:

- Offer a comprehensive overview of linguistics as a scientific study of language.
- Highlight the broad scope of linguistics, emphasizing its role in understanding language structure, evolution, and functions.
- Introduce key dichotomies within linguistics, including synchronic versus diachronic, theoretical versus applied, and microlinguistics versus macrolinguistics.
- Explore the interdisciplinary nature of linguistics, showcasing its connections with psychology, philosophy, anthropology, computer science, and others.

Introduction

The field of linguistics, as a systematic and scientific study of language, encompasses a vast and multifaceted landscape, exploring the intricacies of human communication and expression. The scope of linguistics is broad, delving into the structure, evolution, and functions of languages across diverse cultures and societies. At its core, linguistics seeks to unravel the mysteries of language—both as a universal human phenomenon and in its myriad specific forms.

1. The Scope of Linguistics

The field of linguistics can be conveniently categorized through three dichotomies: *synchronic* versus *diachronic, theoretical* versus *applied,* and *microlinguistics* versus *macrolinguistics.* A *synchronic portrayal* of a language depicts its existence at a particular point in time, while a *diachronic portrayal* delves into the historical evolution of the language and the structural modifications occurring between successive time periods. Moreover, the primary objective of *theoretical linguistics* is to formulate a comprehensive theory of language structure or a general theoretical framework for language description. Conversely, *applied linguistics* aims to apply scientific language study findings and techniques to practical tasks, especially improving language teaching methods.

While the terms *microlinguistics* and *macrolinguistics* are not firmly established and are used here for convenience, they signify a narrower and broader perspective on the scope of linguistics, respectively. *Microlinguistics* involves analyzing languages solely for their intrinsic properties, without considering social function, language acquisition by children, psychological mechanisms underlying speech production and reception, literary or aesthetic functions, and more. In contrast, *macrolinguistics* encompasses all these aspects, with recognized subfields such as psycholinguistics, sociolinguistics, anthropological linguistics, dialectology, mathematical and computational linguistics, and stylistics. *Macrolinguistics* should not be confused with applied linguistics, as the theoretical aspects of macrolinguistics extend to all its areas, similar to microlinguistics. Utilizing linguistic methods and concepts in language teaching may incorporate other disciplines, a dimension not found in microlinguistics. However, it is essential to recognize that, fundamentally, every facet of macrolinguistics possesses a theoretical aspect, analogous to microlinguistics.

2. Branches of Linguistics

Similar to many academic fields, linguistics has been fragmented into multiple interconnected subfields, described by Randy Allen Harris in his 1993 book "The Linguistics Wars" as "a stew of alien and undigestible terms." The branch of linguistics that focuses on language structure encompasses several subfields (Bauer, 2007) :

1. **Phonetics:** Concerned with the sounds of spoken language, phonetics explores how these sounds are produced, classified, combined, and interact with each other in combination. Additionally, it examines the perception of these sounds.
2. **Phonology:** Also addressing speech sounds, phonology operates at a more abstract level. While phonetics analyzes individual speech sounds, phonology delves into the systems that incorporate these sounds. It considers the operations into which sounds can enter (segmental and suprasegmental proesses), such as deletion, syllables, and stress, and investigates generalizations about sound structures within individual languages or across different languages.
3. **Morphology:** concerns itself with the internal structure of words, focusing not on the sounds that constitute them but on the interwoven relationship between form and meaning. For instance, the word "cover" is morphologically simple, whereas "writer"

includes the root "write" along with additional meaning linked to the final <r> in the spelling. In essence, morphology explores words and their meaningful components.

4. **Syntax:** currently considered the core of any language, revolves around the organization of words into sentences and the comprehension of those sentences. This prioritization of syntax is a relatively recent development. Syntax addresses questions such as why seemingly parallel sentences, like "Pat is easy to please" and "Pat is eager to please," have distinct interpretations, considering who gets pleased in each case.
5. **Semantics:** delves into the meaning of language and is divided into two parts: Lexical Semantics, concerned with word relationships, and Sentence Semantics, focused on constructing sentence meanings from constituent word meanings. The tools and notions developed by philosophers, such as logical notation and ideas of implication and denotation, often find application in sentence semantics.
6. **Pragmatics:** deals with how the interpretation of an utterance may be influenced by speakers or hearers in context. For example, responding with a simple "Yes" to a question like "Could you close the window?" may be perceived as uncooperative. Pragmatics also explores distinctions between isolated sentences and a text, the contextual interpretation of words like "this," and how conversations are managed to ensure participants feel at ease with the interaction.
7. **Lexicology:** involves the study of established words in a language and fixed expressions, such as idioms, clichés, and proverbs, where meanings cannot be deduced from their individual components. It is sometimes considered part of semantics since both fields explore word-like objects.
8. **Discourse analysis:** focuses on the examination of language use in spoken or written texts.

In contemporary scientific language study, interdisciplinary approaches are common, with linguistics borrowing theories and methodologies from various sciences, including psychology, philosophy, anthropology, philology, law, medicine, biology, sociology, computer sciences, and mathematics.

1. **Areal Linguistics:** investigates linguistic features characterizing a specific geographical area, like the use of retroflex consonants in unrelated languages of the Indian subcontinent.
2. **Computational Linguistics:** replicates linguistic behavior in computers and employs them in analyzing linguistic behavior, including Corpus Linguistics, which uses large bodies of text for language description.
3. **Educational Linguistics:** explores how children handle language in coping with the educational system.
4. **Ethnolinguistics, also known as Anthropological Linguistics:** studies language in its cultural context.
5. **Mathematical Linguistics:** examines the mathematical properties of languages or grammars used to describe them.
6. **Psycholinguistics:** studies how the mind processes language, including language storage, real-time comprehension and production, and first language acquisition.
7. **Sociolinguistics:** explores how societies utilize linguistic choices and how language reflects social factors and context.
8. **Forensic Linguistics:** examines language use in legal contexts, including techniques like cross-examination, speaker identification from recordings, and authorship identification of disputed documents.
9. **Historical Linguistics, or Diachronic Linguistics:** studies language and language development over time, using methods from various linguistic branches.
10. **Applied Linguistics:** applies linguistic methods and findings to areas such as language teaching, national language policies, translation, language in politics, advertising, and classrooms:

a. **Language Policy:** provides guidelines on managing multilingualism in large organizations and nations.

b. **Lexicography:** involves compiling dictionaries, creating vocabulary lists, and translating dictionaries.

c. **Machine Translation:** uses computers to translate written text between languages.

d. **Speech Recognition:** decodes spoken language using computers, including applications in security for recognizing individuals.

e. **Speech Synthesis:** uses computers to generate sound waves interpreted as speech.

f. **Teaching:** including second and foreign language teaching, involves linguistic skills, especially in reading and writing instruction. Advanced teaching may also incorporate linguistic analysis to improve writing clarity and effectiveness.

Many linguists recognize considerable overlap among these areas, and each field has independent significance with core concepts fostering scholarly inquiry and research.

Activities

Activity 1. Compare between macrolinguistics and microlinguistics.

Activity 2. Write a paragraph to highlight the differences between theoretical and applied linguistics.

Activity 3. Define synchronic study of language.

Activity 4. Match the following terms with their correct descriptions:

a. Synchronic

i. Pertaining to the historical evolution of language and structural modifications over time.

ii. Describing the existence of a language at a particular point in time.

b. Macrolinguistics

i. Analyzing languages for intrinsic properties without considering social function, psychological mechanisms, and more.

ii. Encompassing various aspects of linguistics, including psycholinguistics, sociolinguistics, and dialectology.

c. Applied Linguistics

i. Applying scientific language study findings to practical tasks, especially improving language teaching methods.

ii. Formulating a comprehensive theory of language structure or a general theoretical framework.

Activity 5. True or False: Microlinguistics involves analyzing languages for their intrinsic properties, while macrolinguistics encompasses all aspects, including psycholinguistics and sociolinguistics.

Activity 6. Fill in the blanks with the correct terms:

a. Phonetics is concerned with the …….. of spoken language, exploring how these sounds are produced, classified, combined, and interact with each other.

b. Morphology concerns itself with the ……structure of words, focusing on the interwoven relationship between form and meaning.

c. Syntax revolves around the organization of words into ……and the comprehension of those sentences.

d. Pragmatics deals with how the interpretation of an utterance may be influenced by …….in context.

Activity 7. Identify the scientific disciplines mentioned in the lesson that linguistics commonly borrows theories and methodologies from.

Activity 8. Explain briefly why interdisciplinary approaches are common in contemporary scientific language study.

Lecture 3. Language as a Means of Communication

Objectives

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

- Comprehend the meaning and essence of Communication.
- Understand the Process of Communication.
- Recognize the significance of Communication.

Introduction

Communication is a fundamental aspect of human interaction and societal functioning, playing a pivotal role in conveying ideas, sharing emotions, and exchanging information. At its core, communication involves the transmission and reception of messages between individuals or groups, with the aim of fostering understanding and cooperation.

Throughout history, communication has evolved significantly, driven by advancements in technology, changes in societal norms, and cultural shifts. From the early forms of oral communication to the advent of written language and modern digital communication platforms, the ways in which we communicate have continuously transformed.

One of the key elements of communication is its dynamic nature. It encompasses various channels, including verbal, non-verbal, written, and visual, each carrying its unique nuances and intricacies. Moreover, effective communication is not solely about transmitting information but also involves active listening, feedback, and adaptation to ensure mutual comprehension.

In today's interconnected world, effective communication skills are more critical than ever. Whether in personal relationships, professional settings, or public discourse, the ability to articulate thoughts clearly, empathize with others, and navigate diverse communication contexts is essential for success and meaningful engagement.

Furthermore, communication extends beyond individual interactions to shape broader societal dynamics, influencing cultural norms, political discourse, and global affairs. It serves as a vehicle for social change, enabling the dissemination of ideas, advocacy for causes, and mobilization of collective action.

1. Definition of Communication

The term "communication" holds profound significance as it stems from the Latin word 'communicare,' which denotes 'common,' suggesting the essence of shared understanding. While the exact definition of communication may vary, it fundamentally embodies the exchange of thoughts, emotions, information, and perspectives among individuals to foster a sense of mutual comprehension and facilitate the dissemination of knowledge. This exchange occurs through a multitude of activities encompassing not only verbal interactions but also internal processes like thinking.

Communication is conceptualized as a dynamic process where information flows from a sender to a receiver. This process involves a myriad of factors and elements, making it both a skill and an art. As a skill, communication requires the mastery of fundamental techniques to effectively convey messages. Simultaneously, it is considered as an art because it involves creative challenges, such as crafting compelling narratives or delivering persuasive speeches. Moreover, communication is underpinned by scientific principles that govern its effectiveness, emphasizing the importance of clarity, coherence, and audience understanding.

In contemporary society, communication serves as a cornerstone for various institutions and endeavors. It is indispensable for the functioning of businesses, educational institutions, governmental bodies, and healthcare facilities. Beyond its practical applications, communication serves as a mirror that reflects our identities, connections, and cognitive abilities. Without effective communication, human interaction would be severely limited, hindering cooperation, collaboration, and collective progress.

Furthermore, understanding communication as both an art and a science highlights its multifaceted nature. While it relies on scientific principles for clarity and precision, it also encompasses creative expression and emotional resonance. Therefore, a holistic understanding of

communication acknowledges its dynamic interplay between structured methodologies and creative expression.

Ultimately, communication is a dynamic and continuous process that utilizes various channels, including verbal and written language, symbols, and non-verbal cues, to achieve its intended objectives. By recognizing its multifaceted nature and embracing its complexities, individuals can harness the power of communication to bridge gaps, foster understanding, and drive positive change in society.

2. The Process of Communication

Effective communication is fundamental for the successful operation of any group or organization. At its core, communication involves the exchange of information, ideas, and messages between individuals or entities. This process comprises several essential elements that facilitate the transmission and reception of messages.

2.1. **The Source or Sender:** The source is the originator of the message, which could be an individual, group, or even an inanimate object. The effectiveness of communication depends largely on the characteristics of the source. Successful communication requires the sender to possess certain skills, attitudes, and knowledge about the subject matter being communicated.

2.2. **The Addressee or Receiver:** The receiver is the intended recipient of the message. Once the source formulates the message, it must be presented in a way that the receiver can understand. The receiver's interpretation of the message is influenced by their personal background, experiences, and expectations.

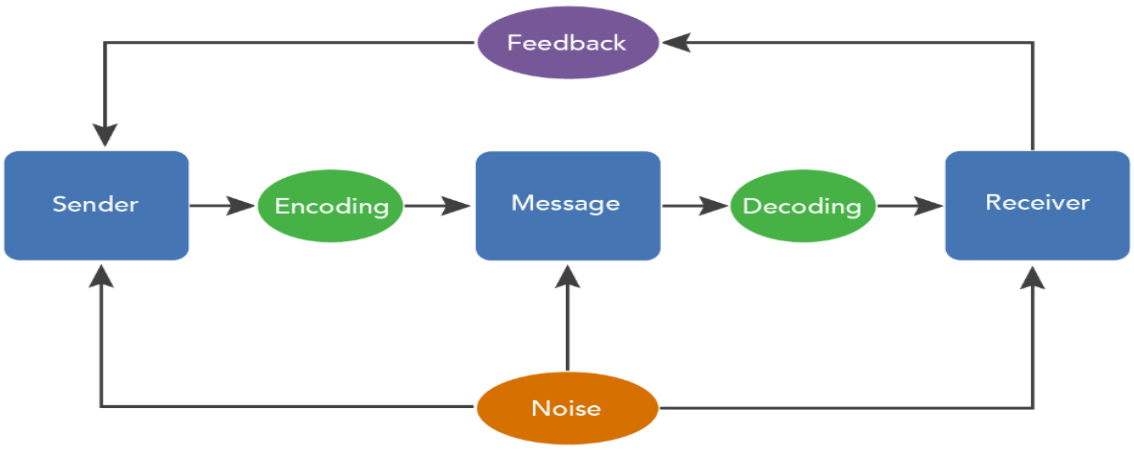
2.3. **Channel:** The channel refers to the means through which the message is transmitted from the sender to the receiver. This could include verbal communication, written communication, visual aids, or a combination of these mediums. The choice of channel depends on factors such as the nature of the message and the preferences of both the sender and receiver.

2.4. **Message:** The message is the content being communicated from the sender to the receiver. It typically consists of both verbal and non-verbal elements, conveying the thoughts, emotions, and information intended by the sender. The message is encoded by the sender and decoded by the receiver.

2.5. **Code:** The code refers to the form in which the message is presented. This could include language, text, symbols, or visual representations. The choice of code depends on factors such as the nature of the message and the preferences of the sender and receiver.

2.6. **Topic:** Communication often revolves around a specific topic or subject matter. This provides context for the communication and helps to guide the interaction between the sender and receiver. The topic of communication is influenced by factors such as the goals of the communication and the interests of the participants.

2.7. **Feedback:** Feedback is the response provided by the receiver to the sender following the reception of the message. It allows the sender to gauge the effectiveness of their communication and make any necessary adjustments. Feedback can be verbal or non-verbal and helps to ensure that the message has been accurately understood.



The communication Process

Overall, effective communication requires careful consideration of these elements to ensure that messages are conveyed clearly and accurately between parties. By understanding and utilizing these components, individuals and groups can enhance their communication skills and achieve their objectives more effectively.

Activities

Activity1. Say whether the following statements are True or False:

a) Communication always involves the exchange of verbal messages only.

b) Feedback is not necessary for effective communication.

c) The term "communication" is derived from the Latin word 'communicare,' meaning 'different.'

d) Communication can be considered both a skill and an art.

e) The channel refers to the intended recipient of the message.

Activity 2. Fill in the blanks with the missing words:

a) The term "communication" originates from the Latin word 'communicare,' which means '……..'

b) Communication involves the exchange of thoughts, emotions, information, and perspectives among individuals to foster a sense of …… comprehension.

c) The communication process includes several essential elements, such as the source or …….., message, channel, receiver, and feedback.

d) Feedback allows the sender to gauge the …….. of their communication.

e) Effective communication requires careful consideration of these elements to ensure that messages are conveyed …… and accurately between parties.

Activity 3. Answer the following questions:

1) What are some essential elements of the communication process?

2) Why is feedback important in communication?

3) What is necessary to ensure effective communication between parties?

Lecture 4: Traditional Grammar and Modern Linguistics

Objectives

By the end of this lecture students will be able to:

- Provide an overview of the evolution of language studies, tracing from traditional language studies rooted in philology to the interdisciplinary nature of modern linguistics.
- Highlight the contrasting features between traditional and modern linguistics, emphasizing the shift from norm adherence to scientific methodologies.
- Explore the four primary types of grammatical exploration within Traditional Language Studies: Classical Grammar, Medieval Grammar, Pedagogical Grammar, and Comparative Philology.
- Introduce the major schools of modern linguistics: Structuralism, Functionalism, and Mentalism.

Introduction

The study of language, a fundamental aspect of human communication, has evolved over time, encompassing both traditional language studies and modern linguistics. Traditional language studies have roots in philology, focusing on the mastery of specific languages, grammatical intricacies, and literary analysis. This approach often emphasizes adherence to established norms and standards, with a strong historical focus. In contrast, modern linguistics, as an interdisciplinary field, employs scientific methodologies to explore universal principles governing language. From phonetics to syntax, semantics, and sociolinguistics, modern linguistics delves into the underlying structures and mechanisms of language, seeking to uncover patterns and regularities that characterize diverse languages. This introduction sets the stage for a nuanced exploration of the interplay between traditional language studies and the dynamic advancements in modern linguistics, highlighting the comprehensive study of linguistic phenomena from historical and scientific perspectives.

1. Traditional Language Studies (TLS)

Traditional Language Studies, abbreviated as TLS, refers to scholarly inquiries into the nature of language that predate the emergence of modern linguistics. These studies encompass four primary types of grammatical exploration:

1.1.Classical Grammar

The roots of classical grammar studies can be traced back to the fifth-century B.C. Greek philosophers, particularly Plato (429-347 B.C.) and Aristotle (384-322 B.C.), who regarded 'grammar' as a philosophical branch. Their focus primarily lay in the written language, as implied by the Greek term 'grammar,' meaning 'the art of writing.' Their investigations included topics such as the origin of language, logic, rhetoric, and etymology.

1.1.1. Assumptions of Classical Grammar

a. *Language is writing:* The primary medium of expression is considered to be writing, with speech viewed as an imperfect reflection of writing. This perspective arises from the prevalence of sacred and secular writings in Greek and Latin.
b. *Grammar is prescriptive:* Classical grammar assumes a prescriptive role, deeming written classical languages as pure, correct, and prestigious. This perspective necessitates the prescription of rules and norms for correct usage, transforming grammar into the art of writing well (usage grammar). Prescriptive rules dictate precise usage guidelines for all speakers and writers.
c. *Classical languages are logical:* Classical grammar esteems Greek and Latin as more logical, advanced, and richer than so-called primitive languages. Consequently, these languages are deemed the only written languages worthy of scholarly study.

1.1.2. Key Contributions

Despite its absence of a systematic theoretical analysis, classical grammar boasts a substantial technical vocabulary and robust rules guiding the correct usage of language. Noteworthy contributions include:

- *Pattern Classification:* Identification and categorization of inflection patterns, along with distinctions between active and passive voice, as well as transitive and intransitive verbs.

- *Greek Word Classification:* Classification of all Greek words based on case, gender, number, tense, voice, and mood.
- *Gender-Based Classification:* Classification of words according to gender.
- *Parts of Speech Classification:* Categorization of words into eight parts of speech: nouns, verbs, articles, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.

1.2.Medieval Grammar

During the Middle Ages, Latin dominated, with numerous works based on the studies of Donatus and the Byzantine scholar Priscian. This period sustained Latin as the language for theological and scholarly works, witnessing the emergence of grammatical works titled 'The Modes of Signifying.' Such grammars, rooted in scholastic philosophy, viewed language as a reflection of different aspects of reality. In essence, the term 'speculative' denoted a mirror, with the prestigious status of Latin shaping language studies during this era.

1.3.Pedagogical Grammar

In the eighteenth century, British grammars assumed a predominantly pedagogical role, aiming to teach a vast population to read and write in a Standard Language intelligible across the newly industrialized nation. Notable works from this period include Joseph Priestley's "Rudiments of English Grammar" (1761), Robert Lowth's "Short Introduction to English Grammar" (1762), and Lindley Murray's "English Grammar" (1794). Many contemporary school grammars continue to draw from the works of these eighteenth-century grammarians, perpetuating their prescriptive legacy of purity, propriety, and precision.

1.4.Comparative Philology

The discovery of Panini's Sanskrit grammar, an ancient literary language of India, by Sir William Jones (1746-94) revealed strong resemblances to Latin, Greek, and Germanic languages. This discovery led neo-grammarians to propose the existence of a common original language. Sanskrit, considered structurally superior, more copious than Latin, and more refined than Greek, gave rise to two main fields of study: comparative and historical. The investigation into cognate forms between Sanskrit, Greek, Latin, and other European languages laid the foundation for the Indo-European language family and the establishment of a general theory of language change and relationships known as Comparative Philology.

1.5.Summary

Traditional Language Studies, as a holistic approach, holds significance in two key aspects: the categorization of grammatical elements governing language usage and the incorporation of pedagogical dimensions. However, this form of study primarily aimed at establishing rules dictating how individuals should speak and write, adhering strictly to the written norms of classical languages like Greek and Latin, and subsequently, emerging European standard languages such as English. Unfortunately, it relegated actual speech to a secondary status and deemed deviations as indicative of poor grammar. TLS limited the scope of language study, relying on subjective judgments.

2. Modern Linguistics

The emergence of modern linguistics gained momentum with Ferdinand de Saussure's seminal work, "Cours de Linguistique Generale," in 1916. This influential piece left a lasting impact on subsequent linguists like Edward Sapir, André Martinet, William Labov, and Noam Chomsky. Three major schools dominated modern linguistics from the early 20th century: Structuralism, Functionalism, and Mentalism.

2.1.Structuralism

Pioneered by Ferdinand de Saussure (1916) and Leonard Bloomfield (1933), Structuralism posits language as grounded in the distinctions among its constituent units. De Saussure views language as a structure independent of other human behaviors, likening it to a game of chess. As chess has its internal structure, language positions words and meanings are based on their relationships with others.

2.2.Functionalism

In opposition to Structuralism, scholars like M.A.K. Halliday (1973), John Searle (1971), and André Martinet (1962) advocate Functionalism. They assert that language must be studied as a means of communication, considering both structure and function to comprehend its nature. In essence, examining the internal organization of language in relation to its societal function is essential.

2.3.Mentalism

Founded by Noam Chomsky, the Mentalist school posits that language reflects the existence of the mind. Chomsky argues that reasoning, not experience, is fundamental, as knowledge emanates from the mind rather than external events. By studying language structure and acquisition, one can elucidate how the mind operates and gain insights into the language faculty of the human mind.

Activities

Activity 1. True or False:

- Traditional Language Studies (TLS) encompasses both classical and modern linguistics.
- The discovery of Panini's Sanskrit grammar by Sir William Jones led to the proposal of a common original language and the establishment of Comparative Philology.
- According to Functionalism, language must be studied solely as an isolated structure, without considering its societal function.

Activity 2. Match the following with their respective descriptions:

a. Classical Grammar

i. Scholarly inquiries predating the emergence of modern linguistics.

ii. Focuses on the written language and explores topics such as the origin of language, logic, rhetoric, and etymology.

b. Assumptions of Classical Grammar

i. Views language primarily as writing.

ii. Assumes a prescriptive role, deeming written classical languages as pure and correct.

c. Contributions of Classical Grammar

i. Identification and categorization of inflection patterns.

ii. Classification of all Greek words based on case, gender, number, tense, voice, and mood.

Activity 3. Fill in the blanks with the correct words:

a. Sanskrit was considered structurally superior, more copious than Latin, and more refined than Greek, leading to the establishment of the …….. language family.

b. The investigation into cognate forms between Sanskrit, Greek, Latin, and other European languages laid the foundation for the general theory of language change and relationships known as …….. .

Activity 4. Discuss the significance of Comparative Philology in the study of language evolution.

Activity 5. Highlight three contributions of classical grammar theory.

Activity 6. Match the following schools of modern linguistics with their descriptions:

a. Structuralism

i. Posits language as grounded in the distinctions among its constituent units.

ii. Views language as a structure independent of other human behaviors.

b. Functionalism

i. Advocates studying language as a means of communication, considering both structure and function.

ii. Pioneered by Ferdinand de Saussure.

c. Mentalism

i. Posits that language reflects the existence of the mind.

ii. Founded by Noam Chomsky.

Activity 7. Briefly explain how the Mentalist school, founded by Noam Chomsky, views the relationship between language and the mind.

Activity 8. Write a paragraph about the differences between Traditional Language Studies and Modern Linguistics.

Lecture 5. Structural Linguistics

Objectives

By the end of this lecture students will be able to:

- Trace the roots of structuralism to Saussure's influential work, establishing its significance in modern linguistics.
- Outline foundational principles, including a focus on spoken language and reliance on Saussure's concepts.
- Highlight the evolution of European and American structuralism, noting commonalities and distinctions, and its impact on linguistic theory in the 20th century.

Introduction

Structural Linguistics encompasses the understanding that language operates as a structured system characterized by interwoven elements. This perspective rejects the notion that language is merely a random collection of isolated items. Instead, it emphasizes the intricate patterns and relationships existing within the linguistic system. In other words, Structural Linguistics posits that elements within language are systematically organized, with each component contributing to the overall coherence and functionality of the language system. This approach highlights the interconnectedness and ordered nature of linguistic elements, underscoring the importance of recognizing language as a coherent and patterned system.

1. The Development of Structuralism in Linguistics

Structuralism in linguistics is a scholarly paradigm that concentrates on exploring the underlying structure of language. This academic approach finds its roots in the ideas of the eminent Swiss linguist Ferdinand de Saussure (1857–1913), acknowledged as a trailblazer not only in modern linguistics but also as a key figure in the development of structuralism.

Central to Saussure's legacy is his monumental work, "Cours de linguistique générale" (Course in General Linguistics, 1916). This groundbreaking work posthumously published through the meticulous efforts of his devoted students who diligently transcribed his lectures at Geneva University, has left an indelible mark on the field of linguistics. The influence of "Cours

de linguistique générale" extends far beyond its publication, profoundly impacting the trajectory of linguistics as a distinct and independent discipline.

The enduring significance of Saussure's work lies in its pivotal role in establishing linguistics as a formidable field of study. "Cours de linguistique générale" is regarded not only for its scholarly depth but also for its unparalleled contribution to shaping the foundations of linguistic inquiry. Through Saussure's structuralist lens, the study of language has evolved into a comprehensive exploration of its inherent structures, paving the way for linguistics to flourish as a distinct and influential academic discipline.

2. Principles /Assumptions of Structuralism

Structural linguistics operates on the premise that "langue" is abstract, while "parole" is concrete. Consequently, the linguist's role is to scrutinize the tangible aspect of language. The foundational principles of structuralism can be succinctly outlined:

- ✓ a focus on spoken language,
- ✓ a commitment to the objective examination of language,
- ✓ a preference for synchronic study, an emphasis on language structure, and
- ✓ a reliance on Saussure's concepts regarding "langue" and "parole."

Structuralism independently evolved in two distinct regions: Europe and America. While these two developments differed in several aspects, they shared a commonality in viewing language as a system comprising interrelated elements.

3. European Structuralism

Despite Saussure's background in historical language study, he exhibited a notable skepticism towards neogrammarian philology, accusing it of an excessive preoccupation with diachrony, or the evolution of languages. His experiences led him to assert that language operates as a system, advocating for a descriptive approach in linguistic study. Saussure's influence resonated significantly, particularly in linguistic schools in Geneva, Prague, and Copenhagen. Consequently, while historical studies in the 19th century were predominantly diachronic, linguistic focus in the first half of the 20th century, guided by Saussure's insights, shifted toward a predominantly synchronic orientation. European Structuralists assert that the various elements of a language, such as sounds, words, and meanings, form a cohesive system and can be

understood by elucidating their relationships with other elements within the same language. This perspective underscores that these elements are not independent of the language system, emphasizing the interconnectedness of expression-elements (sounds, words) and content-elements (meanings).

4. American Structuralism

Franz Boas (1858-1942) is acknowledged as the founder of American linguistics and anthropology, with a primary focus on documenting Native American languages and cultures before their disappearance. His student, Edward Sapir (1884–1939), conducted extensive fieldwork on various American Indian languages and made significant contributions to historical linguistics across Indo-European, Semitic, and numerous Native American language families.

Another key figure, Leonard Bloomfield (1887–1949), is credited with shaping American structuralism and establishing linguistics as an autonomous scientific discipline. Bloomfield's influential book "Language" (1933) marked a milestone in linguistics by introducing rigorous methods such as 'Immediate Constituent Analysis' (ICA), offering rules and principles for linguists to precisely describe any language. This work demonstrated Bloomfield's dual influence from Saussurean linguistics and behaviorist psychology. He advocated for an objective and systematic examination of observable data, emphasizing the external rather than internal aspects of language, and prioritizing the study of form over meaning.

Bloomfield's structural linguistics was initially aligned with psychological behaviorism, positing that linguists could understand language by observing produced patterns, a perspective later challenged by Noam Chomsky. Chomsky argued against this linguistic model, highlighting potential errors in corpora and advocating for a more comprehensive approach to language study that includes meaning. The evolution of these linguistic movements, with the first influencing structuralist thought and the second contributing to formal language models, underscores the dynamic development of linguistic theory in the 20th century.

Activities

Activity 1. True or False:

- Structural Linguistics rejects the idea that language is a random collection of isolated items and emphasizes the intricate patterns and relationships within the linguistic system.

- "Cours de linguistique générale" profoundly impacted the trajectory of linguistics as a distinct and independent discipline.

Activity 2. Fill in the blanks:

a. Structural Linguistics posits that elements within language are systematically organized, with each component contributing to the overall coherence and …….of the language system.

b. This approach highlights the interconnectedness and ordered nature of linguistic elements, underscoring the importance of recognizing language as a coherent and ……. system.

c. Saussure exhibited skepticism towards neogrammarian philology, advocating for a descriptive approach in linguistic study.

Activity3. Choose the correct option for each statement:

a. Structuralism in linguistics finds its roots in the ideas of:

i. Ferdinand de Saussure

ii. Leonard Bloomfield

iii. Franz Boas

b. The monumental work "Cours de linguistique générale" was published:

i. Before Ferdinand de Saussure's death

ii. After Ferdinand de Saussure's death

Activity 4. Match each principle/assumption with its description:

a. Focus on spoken language

i. Views language as a system comprising interrelated elements.

ii. Emphasizes the external aspects of language.

b. Commitment to the objective examination of language

i. Prioritizes the study of form over meaning.

ii. Involves scrutinizing the tangible aspect of language.

c. Preference for synchronic study

i. Prioritizes diachronic language study.

ii. Focuses on the language's structure at a specific point in time.

d. Reliance on Saussure's concepts regarding "langue" and "parole"

i. Considers "langue" as concrete and "parole" as abstract.

ii. Recognizes the abstract nature of "langue" and the concrete nature of "parole."

Activity 5. Fill in the blanks:

a. European Structuralists assert that various elements of a language, such as sounds, words, and meanings, form a cohesive system and can be understood by elucidating their …….with other elements within the same language.

b. Franz Boas is acknowledged as the founder of American linguistics and anthropology, with a primary focus on documenting ……languages and cultures before their disappearance.

Lecture 6. European Linguistics

Objectives

By the end of this lecture students will be able to:

- Understand how language was viewed by Saussure.
- Differentiate between the Saussure's dichotomies.

Introduction

Before the 20th century, linguists held an atomistic perspective on language, perceiving it as a collection of distinct and isolated elements. This viewpoint involved breaking down language into its smallest components, including individual speech sounds, separate words, and distinct grammatical endings. The emphasis was on analyzing language by examining its individual constituents, treating each element as a separate entity rather than exploring the interconnectedness of these components. This atomistic approach characterized language study during this period, where scholars focused on isolating and studying individual items within a language rather than considering the broader structural and relational aspects of linguistic systems.

Ferdinand de Saussure introduced a revolutionary perspective that viewed language as a structured system of relational oppositions. In structuralism, units like sounds, morphemes, sentences, and meanings can only be defined within the context of their relationships to other units within the same language. Their identity is derived from these interconnections, and each unit serves as a point within a broader structure, devoid of individual significance in isolation.

Ferdinand de Saussure was the inaugural proponent of the idea that language constitutes a system, advocating for its independent study without external reference. Regarded as the progenitor of European structuralism and a foundational figure in 20th-century Contemporary Linguistics, Saussure introduced his concepts through dichotomies such as Langue vs. Parole, Signifier vs. Signified, Diachronic vs. Synchronic Linguistics, and Paradigmatic vs. Syntagmatic Relations.

1. Langue and Parole

Saussure introduced the concept of two facets of language: langue and parole, often translated into English as 'language' and 'speech,' respectively. Langue, according to Saussure, is the aspect of language that "is not complete in any individual, but exists only in the collectivity" (Saussure 1969 [1916]: 30, translated). Essentially, it is a system comprising numerous elements, and meaning is generated through the arrangement and relationships between these elements. In contrast, parole refers to the observable behavior of individuals, the concrete use of language manifested in actual utterances. It serves as the external manifestation of langue, representing the utilization of the language system but not the system itself.

Saussure illustrates this distinction with the analogy of an orchestra playing a symphony, where the symphony exists independently of its performance as a comparison to langue in language study. The actual performance, akin to parole, may include errors. The differentiation between langue and parole can be summarized as follows:

- Langue is a language system shared by a community, while parole is the individual realization of that system.
- Langue is a social phenomenon, while parole is an individual phenomenon. Langue is potential, while parole is actual.
- Langue is a static situation and a concept, whereas parole is dynamic and the sound image of that concept.
- Lastly, langue is a rule, while parole is behavior.

Saussure's contribution lies in dissecting the overall language phenomenon into distinct entities; actual speech production (parole), inclusive of individual roles, and the socially shared sign system (langue) that facilitates production and comprehension.

2. Signifier (signifiant) and signified (signifié)

In Saussure's linguistic theory, the concept of the linguistic sign is a fundamental idea that explores the relationship between language elements and their meanings within a speech community. Saussure emphasizes that the linguistic sign is composed of two integral components: the sound side (signifiant or signifier) and the meaning side (signifié or signified).

These components are intrinsically connected, forming a cohesive unit within the context of a specific linguistic community.

Saussure's insight into the linguistic sign introduces the notion of arbitrariness, suggesting that there is no inherent or necessary connection between the sound form and the meaning it represents. Instead, the association between the signifier and signified is established through convention within the community using that language. This concept challenges the idea that words have inherent meanings and underscores the role of social agreement in assigning meaning to linguistic signs.

To illustrate the arbitrariness of linguistic signs, Saussure points out that different languages may use distinct words to refer to the same concept. For example, the English word "dog" has counterparts such as "perro" in Spanish, "chien" in French, and "Hund" in German. These variations underscore the conventional nature of language, where the link between the sound form and its meaning is not predetermined but shaped by the linguistic community's shared agreement.

Overall, Saussure's concept of the linguistic sign revolutionized linguistic theory by highlighting the arbitrary nature of language and emphasizing the communal aspect of meaning creation within a given speech community.

3. Syntagmatic and Paradigmatic Relations

Saussure's linguistic theory introduces the fundamental distinction between two types of relations in language: syntagmatic and paradigmatic. These relations provide a structural framework for understanding how linguistic elements interact at different levels, including lexical, grammatical, and phonological aspects.

1.1. Syntagmatic Relations

Definition: Syntagmatic relations involve the combination of linguistic units into larger structures, representing the sequential order in which these units appear.

Example: In the sentence "The cat sat on the mat," the syntagmatic relation is observed in the linear order of words. "Cat" precedes "mat" in temporal structure, reflecting the way we would naturally express the sequence.

Analysis: Elements related syntagmatically form a syntagm or construction. The verb "sat" determines its syntagmatic relation with "cat" by requiring a specific element in a particular position.

1.2. Paradigmatic Relations

Definition: Paradigmatic relations involve the substitution of units within the same position in a linguistic structure, representing alternative choices or potential replacements.

Example: Considering the sentence "The cat sat on the mat," alternative choices for each word can be seen in (2): "This girl sits across her bed," "That student walked over his car."

Analysis: Elements related paradigmatically are mostly absent and represent relationships of potential choices within the language structure. Each column in (2) constitutes a paradigm, showcasing alternative possibilities at a given position.

1.3. Significance

Saussure's distinction between syntagmatic and paradigmatic relations is crucial because it provides a comprehensive framework for understanding language structure. Unlike previous approaches that focused on isolated elements, Saussure emphasizes the importance of analyzing linguistic elements based on their relations with other elements. This relational perspective highlights language as a complex system of interactions, offering a more dynamic and interconnected view of linguistic phenomena. The paradigmatic and syntagmatic relations have become foundational concepts in linguistic analysis, influencing subsequent developments in structuralism and contributing to the overall understanding of language as a structured system.

4. Diachronic and Synchronic Studies

Ferdinand de Saussure introduced the concepts of synchronic and diachronic perspectives to provide a comprehensive framework for studying language. The synchronic approach involves examining a language at a specific point in time, treating it as a static system without considering historical changes. Saussure referred to this current state as "état de langue," emphasizing the importance of analyzing language elements concurrently. Linguists adopting this perspective

collect language samples within a fixed timeframe, allowing for an in-depth study of the language's structure and features at that particular moment.

> *Example: Analyzing American English Syntax in the Early 21st Century:* In a synchronic study, linguists might examine the syntax of American English during the early 21st century. They would focus on the grammatical structures, sentence formations, and language features present at that specific moment without considering historical changes or developments.

In contrast, the diachronic approach focuses on the historical evolution of a language, exploring changes in pronunciation, grammar, and vocabulary over successive periods. This method considers language as a dynamic entity, acknowledging the continuous transformations it undergoes through time. Diachronic studies may investigate the development of linguistic elements, such as the evolution of verb systems in English or shifts in phonology within languages like Arabic.

Example: Investigating Changes in Arabic Phonology over Centuries: A diachronic study could involve exploring changes in Arabic phonology from the classical period to the present day. Linguists would track the evolution of sounds, pronunciation patterns, and phonetic elements over successive time periods, considering historical factors that influenced the development of Arabic phonological features.

Saussure's preference for a synchronic perspective in modern linguistics suggests that understanding the current structure and features of a language is crucial for developing a comprehensive linguistic theory. This emphasis on synchrony allows linguists to analyze the intricate relationships between linguistic elements without being constrained by historical factors, providing valuable insights into the inherent structure and functioning of language at a specific moment in time.

Activities

Activity 1: Select the correct answer:

1. Before the 20th century, linguists primarily held a perspective on language that was:

a. Structural

b. Atomistic

c. Dynamic

d. Isolating

2. According to Saussure, what does "langue" refer to?

a. Individual speech

b. Socially shared sign system

c. Speech sounds

d. Isolated elements

3. Saussure's analogy of an orchestra playing a symphony is used to explain the relationship between:

a. Langue and parole

b. Signifier and signified

c. Syntagmatic and paradigmatic relations

d. Diachronic and synchronic studies

4. The arbitrary nature of linguistic signs, according to Saussure, implies:

a. Words have inherent meanings

b. The sound form and meaning are predetermined

c. No necessary connection between sound form and meaning

d. Meaning is universal across languages

5. Syntagmatic relations involve:

a. Alternative choices within the same position

b. Substitution of units

c. Combination of linguistic units into larger structures

d. Diachronic changes in language

Activity 2: True or False

1. Langue is the observable behavior of individuals in language use.
2. In Saussure's linguistic theory, the relationship between signifier and signified is based on inherent connections.
3. Paradigmatic relations involve the sequential order in which linguistic units appear.
4. Diachronic studies focus on examining a language at a specific point in time.
5. According to Saussure, analyzing language synchronically allows for a comprehensive understanding of its historical changes.

Activity 3: Answer the following:

1. Explain the difference between langue and parole in Saussure's linguistic theory.
2. How does Saussure illustrate the arbitrariness of linguistic signs?
3. Provide an example of syntagmatic relations from a sentence not mentioned in the lesson.
4. Why does Saussure emphasize synchronic studies in modern linguistics, and what insights can be gained from this perspective?

Activity 4: Imagine you are a linguist conducting a synchronic study of a contemporary language of your choice. Outline the key aspects you would investigate and analyze, emphasizing Saussurean concepts such as langue, parole, signifier, signified, syntagmatic relations, and paradigmatic relations.

Activity 5. Apply the concepts of syntagmatic and paradigmatic relations to analyze a sentence of your choice. Identify elements related syntagmatically and paradigmatically.

Activity 6. Discuss the significance of Saussure's synchronic perspective in modern linguistics. How does it contribute to a better understanding of language structure? Provide examples to support your explanation.

Lecture 7: The Prague School

Objectives

By the end of this lecture students will be able to:

- Recognize the Prague School's profound impact on phonological research, particularly in the study of sounds across diverse languages.
- Identify the functional differentiation of language functions, emphasizing cognitive, expressive, and conative functions as identified by Karl Bühler.
- Indicate the significant developments in phonology and phonemics, including the concept of distinctive features, opposition, and the theory of markedness, applied across linguistic levels such as phonology, morphology, and vocabulary.

Introduction

The Prague School, established in 1926 by linguist Vilem Mathesius, stands as a pivotal movement in the realm of linguistics, drawing inspiration from the groundbreaking ideas of Ferdinand de Saussure. At its core, the Prague School championed a novel approach to linguistic analysis, emphasizing the study of language as a cohesive system comprised of functionally interconnected units. This departure from historical approaches marked a paradigm shift, spearheaded by Mathesius, who, in 1911, called for a non-historical lens in the study of language.

The school's lasting legacy lies prominently in its profound contributions to phonological research. The Prague School delved extensively into the intricate study of sounds, unraveling the organizational intricacies and structural nuances of phonetic elements across diverse languages.

Intriguingly, the Prague School introduced a distinct dichotomy in alignment with Saussure's foundational concepts: the division between phonetics and phonology. Phonetics, within this framework, explores the physical attributes of sounds transcending linguistic boundaries. This involves a comprehensive examination of speech sounds, encompassing their articulation, acoustic properties, and how they are perceived auditorily.

Conversely, phonology, as articulated by the Prague School, focuses on the systematic study of speech sounds within a specific language, scrutinizing their behaviors and interactions. This branch of linguistics investigates how sounds operate within the structured framework of a particular linguistic system, shaping the conveyance of meaning.

The Prague School's profound impact on linguistic theory, particularly in the domain of phonology, has left an enduring mark. By refining Saussurean principles and introducing innovative perspectives, the Prague School played a pivotal role in advancing the understanding of language structures.

1. The Prague School's Major Contribution

The Prague School, a prominent linguistic and literary theory movement originating in the 1920s and flourishing in the 1930s and 1940s, made significant contributions to the field of structural linguistics. Led by scholars such as Roman Jakobson, Nikolai Trubetzkoy, and Jan Mukařovský, the Prague School's major contributions revolutionized the understanding of language and paved the way for modern linguistic thought.

1.1. Differentiation of Language Functions

The Prague conception of function identified three broad types of roles performed by language, as identified by Karl Bühler:

1.1.1. Cognitive Function

The cognitive function of language pertains to its role in conveying information and facilitating understanding. This function involves the use of language as a tool for expressing thoughts, sharing knowledge, and conveying factual information. In this capacity, language serves as a medium for conveying ideas, describing events, and transmitting knowledge from one individual to another. It is fulfilled characteristically by 3 rd person non modal utterances.

e. g. John travelled yesterday.

1.1.2. Expressive Function

The expressive function of language involves the emotional and personal aspect of communication. It encompasses the use of language to express feelings, emotions, and individual

perspectives. This function is not solely about conveying information but also about sharing one's subjective experiences, opinions, and sentiments. Through the expressive function, language becomes a vehicle for personal expression and communication of inner states. It is fulfilled by 1 st person utterances in the subjunctive.

- g. I am happy to see you.

1.1.3. Conative Function

The conative function of language is related to its role in influencing the behavior of the listener or reader. This function is concerned with the impact of language on the recipient, aiming to elicit a particular response or action. Whether persuading, commanding, or prompting, the conative function focuses on the language's ability to motivate or direct the behavior of the audience. It is fulfilled by 2 nd person utterances in the imperative.

- g. come here.

In summary, the Prague conception, as outlined by Karl Bühler, recognizes language as having cognitive, expressive, and conative functions. These functions collectively highlight the multifaceted nature of language, encompassing its role in conveying information, expressing emotions, and influencing behavior.

1.2.Phonology and Phonetics

Another key contribution of the Prague School lies in the development of phonology and phonetics. Nikolai Trubetzkoy, a prominent member, introduced the concept of distinctive features in phonology, highlighting the importance of phonemes and their distinctive elements in linguistic analysis. This laid the groundwork for the modern study of phonology.

1.1.4. The concept of opposition (phonological features)

The Prague School emphasizes the role of elements within language, their juxtaposition, and the system created by these elements. They introduced *distinctive feature analysis*, where each sound is seen as comprised of contrasting articulatory and acoustic features. Sounds are considered distinct if they possess at least one differing feature.

1.1.4.1. Distinctive Opposition

The notion of opposition in phonological features involves two types: distinctive and non-distinctive. Trubetzkoy initially introduced this concept, asserting that speech sounds need to be in opposition to each other. An example of distinctive opposition is found in /pet/ and /bet/, where the sounds /p/ and /b/ contrast in terms of voicing. Notably, changing one sound for the other alters the meaning, highlighting the distinctive nature of the voicing feature.

1.1.4.2. Non distinctive opposition

This characteristic is evident in the case of aspiration. Aspiration refers to the presence of the sound [h] in the pronunciation of certain words. This phenomenon is not consistently applied to all instances of a particular phoneme, and its occurrence can vary based on factors such as stress, syllable structure, or surrounding sounds.

In the example provided, the phoneme /p/ in the word "pin" can be pronounced with or without aspiration, resulting in [p^hin] or [pin], respectively. Despite this variation in pronunciation, the meaning of the word remains constant. This highlights the flexibility in the realization of the /p/ phoneme in this specific linguistic context.

The distinction between distinctive and non-distinctive features is crucial in phonological analysis. In this case, there is no change in meaning when the aspirated [p^h] is substituted for the non-aspirated [p] or vice versa. This lack of a meaningful contrast signifies that aspiration, in this particular linguistic context, is a non-distinctive feature.

It is important to recognize that the presence or absence of aspiration represents a phonetic manifestation, a surface-level variation, of the same underlying phonological unit—the phoneme /p/. While the sounds [p^h] and [p] differ phonetically, they are perceived as the same phonological entity in the context of this linguistic system.

Therefore, the feature of aspiration in this linguistic analysis is considered non-distinctive. The lack of a change in meaning when aspirated and non-aspirated versions of the phoneme /p/ are used underscores that, in this particular phonological system, aspiration does not serve as a distinctive feature influencing lexical meaning. Instead, it represents a variation in pronunciation that does not alter the core linguistic meaning of the words involved.

1.3.Theory of Markedness

The concept of markedness originated in Prague School phonology but was later expanded to encompass morphology, syntax, semantics, and other linguistic domains. In this framework, a marked form is considered non-basic or less natural, while an unmarked form is deemed basic or default.

1.1.5. Markedness in Phonology

When distinguishing between two phonemes based on the presence or absence of a single distinctive feature, one is categorized as marked, and the other as unmarked for that specific feature.

- For example, in terms of voicing, /b/ is marked, and /p/ is unmarked.

1.1.6. Markedness in Morphology

In morphology, the regular English verb can be described as marked for past tense (indicated by the suffix -ed) but unmarked in the present.

- For instance, "jumped" represents the marked form, while "jump" is the unmarked form.

1.1.7. Markedness in Vocabulary

In vocabulary, the sense of markedness is more abstract, not dependent on the presence or absence of a visible feature or affix.

For example:

- "Lion" is the unmarked choice in English.
- "Lioness" is marked.
- "Brotherhood" is unmarked.
- "Sisterhood" is marked.

Markedness serves as a theoretical framework applied across linguistic levels, distinguishing between more and less basic forms. Whether in phonology, morphology, or vocabulary, the concept helps elucidate the relationships between marked and unmarked forms within a given linguistic system.

Activities

Activity 1: Select the correct answer:

1. Who founded the Prague School?

a. Ferdinand de Saussure

b. Vilem Mathesius

c. Roman Jakobson

d. Karl Bühler

2. What was the Prague School's major contribution to linguistic thought?

a. Historical linguistics

b. Phonological research

c. Morphological analysis

d. Syntax development

3. What is the main focus of phonetics within the Prague School framework?

a. Study of speech sounds within a specific language

b. Examination of the physical attributes of sounds

c. Analysis of the distinctive features of speech sounds

d. Exploration of the emotional aspect of communication

4. Who introduced the concept of distinctive features in phonology?

a. Vilem Mathesius

b. Ferdinand de Saussure

c. Roman Jakobson

d. Nikolai Trubetzkoy

5. What is the conative function of language according to the Prague School?

a. Conveying information

b. Expressing emotions

c. Influencing behavior

d. Facilitating understanding

Activity 2. True or False

1. The Prague School focused solely on historical linguistics.
2. Phonology, as developed by the Prague School, involves the study of distinctive features of speech sounds.
3. The expressive function of language is primarily concerned with conveying factual information.
4. Nikolai Trubetzkoy introduced the concept of opposition in phonological features.
5. Markedness in morphology refers to the basic or default form of a linguistic element.

Activity 3: Answer the following questions:

1. Explain the distinction between phonetics and phonology in the Prague School framework.
2. Describe one contribution of the Prague School in the realm of phonology.
3. Briefly explain the three language functions identified by Karl Bühler as per the Prague School.
4. Identify and elaborate on the three language functions outlined by Karl Bühler in the Prague conception.
5. Describe the major contributions of the Prague School to the field of structural linguistics.
6. Provide examples of distinctive opposition in phonological features, as mentioned in the lecture.
7. Differentiate between distinctive and non-distinctive opposition, providing examples for each.

8. Explain the concept of markedness as introduced by the Prague School, and provide examples from phonology, morphology, and vocabulary.
9. Given the phrase "John traveled yesterday," identify the language function (cognitive, expressive, or conative) it fulfills, and explain why.

Activity 4: Imagine you are a linguist applying the Prague School's functional differentiation of language functions to analyze a modern-day advertisement. Identify examples of cognitive, expressive, and conative functions in the advertisement's language.

Activity 5: Discuss the significance of the Prague School's theory of markedness across different linguistic domains. How does the concept of markedness enhance our understanding of language structures, from phonology to vocabulary and beyond?

Lecture 8. American Structuralism

Objectives

By the end of this lecture students will be able to:

- Identify the unique characteristics of American structuralism.
- Discover the contributions of key figures like Boas, Sapir, Whorf, and the Bloomfieldians.
- Understand the evolution of linguistic analysis in American structural studies.

Introduction

In the early 20th century, linguistic research in the United States took a distinctive turn, driven by a unique motivation. During this period, there was a growing realization that the languages spoken by the American Indian population, collectively known as Amerindian languages, were facing the imminent threat of extinction. Consequently, the primary objective of linguistic endeavors at the time was to document these languages with speed and precision. This marked the era of what is now termed structuralist or descriptive linguistics within modern American linguistic scholarship.

The inherent characteristics of Amerindian languages presented formidable challenges to conventional linguistic approaches. These languages existed solely in oral form, lacked any written historical records, differed significantly from languages previously studied, and, perhaps most notably, posed a language barrier for the linguists attempting to describe them. As a result, the absence of fluency among linguists prevented any prescriptive statements about these languages. This set of circumstances forced language scholars to adopt an unorthodox methodology characterized by a commitment to *objectivity, systematic analysis*, and *explicitness*.

The unconventional approach taken by American linguists during this period was marked by several distinctive features. Firstly, the focus shifted from dead languages to currently spoken ones. Secondly, linguistic analysis prioritized the formal aspects of language over its semantic dimensions. Thirdly, a systematic description of language was undertaken, following a structured methodology encompassing four key steps:

a. The first step involved the collection of a corpus of data through field recordings. This corpus served as the foundation for subsequent analysis.
b. The second step encompassed the segmentation of the collected utterances at multiple linguistic levels, including phoneme, morpheme, word, group, clause, and sentence.
c. The third step entailed compiling an inventory of forms extracted from each linguistic level and detailing their distribution within the language.
d. Lastly, the fourth step involved the classification of these forms and utterances through the assignment of names, creating a systematic framework for understanding the structure and intricacies of the language under investigation.

the linguistic landscape of early 20th-century America was characterized by a departure from conventional methodologies, as scholars grappled with the unique challenges presented by Amerindian languages, leading to the development of a distinctive approach rooted in objectivity, systematic analysis, and explicit description.

1. Key Contributions

The landscape of American structural studies has been profoundly shaped by key figures who pioneered distinctive approaches to linguistic analysis. Franz Boas, Edward Sapir, Benjamin Whorf, and Leonard Bloomfield stand as pillars in this intellectual journey, each contributing unique perspectives that have left an indelible mark on the field.

1.1. Franz Boas (1858-1942)

Franz Boas is recognized as the founder of American Structuralism and Anthropology. His primary focus was on studying Native American languages and cultures with an urgent mission to document them before potential extinction. Boas took a unique approach by advocating for the individual study of each language, rejecting broad generalizations. His emphasis on detailed linguistic and cultural analysis laid the groundwork for the comprehensive understanding of diverse linguistic systems and cultural practices.

1.2. Edward Sapir (1884-1939) and Benjamin Whorf (1897-1941): The Sapir-Whorf Hypothesis

Sapir and Whorf made significant contributions to American descriptivism and are particularly associated with the Sapir-Whorf Hypothesis. This hypothesis encompasses two key concepts: *linguistic relativism* and *linguistic determinism*.

a. **Linguistic Relativism:** Describes the belief that each natural language can be fundamentally different from others. Sapir and Whorf, in their descriptive pursuits, accentuated and, at times, exaggerated these linguistic differences.
b. **Linguistic Determinism:** Proposes that the language spoken by a community not only differs from other languages but also molds the way that community perceives the world. This perspective implies a strong connection between language and thought. For instance, Whorf's observation about Eskimo language having distinct words for various types of snow, compared to English's single generic term, exemplifies linguistic determinism.

1.2.1. Critiques of the Sapir-Whorf Hypothesis:

a. ***Multilingualism:*** Critics argue that individuals can speak multiple languages simultaneously, prompting questions about whether this means they hold two distinct worldviews.
b. ***Language Acquisition:*** The ability of people to learn foreign languages challenges the notion that language entirely determines thought.
c. ***Translation and Borrowing:*** The phenomena of translation and borrowing suggest that linguistic influence may not be as absolute as proposed by Sapir and Whorf.
d. ***Cognitive Development:*** Jean Piaget's research indicating that children have a cognitive capacity for thinking before acquiring language adds complexity to the idea of linguistic determinism.

1.3. Bloomfieldians

Leonard Bloomfield and his followers, known as the Bloomfieldians, advocated for a linguistic approach centered on the collection and analysis of observable data, specifically real utterances. This process involved segmenting and classifying the features of the gathered utterances, collectively forming a corpus. The Bloomfieldians employed a "corpus-based" or inductive procedure for linguistic investigation.

While addressing phonetics, phonology, morphology, and syntax, the Bloomfieldians consciously excluded semantics from their analyses. They believed that a thorough study of meaning would only be viable with advancements in human knowledge. Their analytical approach was strictly formal, devoid of reference to meaning, and primarily based on a meticulous examination of distribution.

The distribution of a language element whether a phoneme, morpheme, or word, was a focal point of Bloomfieldian analysis. If two language elements consistently occurred in different environments, rendering them mutually exclusive, they were considered to be in complementary distribution. This indicated that where one element could occur, the other could not, and vice versa. For instance, the English phoneme /l/ had two variants—[l] (clear) occurring before vowels and [ɬ] (dark) occurring elsewhere and in word-final positions.

Conversely, if the distributions of two language elements were not entirely distinct, with at least one common environment for potential replacement, they were not in complementary distribution. In such cases, the elements were either in contrast or in free variation.

a. ***In contrast:*** Two language elements were considered in contrast if replacing one with the other changed the meaning of the linguistic unit. For example, English /e/ and /i:/ in the environment /m—t/ were in contrast as /met/ and /mi:t/ had different meanings.
b. ***In free variation:*** Two language elements were in free variation if replacing one with the other in a particular unit did not alter the meaning of that unit. For example, the phonemes /e/ and /i:/ were in free variation in the environment /_kəˈnɒmɪks/ because / i:kəˈnɒmɪks / meant the same as / ekəˈnɒmɪks /.

The Bloomfieldians also introduced constituent analysis, which involved breaking down syntactic units (or words) into their constituents through a process known as "***immediate constituent analysis***" or "***IC analysis***." This method, based on the test of substitution (replacement), entailed progressively dissecting constituents into their constituents until reaching individual words or morphemes.

The Bloomfieldian approach was characterized by a commitment to empirical data, a formal analysis devoid of semantics, a focus on distributional patterns, and the introduction of constituent analysis. These principles significantly influenced the development of structural

linguistics and provided a systematic framework for understanding the structural intricacies of language.

In conclusion, the journey through American structural studies unveils a rich tapestry woven by the intellectual endeavors of Boas, Sapir, Whorf, and the Bloomfieldians. Boas' commitment to detailed linguistic and cultural analysis set the stage for a comprehensive understanding of diverse systems. Sapir and Whorf's Sapir-Whorf Hypothesis, with its concepts of linguistic relativism and determinism, expanded the discourse on the relationship between language and thought, inviting both acclaim and scrutiny. The Bloomfieldian legacy, marked by a meticulous focus on empirical data and distributional patterns, showcased a formal analysis that significantly influenced the evolution of structural linguistics. Collectively, these contributions have not only shaped the study of language but continue to inspire ongoing exploration and discourse within the vibrant realm of linguistics.

Activities

Activity 1: Select the correct answer

1. What motivated linguistic research in the United States during the early 20th century?

a. Exploration of dead languages

b. Documentation of Amerindian languages

c. Semantic analysis of languages

d. Examination of written historical records

2. Which characteristic posed a significant challenge to the study of Amerindian languages?

a. Fluency of linguists

b. Presence of written historical records

c. Existence in oral form

d. Lack of linguistic diversity

3. What marked the distinctive features of the American structuralist or descriptive linguistic approach?

a. Focus on dead languages

b. Prioritization of semantic dimensions

c. Commitment to objectivity and systematic analysis

d. Emphasis on prescriptive statements

4. Which of the following steps was NOT part of the systematic description of language during the early 20th century in the United States?

a. Collection of a corpus of data

b. Segmentation of collected utterances

c. Compilation of an inventory of forms

d. Theoretical analysis of language structure

5. What was the focus of linguistic analysis for Bloomfieldians?

a. Meaning and semantics

b. Phonetics and phonology

c. Historical linguistic studies

d. Cultural practices of language speakers

Activity 2: True or False

3. Franz Boas rejected the study of Native American languages, advocating for the study of dead languages instead.
4. The Sapir-Whorf Hypothesis includes the concepts of linguistic relativism and linguistic determinism.
5. According to Bloomfieldians, semantics was a crucial aspect of linguistic analysis.
6. The Bloomfieldian approach focused primarily on the cultural practices of language speakers.

7. The process of immediate constituent analysis involved progressively building up syntactic units.

Activity 3: Answer the following questions:

1. Explain the unconventional approach taken by American linguists in the early 20th century in studying Amerindian languages.
2. Describe the key contributions of Franz Boas to American structuralism.
3. Briefly explain the Sapir-Whorf Hypothesis and its two key concepts.
4. What motivated the distinctive turn in linguistic research in the United States in the early 20th century?
5. Describe the challenges posed by Amerindian languages that led to the adoption of an unorthodox methodology.
6. List the distinctive features of the unconventional approach taken by American linguists during the early 20th century.
7. Summarize the four key steps in the systematic description of language mentioned in the lecture.

Activity 4. Match the following key figures to their respective contributions mentioned in the lesson: *Franz Boas, Edward Sapir, Benjamin Whorf, Leonard Bloomfield*

Contributions:

a. Founder of American Structuralism and Anthropology.
b. Significant contributions to American descriptivism and the Sapir-Whorf Hypothesis.
c. Advocated for a linguistic approach centered on the collection and analysis of observable data.
d. Pioneered a distinctive methodology in linguistic research during the early 20th century.

Activity 5. Imagine you are a linguist tasked with documenting a currently spoken language that lacks any written historical records. Outline the systematic methodology you would adopt based on the early 20th-century American structuralist approach.

Lecture 9. Origins of Transformation Generative Grammar

Objectives

By the end of this lecture students will be able to:

- Critically analyze the limitations of structural linguistics in providing a comprehensive understanding of language.
- Explore Chomsky's impact on the linguistic theory.

Introduction

Starting in the late 1950s, structural linguistics witnessed a decline in popularity, partially due to the rise of generative linguistics championed by Noam Chomsky. Advocates of generative linguistics criticized the efforts of American structuralists, deeming them overly restrictive in their approach. According to this perspective, merely outlining the arrangement of linguistic elements is considered insufficient, with proponents emphasizing the necessity of delving deeper to create a grammar that accurately captures a native speaker's knowledge of language.

1. Who is Chomsky?

Avram Noam Chomsky, born on December 7, 1928, is a multifaceted intellectual figure known for his influential contributions across several disciplines. As an American linguist, Chomsky has played a pivotal role in shaping the field of linguistics, earning him the distinction of being called the father of modern linguistics. Beyond linguistics, he has engaged in philosophical inquiries, delving into cognitive science, and emerged as a prominent social critic.

2. Chomsky and Transformational Generative Grammar (TGG)

Transformational Generative Grammar, also known as TG grammar or TGG, represents a linguistic theory aimed at providing a comprehensive model for describing all languages. This theoretical framework was spearheaded and dominated by Noam Chomsky, born in 1928. The formal inception of TGG can be traced back to the publication of Chomsky's book "Syntactic Structures" in 1957, which laid out the foundational principles of the classical theory. However,

elements of this theory had been foreshadowed in Chomsky's earlier papers and articles by Zellig Harris.

Chomsky's early contributions to TGG can be distilled into two interconnected aspects:

1. Criticism of structuralism
2. Formulation of a new linguistic theory

3. Criticism of Structuralism

3.1. Corpus Analysis

According to American structuralists, an empirical science confines itself to the study of directly observable phenomena. To facilitate descriptive analysis, a language was characterized by American structuralists in terms of a linguistic corpus, encompassing distinct levels of phonological, morphological, and syntactic structures. The conviction held by these linguists was that the grammar of a language attained completeness when all elements within the corpus were systematically categorized and labeled at each structural level.

Structural grammars, as advocated by American structuralists, present an inventory of forms and constructions derived from *a limited corpus*. However, they fall short of furnishing *the rules* necessary for generating an infinite array of grammatically valid sentences. In contrast, Chomsky contested this approach, asserting that a corpus, by its very nature, could only represent a partial and selective sample of the language. Language, being infinite and inherently creative, cannot be fully encapsulated by any finite corpus.

Proponents of Transformational Generative Grammar (TGG) propose an alternative perspective. They argue that rather than confining linguistic analysis to describing a corpus, a linguist can attain a comprehensive understanding of a language's grammar by elucidating its underlying system of rules. This system, not confined to the corpus itself, exists beyond it, residing in the cognitive faculties of language speakers. According to TGG supporters, the investigation of this rule-based system takes precedence over scrutinizing actual sentences, as it holds the key to comprehending the generative mechanisms that give rise to linguistic expression.

3.2. Surface Analysis

Structural grammars exclusively focus on delineating the surface structure of sentences, providing only a superficial analysis. They prove inadequate in handling crucial grammatical nuances that form part of a native speaker's innate understanding of language. This limitation becomes evident when grappling with essential linguistic distinctions, such as the relationships between active and passive constructions, positive versus negative or interrogative sentences, and the profound dissimilarities concealed within seemingly identical sentences. Sentences that may appear structurally akin when considering only their surface layer can reveal significant differences when subjected to a deeper layer of analysis. For example,

a. The concert thrilled the audience.
b. The audience thrilled the concert.

On the surface, both sentences follow a similar structure with a subject-verb-object arrangement. However, a deeper examination reveals a significant shift in meaning. In the first sentence, the concert is the source of thrill for the audience, while in the second sentence, the audience itself is the agent of thrill. This demonstrates how surface analysis may overlook crucial semantic distinctions present in the underlying structures of sentences.

Chomsky, alongside other critics, censured both structuralist and post-Bloomfieldian theories for their exclusive reliance on representing sentences in terms of surface structure. Approaches of this nature falter in effectively distinguishing the surface aspects of a sentence from its underlying structures.

3.3. The Behaviorist Perspective

Bloomfieldians were strongly influenced by behaviorism, a psychological theory of learning that exclusively considers observable phenomena, dismissing abstract concepts such as "mind" and "ideas." According to behaviorism, language acquisition parallels the learning of any other behavior, such as walking, eating, or writing. It is perceived as a mechanical process rooted in the formation of habits, where learning is driven by external stimuli that evoke specific responses. This learned response becomes ingrained through repetition and positive reinforcement, a phenomenon known as conditioning.

In the behaviorist framework, language learning occurs primarily through passive imitation of previously encountered language. The learner is viewed as a passive entity during this process. Chomsky, in contrast, opposed behaviorism, aiming to demonstrate its limitations and the inadequacy of its terminology in explaining the intricate processes involved in the acquisition and utilization of human language.

3.4. Linguistic Variability

Bloomfield and his adherents underscored the structural distinctiveness of languages, building on Boas's influence. They tended to exaggerate the disparities between languages and placed an undue emphasis on the notion that each language operates as a distinct set of rules. To achieve a comprehensive comprehension of the structure of each language, linguists adopt a descriptive methodology when handling the data.

Activities

Activity 1: Select the correct answer:

1. What contributed to the decline of structural linguistics in the late 1950s?

a. Emergence of transformational generative grammar

b. Rise of behaviorism

c. Advocacy of American structuralists

d. Limited focus on grammar

2. Who is often referred to as the father of modern linguistics?

a. Zellig Harris

b. Leonard Bloomfield

c. Noam Chomsky

d. Franz Boas

3. What is the primary focus of Transformational Generative Grammar (TGG)?

a. Surface analysis of sentences

b. Descriptive analysis of linguistic corpus

c. Elucidating underlying system of rules

d. Behaviorist language learning

4. What did Chomsky criticize structural grammars for in terms of corpus analysis?

a. Overemphasis on cognitive faculties

b. Relying on a finite corpus

c. Neglecting surface structure

d. Ignoring behaviorist perspectives

Activity 2: True or False

1. Transformational Generative Grammar aims to provide a comprehensive model for describing all languages.
2. Chomsky criticized structural grammars for their focus on surface analysis and neglect of underlying structures.
3. Behaviorism, according to Chomsky, is a suitable framework for explaining language acquisition.
4. Structural grammars aim to capture the inherent creativity and infinite nature of language through a finite corpus.

Activity 3: Answer the following questions:

1. Explain the key elements of Chomsky's criticism regarding corpus analysis in structural linguistics.
2. Describe the limitations of surface analysis, as highlighted by Chomsky, using an example.
3. What are the two interconnected aspects of Chomsky's early contributions to TGG?
4. What limitation did Chomsky highlight in the structuralist approach to grammar?

5. What do structural grammars exclusively focus on in sentence analysis?
6. Provide an example of sentences that may appear structurally similar but have significant underlying differences.

Activity 4: Imagine you are presenting an argument in favor of Transformational Generative Grammar to a group of linguistics students. Outline the main points you would emphasize to showcase the strengths of TGG over structural grammars.

Activity 5. Imagine you are a linguist attending a conference where both structural linguists and generative linguists are presenting their views. Write a short reflection (200-300 words) comparing the two perspectives, highlighting their strengths and limitations based on the information provided in the lecture.

Conclusion of the Course

In conclusion, this course has guided students through a comprehensive exploration of linguistics, from its foundational principles to its evolution and key theories. By delving into topics such as the definition of language, the scope and branches of linguistics, and the development of structuralism, students have gained a deeper understanding of the complexities and nuances inherent in the study of language.

Through lectures on traditional grammar and modern linguistics, students have traced the historical trajectory of linguistic inquiry, from classical grammar to contemporary theories such as mentalism and functionalism. Additionally, discussions on European linguistics, the Prague School, and American structuralism have provided students with insight into the diverse approaches and contributions within the field.

Furthermore, the exploration of transformational generative grammar and Noam Chomsky's critiques of structuralism have challenged students to critically evaluate prevailing linguistic theories and consider alternative perspectives. Through engaging activities and discussions, students have not only expanded their knowledge of linguistics but have also honed their analytical and critical thinking skills.

As students reflect on their journey through this course, they emerge with a deeper appreciation for the complexity and richness of language, as well as a solid foundation upon which to continue their exploration of linguistics. This course has not only equipped students with the necessary theoretical frameworks but has also inspired them to further explore the intricacies of language and its profound impact on human communication.

References

Akmajian, A. and F. Heny. (1980). An introduction to the principle of transformational syntax. Cambridge, MA: The MIT Press.

Al Umman, Z. (2015). Ferdinand De Saussure: Structuralism and his role in modern linguistics. LISANUDHAD: JURNAL BAHASA, PEMBELAJARAN DAN SASTRA ARAB, 2(1).

Bauer, L. (2007). Linguistics Student's Handbook. Edinburgh University Press.

Charles, B and Albert, S. (1915). Course in General Linguistics. McGrew Hill Book Company: New York, Toronto, London.

Chomsky, N. (1957). Syntactic Structures. Mouton.

Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. Wiley-Blackwell.

Culler, J. (1976). Saussure. Fontana Press.

Francis, P and Dinneen, J. (1995). General Linguistics. Georgetown University Press: Washington, D.C.

Fromkin, V., Rodman, R., and Hyams, N. (2013). An Introduction to Language. Cengage Learning.

Harris, R. (1987). Reading Saussure: A Critical Commentary on the "Cours de Linguistique Générale." Duckworth.

Harris, R. (1993). The linguistics wars. Oxford: Oxford University Press.

Hodge, B., and Kress, G. (1988). Social Semiotics. Polity Press.

Pearson, J., and Nelson, P. (2000). An Introduction to Human Communication: Understanding and Sharing. Boston: McGraw-Hill.

Robins, H. (1979). A short history of linguistics. London: Longman.

Saussure, F. (1916). Course in General Linguistics. (Original work published as "Cours de linguistique générale.")

Trask, L. (1997). A Dictionary of Phonetics and Phonology. Routledge.

Widdowson, H. (1996). Linguistics. Oxford University Press.