

INTRODUCTION TO LINGUISTICS

ENGLISH

Dewi Murni, S.S., M.Hum



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PREFACE

Praise be to Allah Swt. for His blessings and abundance of Grace and Guidance, I can complete the preparation of this book. Sociolinguistics is an interdisciplinary science, namely the disciplines of sociology and linguistics, two fields of science that each play a different role. Sociology pays attention to social relations between people in their society, as individuals and groups. Sociology is an objective and scientific study of humans in society along with social institutions and social processes that exist in society. Sociology tries to find out how society happens and continues to exist. By studying social institutions and all social problems in one society, it will be known how humans socialize in their society. Linguistics is a field of science that studies language or a field of science that takes language as its object of study.

LIST OF CONTENT

PREFACE	I
LIST OF CONTENT	II
CHAPTER 1 HISTORICAL LINGUISTICS	1
A. THE HISTORY OF LINGUISTICS ANCIENT	1
B. LINGUISTICS IN THE MIDDLE AGES	4
C. LINGUISTICS IN THE 19 TH	9
CHAPTER 2 THE DEVELOPMENT OF MODERN LINGUISTICS	15
A. LINGUISTIC STRUCTURALISM	15
B. Poststructuralist linguistics	16
CHAPTER 3 CURRENT TREND IN LINGUISTIC	18
CHAPTER 4 THE MICRO AND MACRO LINGUISTICS	22
CHAPTER 5 MORPHOLOGY	31
CHAPTER 6 MORPHEME	33
A. Free Morphemes	33
B. Bound Morpheme	34
CHAPTER 7 CLASSIFICATION AND PROCESS OF WORDS	36
CHAPTER 8 DERIVATION	43
CHAPTER 9 AFFIXATION IN MORPHOLOGY	47
A. DEFINITION OF AFFIXATION	47
B. TYPES OF AFFIXATION	48
CHAPTER 10 COMPOUND WORDS	51
A. DEFINITION OF COMPOUND WORDS	51
B. TYPE OF COMPOUND WORDS	52
C. COMPOUND WORDS DURING COVID-19	53
CHAPTER 11 ANALOGY	55
A. DEFINITION OF ANALOGY	55
B. ANALOGIES IN GRAMMAR	55
REFERENCES	58
GLOSSARY	66
INDEX	67

CHAPTER 1

HISTORICAL LINGUISTICS

A. THE HISTORY OF LINGUISTICS ANCIENT

Linguistics or the science of language studied today comes from research on language since the Greek era in the 6th century BC. Linguistic studies have experienced 3 stages of development, namely (1) the speculation stage, (2) the observation and classification stage, and (3) the theory formulation stage. At the speculation stage, statements emerged that language was not based on empirical but on mere fairy tales/fiction. For example, the statement of Andreas , a physiologist from Sweden in the 17th century, stated that in ancient time the Prophet Adam spoke Danish in Heaven, while the Snake spoke French. The French spoken by Snakes and the Danish spoken by Adam are difficult to prove because there is no scientific evidence. This cannot be proven because there is no empirical data.

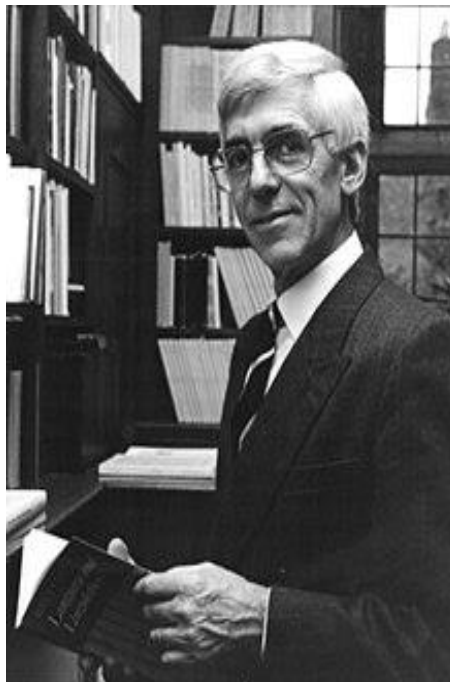
Ferdinand De Saussure



Noam Chomsky



John Lyon



Leonard Blomfield



Alfred Redcliffe



Bronislaw Malinowski



Charles Pierces Pierce



B. LINGUISTICS IN THE MIDDLE AGES

The dominant characteristic of the Middle Ages in Europe was the leading role assumed by the Latin educational system. Latin has a place of honor in the analysis. Latin is the language of the church, the language of diplomacy, the language of science and so on. In this medieval period, more attention was focused on the Roman language even though the

Roman empire had disappeared. The aim of grammarians at that time was to seek understanding between language events and theoretical principles that had been prepared previously. From this medieval period the main linguistic developments were the birth of Modisteism and Speculative Grammar. The Modistae glorify semantic elements. In language, these thoughts are transferred into sounds or active activities that form words and parts of speech. According to Speculative Grammar, the word does not directly represent the Reference. Words only represent the existence of objects in various ways, inodus, substance, action, quality. Speaking of Speculative Grammar there is one scholar who is worth noting. The scholar was Spetrus Hispanus. He wrote a book entitled Sumemulae Logicales. For the development of linguistic history, the second part of the Middle Ages, from 1100 to the end of that era, is a clear guide. That era was the era of the ScholasticPhilosophers. Scholasticism was a way of studying knowledge obtained in monasteries, religious gatherings, and in palace schools.

THE MODISTAE

The Modistae glorify semantic elements. Each object has several characteristics that need to be distinguished which they call Modi Essendi. The human mind can grasp the meaning contained in the concept of breeding actively or passively. They call active capture power Modi Intellegendi Activiti and passive capture power they call Modi Intellegendi Passivi. In language, these thoughts are transferred into sounds (voices) or active activities (modi significandi aactivi) which are divided into word forms (dictiones) and parts of speech (partes orationes). Modi Significandi is the key to the language analysis system according to the Modiste concept. It is not surprising to us that etymology developed rapidly during that period. In language studies in the 13th century, there was a group of scholars, namely the Modistae. This word comes from the word Modus, Mode or Mood or the way something exists. There are three modes or methods presented by these scholars, namely: Modi Essence is that every object has several characteristics that need to be distinguished. Modi Intelligence is divided into Modi Intelligence Activi and Modi Intelligence Passive. Modi Intellegendi Aktivi means that the human mind can grasp the meaning contained in concepts actively. Meanwhile, Modi Intellegendi Passifi is the human mind that can grasp the meaning contained in concepts passively. Modi Sifnificandi is divided into two, namely Modi Significandi Akitivi and Modi Significandi Pasifi. Modi Significandi Aktivi is the transfer of language in the mind in the sound sign of language. These mods are divided into word forms (dictiones) and parts of

speech (*partes orationis*). *Modi Significandi* is the key to the language system according to the concept of the *Modistae*.

The *Modistae* brought philosophical thinking into the study of language. As a result, language studies are based on logic or reasoning. They believe that language is universal. Of the three Existing modes, the one most emphasized by the *Modistae* is *Intellegend Modi* because language adheres to logical principles and language is subject to rules.

SPECULATIVE GRAMMAR

Speculativa grammar is the result of the integration of grammatical descriptions, Latin as Formulated by Priscia and Donatus into the Scholastic philosophy system. The task of speculative grammar is to find the principles by which words as signs are connected on the part of the human intellect to other parties connected to the objects they designate or represent (referents). According to *Speculativa Grammar*, words do not directly represent the nature of the thing Indicated. Words only represent the existence of that object in various ways, mode, substance, action, quality, and so on. This happens with *partes orationis*. Grammar is a philosophical theory of the *partes orationis* and is characterized in its designating *modus (modi significandi)*. From this era of speculative grammar we know a grammarian named Peter Hellias. He followed in Priscia's footsteps, but always provided comments based on Aristotelian logic. This Logical Norm is used to state whether a statement is true or not based on logic.

PETER HISPANUS

This scholar from the Middle Ages became archbishop in 1273 and pope in September 1276. *Petrus Hispanus* had included psychology in the analysis of language. *Petrus Hispanus* Differentiates between *significatio*, *suppositio*, and *appellativa*. Another thing that was put forward was the distinction between two types: *substantia nomen* and *adjectivum nomen*. *Petrus Hispanus* also differentiates *partes orationis* into what is called *Categorematic* and *Syntaegoematic*. In terms of meaning, *Hispanus* also differentiates between *Main Signification* And *Consignification*. What is meant by this difference is the understanding of the root form and meaning contained in the affixes. Of course, at this time *Hispanus* did not yet differentiate Between the meanings of free morphemes and bound morphemes.

RENAISSANCE

As the age that followed the medieval period, the Renaissance is known. The medieval and contemporary eras were intertwined during the Renaissance. Religion played a major role in shaping human thought and science during the Middle Ages. But there were also major changes in the perspective of society during the Renaissance. In Europe, contemporary civilization has its roots in the Renaissance. The change in the way people viewed life was one of the key components of the Renaissance mentality. During the Renaissance, people began to pay more attention to life on earth, whereas in the Middle Ages, people's main focus was on contemplating one's fate in the afterlife. Finally, they began to consider life after death after realizing that life in this world needs to be nurtured, enhanced and cherished. Hence, the Renaissance introduced a new perspective: humans were created to develop, flourish and enjoy this planet, in addition to preparing for heaven. The foundation of modern civilization in Europe was built on this viewpoint, which drove important advances in science, art, and culture (Mardiana, et al. 2023). The Renaissance is acknowledged as the opening age of modern culture. In the history of language studies in the Renaissance, there are two things that are quite prominent and worth highlighting, namely:

1. Moreover, apart from Latin they also learned Greek, Hebrew, and Arabic as it was considered essential during that period.
2. In addition to Greek, Hebrew and other European languages, scholars during that period also focused on the form, which refers to the manner of discussion, grammatical organization, and evaluation, and even comparison.

Scholastic thinkers in particular devoted much attention to the study of language during the Middle Ages in Europe. Latin developed into the Lingua Franca at this time, used widely in the fields of science, religion, and diplomacy. There are two important historical aspects of language study that should also be mentioned in connection with the Renaissance. Scholars of the time not only learned and became proficient in Latin, but also Greek, Hebrew and Arabic. In addition, other European languages began to attract interest in addition to these two languages. Efforts to dissect, compile, and even compare the grammars of various languages show this. Therefore, language studies flourished throughout the Renaissance, both in terms of proficiency in ancient languages such as Latin and Greek and in terms of linguistic advances towards other European languages (Kuntarto, 2017). The word “renaissance” has the etymological meaning of “rebirth”. The sixteenth and seventeenth centuries are defined as this period because of the efforts made during this time to revive knowledge from antiquity, particularly with regard to Greek and Roman art, philosophy, and literature. Today, there are

two aspects that are most prevalent in the context of language studies. At first, many intellectuals of this period studied Greek, Hebrew, and Arabic in addition to Latin. Secondly, conversation, grammar preparation, and cross-language comparison were highly valued by these researchers. In general, it can be said that the Renaissance was a pioneering era that helped shape modern philosophy (Nasution, 2017). As it is the language of the Old and New Testaments, linguists were more interested in Hebrew during the Renaissance. Johannes Reuchlin was one of the Hebrew philosophers. In addition, Reuchlin created a new system for classifying Hebrew vocabulary that was different from the previous Greek and Roman systems. The three categories of Hebrew words are *nomen*, *verbum*, and *particula*, according to Reuchlin. Similar to the Arabic word groupings of *isim*, *fi'il*, and *alphabets* these groupings are as well. Arabic and Hebrew are believed to belong to the same language family, thus causing their similarities. In addition to Hebrew, the acquisition of languages spoken outside Europe received much attention during the Renaissance. The activities of missionaries sent to other countries outside Europe are relevant to this. Writings on languages spoken outside Europe, including Indonesian, Malaysian, Japanese, and other languages, also emerged alongside these missionary efforts. Cross-cultural and linguistic understanding was crucial to the spread of knowledge and religion, as is evident from the amount of attention paid to languages spoken outside Europe during this period. To broaden the scope of linguistic research, linguists began to investigate and catalog languages other than classical and European languages (Nasution, 2017). The Renaissance era is related to the word 'renaitre' which means rebirth. The Renaissance was the change in European civilization and culture towards modern life. During the Renaissance, what was very influential was humanism. Humanism is an educational principle that uses ancient languages as the basis of study, so studying classical languages and culture with pedagogical and scientific goals. Talking about renaissance, there are two things that are proud: The demand for humans to become *homo trilinguis* (mastering Greek, Latin, Hebrew). Languages outside Europe receive attention and are compared. During the Renaissance there was attention to languages outside Europe. This was due to the efforts of missionaries. They produced many reports about the languages of Asia. For example Japanese, Chinese, languages in India and Indonesia. Even with the knowledge of Sanskrit, the desire to learn Asian languages increased. This is intended to complete the language comparison they are working on.

HEBREW

During the Middle Ages Europeans showed interest, in studying Hebrew and Arabic. By the century both languages gained official recognition at the University of Paris. Hebrew's significance as the language of the Bible elevated its status alongside Latin and Greek as a language. The proficiency in Greek, Latin and Hebrew was a source of pride for those fluent in languages during the Renaissance period.

ARABIC

The study of Arabic language is inspired by the sacred literature of the Quran for Arabs. The Quran, as the holy book of Islam, which God's Word had revealed to Prophet Muhammad, was a unifying bond for all Muslims in the entire Arabian region. The Qur'an has given rise to a tradition of language information and commentary, as well as administrative need for training administrators and officials in the recognised tongue of the Islamic government. Consequently, Arabic has a position similar to that of Latin as regards teaching in the Muslim world.

EUROPEAN LANGUAGES

The study of the new Latin (Romans) began in the early 14th century with Dante's book titled, "De vulgari loquentia". The book explains the benefits of the spoken language learned unconsciously as a child and compares it to written Latin acquired as a second language in school through grammatical rules. Dante also proposes that Italian be made the language of unity throughout Italy. The relationship between the Romans and Latin led to the diachronic study of languages. The sound changes of Latin into Spanish, French and Italian were carefully recorded. Likewise, discussions on linguistic changes emerged. The causes of these linguistic changes were discussed with reference to the factors of linguistic contact and mixing, the discrete and slow changes that take place in the transmission of a spoken language from one generation to the next.

C. LINGUISTICS IN THE 19TH

Linguistic analysis conducted in the early 19th century revealed that modern linguistics is nothing but Euro-American linguistics. In recent years, attempts have been made to derive theoretical innovations based on empirical research, but the framework is still Western. Here we give a brief overview of the linguistic situation on both sides of the Atlantic since the 1960s. Here are some language developments in the world:

- **INDIAN PERIOD**

In the 19th century, Indians still learned their language orally, a development after the use of the written language of the Brahmi script in the 5th century. At that time, the goal of language learning was not to understand the nature of language, but to learn the wisdom of religion and the Vedic scriptures.

- **GREEK PERIOD**

Greek Era Plato was one of the philosophers who used symbols and related them to the dialogue of Cratylus and Cratylus. On the other hand, Socrates said that a sign must correspond to its

reference. Aristotle said the relationship between symbol and reference should be conventional. Philosophers also created word classes.

- **ROMAN PERIOD**

Roman era In Greek times, there was already a division of word classes, which later developed in Roman times, especially in the writings of Thrax and Dionysius who mentioned new words, namely numbers. There was also a Roman figure named Varro who wrote the book *De Lingua Latina* which explained etymology, morphology, and syntax. At that time, grammatical and logical studies of language had been carried out. Since the last decade, a new trend and paradigm in the United States has been developing and rising rapidly: A.N. theory. Generative Transformation (TG). Chomsky. This movement aims to reformulate the nature of language, its goals, models and methods. During its 30 years of development, various versions of TG theory have emerged:

1. Classical Theory (1957)
2. Standard Theory (1965)
3. Extended Standard Theory (1968)
4. Revised Extended Standard Theory (1970)
5. Generative Semantics (1970)
6. Theory of Governance and Binding (1980)
7. Minimalist Program (1993)

In addition to generative semantics, which later became an independent and more functional TG stream, the following independent streams emerged:

- A.I Functional Lexical Grammar,
- Generalized Phrase Structure Grammar,
- Montague Grammar, etc.

Other schools of thought continue to develop, such as stratification, tagmemics, and cognitive linguistics. Researchers who continue to empirically study all language phenomena, such as language typology, language universe, language development, child language, language defects, language in social context, language and brain, without worrying about theoretical turmoil. Comparative language and historical linguistic thinking. Since the 1970s, dissatisfaction with TG has led to divisions among its followers, and these divisions have led to consolidation between different sectarian opponents. There are currently two major language schools, functionalism and formalism, which are very prominent and always in conflict with each other. Here are some of the distinct features of the two movements;

Functionalism

1. Language is a social phenomenon
2. The language world arises from the universality of language use in society
3. Language is learned in relation to its social function
4. Children's language develops with communication skills
5. Language use is analyzed using language codes
6. Treasure Matrix of Language Society and Code-as-Code.
7. Some concepts such as speech community, language function, and language are concepts that need to be considered carefully.

Formalism

1. Language is a mental phenomenon.
2. The linguistic world is genetically inherited.
3. Language is studied as an autonomous system.
4. A child's language develops along with the language available to him.
5. Use of language to complete and analyze language codes.
6. Language communities and language codes are considered homogeneous.
7. Some concepts such as speech community, language function, and language are concepts that should not be learned.

Diachronic

1. Linguistic change: As we know that every language undergoes changes from time to time which shows 19th century linguists not only realized the existence of widespread

linguistic changes more thoroughly than earlier researchers, but also used comparative methods to build a solid foundation for scientific investigation in this field.

2. Sound change: A theory of sound change has been attempted to be developed by a French linguist named André Martinet.
3. Semantic change: Michel Bréal began to identify the rules governing changes in word meaning towards the end of the 19th century. Since the 1930s, this has been a major focus of semantic research. After that, researchers began to focus on the synchronic study of meaning.
4. Borrowing: Words are borrowed freely between languages. This usually happens when a new term with no order in the borrowed language is created for an object or subject.

LINGUISTICS IN THE 20TH

In the 20th century, language study examined languages spoken in other parts of the world, including those spoken in America, specifically Indian languages, Africa (including African languages), and Asia (including several Asian languages and Papuan languages). The characteristics of language research in the 20th century are:

1. The inclusion of languages from Asia, Africa, and America in linguistic studies.
2. Structuralism is the research methodology; in addition, functionalist research gained popularity at the close of the 20th century.
3. The differences within the science of grammar are getting more and more intricate. It can be categorized into three main categories: historical linguistics, macrolinguistics, and microlinguistics.
4. There has been a lot of theoretical research progress.
5. While multidisciplinary research is expanding, scientific autonomy is becoming more and more significant.
6. The descriptive and synchronous research principle.

The development of modern linguistics is often attributed to Ferdinand de Saussure, a Swiss linguist whose book “Cours de linguistique generale” (1916) is considered the cornerstone of structural linguistics. Saussure introduced the concepts of langue (language system) and parole (language use), as well as the dichotomy of synchronic and diachronic. Saussure’s structuralist approach focuses on the study of language as a sign system consisting of the relationship between sign (signifier) and meaning (signified). In structuralism, language is considered as a system of relationships. Elements such as words and sounds are

interconnected and depend on each other to form a system. Here are some of Saussure's main thoughts:

1. Speaking is superior to writing. Written words are simply a way to convey what is said aloud.
2. Linguistics focuses on describing how people use language, rather than telling them how they should use it, unlike traditional grammar rules. Linguists observe and analyze the natural patterns of speech and writing in a language without imposing strict guidelines on language usage.
3. Similar to languages in the 19th century, study is synchronic as opposed to diachronic. Research is done over time even if language changes and evolves.
4. The signifier and the signified are the two sides of the sign system that constitutes language. Since they are inseparable forms, any modifications to one also affect the other.
5. The object of research is not only formal language but also non-formal language.
6. Language is a system of relationships and has a structure
7. Differentiated language as a manifestation of each speaker (parole) and language as a system confined in the brains of language users of a social group (langue).
8. Differentiate between associative and syntagmatic relationships in language. Associative relationships involve language units being connected due to their similarities in form or meaning, while syntagmatic relationships are formed when units contrast with each other within a syntagm by coming before or after one another.

However, Ferdinand's structuralist theory maintains that phonology, morphology, syntax, semantics, and vocabulary are all parts of language as a system. Most significantly, the study of linguistic similarities, differences, and comparisons between languages can all benefit from this point of view. The rise of American linguists later in the field's history increased the study of structuralist linguistics. Among those who advocated for structural theory with a behaviorist perspective was Bloomfield. According to Bloomfield, language is a reaction to external factors that influence how people speak. The goal of Bloomfieldian grammar writing was to create a descriptive grammar for script-free languages. The Bloomfieldians have been credited with laying the foundations for later linguistic research. Bloomfield argued that phonology, morphology and syntax were independent and unrelated fields. After Avram Noam Chomsky's (born 1928) research, the generative school of linguistics came to dominate the field in the middle of the 20th century. Chomsky built his thinking on earlier work, particularly that of Zellig Harris (Methods in Structural Linguistics, 1951), to construct a theory of generative grammar. He first used the term in connection with theoretical

linguistics. This generative school focuses on the study of syntax and addresses other aspects of linguistic structure, including morphology and phonology. Chomsky argues that human language ability is innate and consists of rules that allow the formation of new sentences. This set of rules is called a universal grammar. It is for this reason that individual grammars are considered important to linguistics insofar as they allow us to distinguish the underlying universal rules from observable linguistic variability. Although formulated by Chomsky to explain how humans acquire language and the biological constraints on language acquisition, in practice most of his discussion is concerned with formal explanations of certain phenomena in natural language (Chomsky, 1997). His theory of transformation, which included the concepts of ability and performance, was referred to as standard theory in later versions when it was first presented in *Aspects of the Theory of Syntax* (1965). Because this theory approaches syntactically without mentioning meaning (semantics), this theory is also called generative syntax. In 1968, this scholar came up with the theory of extended standard theory. In addition, Chomsky published the books *Generative Semantics* in 1970, *Government and Binding Theory* in 1980, and *Minimalist Program* in 1993. In the late 20th century, cognitive linguistics began to develop, which focuses on the relationship between language and the human mind. Pioneers such as George Lakoff and Ronald Langacker showed how the structure of language reflects cognitive processes. In the field of phonetics, technological developments allowed for more detailed analysis of sound production and perception, enriching the understanding of phonology.

CHAPTER 2

THE DEVELOPMENT OF MODERN LINGUISTICS

Modern linguistics has developed since the 19th century. At that time Latin was no longer used in everyday life, either in government or education in Europe. Appearing since the end of the Renaissance, it is said that Ferdinand de Saussure is considered the creator of modern language. The fact that there was a connection between Sanskrit and other Greek, Latin, and Germanic languages between the birth of modern linguistics and the end of the renaissance is an important moment in the history of language studies. In 1786, Sir William Jones of the East India Company presented it before the Royal Asiatic Society in Calcutta. Sir William Jones' statement opened a new chapter in the history of comparative linguistics or linguistics; the study of comparative linguistics or historical comparative linguistics as well as research on the linguistic nature of language, apart from the problems that arise in ancient Greek philosophy, have all developed. Ferdinand Based on the perspective contained in his book entitled *Course de Linguistique General*, which was compiled and published by Charles Bally and Albert Sechehay . Ferdinand de Saussure had a great influence on the field of linguistics with his ideas and theories about linguistics. Therefore, the author discusses topics related to contemporary linguistics from Structuralism and Poststructuralism, as well as the development, figures and characteristics of each school.

A. LINGUISTIC STRUCTURALISM

Linguistic structuralism focuses on describing language based on its unique properties. Ferdinand de Saussure has created a new perspective on language and language studies. Ferdinand de Saussure was a Swiss linguistics professor. He was born in Geneva on November 26, 1857. He came from a family of French Protestants, who moved from Lorraine during the religious wars of the late 16th century. His language ability was visible from childhood. At the age of fifteen, he wrote the essay *sur les language*, and in 1874, he began studying Sanskrit. He went to the University of Geneva to study physics and chemistry, then to Leipzig from 1876 to 1878, and to Berlin from 1876 to 1878. De Saussure's famous work is considered the basis of contemporary linguistics. In addition, there are other tendencies that contributed to the creation of Structural Linguistics theory. Various language styles also appear figures in the development of structural linguistics, namely:

1. Charles Sanders Peirce

Charles Sander Pierce created a triangle theory of meaning which consists of three main components: sign, object, and interpreter. According to Peirce, signs consist of symbols (signs originating from agreements), icons (signs originating from physical representations), and indices (signs originating from cause-and-effect relationships). Signs can represent or refer to Signs can function as representations or references for objects other than signs. However, the object or reference of a sign is the social situation that refers to the sign or something it refers to, which is called an object. Those who think of signs to articulate certain meanings or meanings that already exist in their minds about the objects called signs are called interpreters or sign users.

2. Roland Barthes

Between 1915 and 1985, Roland Barthes was a French intellectual and philosopher. He played an important role in the shift from poststructuralism to structuralism. As a result, figures such as Barthes and Levi-Strauss were the first to develop structuralism and investigate sign systems in culture. He believes that the science of semiology (a science that investigates the practice of marking, signs, or establishing meaning in culture) will be better because there is a meeting point or convergence between research on linguistics (language) and research on culture. Some of the conceptual themes and terminology used include language distinctions that apply both in linguistics and semiotics, and signs that signs are very important in signification systems.

B. Poststructuralist linguistics

In Philadelphia, Pennsylvania, United States, Noam Chomsky was born on December 7. He is 82 years old and grew up in a highly educated family that included Dr. William Zev Chomsky and Elsie Simonofsky. He is an expert in poststructuralist linguistics and the Generative Transformation School. He was a Z.S. pupil. Harris and professor of linguistics at MIT. Chomsky became famous in the field of linguistics for his theory of generative grammar. Syntactic Structures (1957) made him famous. Language experienced a new era, a scientific revolution, with the appearance of this book. At first, Chomsky regarded language as something seemingly insignificant. Language is just a spontaneous choice of humans. According to other linguists, such as Wardhaugh (1972) in Al Wasilah (2011) that

"Language is a system of arbitrary sound symbols used in human communication," this theory is almost the same. Noam Chomsky is a highly productive linguist who has written more than 30 political books covering a wide range of topics. Due to his love of linguistics, he later turned to political studies. From 1965 to the present, he has been one of the intellectuals most critical of United States foreign policy. Over five decades, Chomsky has written more than thirty books on political themes and has contracted directly with more than sixty publishers around the world.

CHAPTER 3

CURRENT TREND IN LINGUISTIC

In the context provided, the phrase "current trend" pertains to the ongoing research and scholarly works within the domains of languages, linguistics, and language instruction. It also underscores the likelihood of the discipline to evolve within other research traditions. In certain universities, courses titled "Current Trends in Linguistics" are offered to equip students majoring in language studies, linguistics, or education with a broad range of research topics to explore. These courses aim to fulfill the requirement for students to apply their theoretical knowledge through research projects upon completion of their studies. Hence, selecting a research topic becomes crucial and challenging, as students need to possess diverse knowledge across various fields of study. Despite the difficulty, choosing a research topic marks the initial step students must take before proceeding further in their academic journey.

Engaging in research within the realms of linguistics and education presents viable options for language students. Conducting research in these areas demands scientific reasoning alongside adherence to scientific principles and ethics. Upon completion, the research findings are documented to ensure accessibility, aiming to yield substantial benefits for both the author and society at large. Through scientific writing, individuals not only enhance their recognition of abilities and potential but also gauge the depth of their knowledge on specific topics. A comprehensive understanding of current developments and concerns in language and linguistics is deemed imperative in this endeavor. This necessity arises from the ongoing modernization of language, communication patterns, and advancements across various formal domains in contemporary society.

Linguistics research can be broadly categorized into three main areas: Theoretical Linguistics (TL), Applied Linguistics (AL), and Interdisciplinary Linguistics (IL). Thus, linguistics encompasses theoretical, interdisciplinary, and applied approaches. The investigation of language structure (grammar) and meaning (semantics) falls under theoretical linguistics, also known as general linguistics. Applied Linguistics (AL) focuses on language in real-world contexts and its connection to practical issues. It views applied linguistics as the study of language and language-related problems in situations where people use and learn languages. It serves as a bridge between theory and practice, aiming to understand language learning, usage, and the challenges associated with language within specific social contexts. In the fields of foreign language teaching, speech therapy, translation, and speech pathology, applied linguistics translates linguistic theory into practical

applications. For instance, if researchers in applied linguistics aim to explore the obstacles or challenges individuals encounter when communicating using language, the focus will be on various contexts and circumstances where languages are utilized, as well as the processes of language use and acquisition. To achieve this, scholars in applied linguistics utilize diverse theories and research methodologies from multiple disciplines, such as linguistics, psychology, and sociology. Interdisciplinary linguistics integrates linguistic knowledge with other disciplines. For instance, the examination of psychological and neurological factors involved in human language acquisition, usage, and comprehension is termed psycholinguistics or language psychology. Psycholinguistics serves as an interdisciplinary domain, drawing researchers from various fields such as psychology, cognitive science, and linguistics. Another illustration is sociolinguistics, which historians have characterized as an interdisciplinary field emerging from the intersection of sociology, anthropology, and linguistics. Choosing a research topic in linguistics can be challenging, but having extensive reading knowledge in the field provides a wide array of choices. There are three primary research focuses: language categories, language processes, and language users (Bygate, 2005).

1. Language categories

Research in language categories covers lexical, syntactic, and grammatical categories. Lexical categories pertain to parts of speech such as nouns and prepositions, and involve studying specific vocabulary within a language, collocations, metaphors, and idioms. Syntactic categories examine aspects of language like phrasal structures, while grammatical categories focus on features such as tense, gender, and the relationship between grammar and words.

2. Language processes

This research focus explores how languages undergo shifts or changes, ultimately leading to language loss. Another related aspect is language transfer, where learners apply rules from their first language (L1) to the structures of a second language (L2). Additionally, studies on language processing, exemplified by research on English as a Lingua Franca (e.g., Jenkins, 2002), further investigate these phenomena.

3. Language users

The focus on language users involves studying how language is used within its context. This includes examining language variations such as different styles and learners' language

strategies (Littlemore, 2001). In professional discourse settings, specific registers may be chosen, and slang can be used to strengthen social connections and intimacy. Additionally, certain jargon may be adopted to align with particular speech communities. Language users, in this sense, may employ different codes depending on their language use.

To outline the current trends in applied linguistics, we will focus on these four areas, as they are particularly relevant to language teachers and learners :

1. Language pedagogy;
2. Stylistic analysis;
3. Translation theory;
4. Comparative linguistic analysis.

In current applied linguistics literature, the topic of language pedagogy has sparked significant debate. Two fundamental questions are central to this discussion. Firstly, what is the relationship between general linguistics and language teaching? Secondly, how should terms like "scientific" and "theory" be understood in the context of language teaching within the field of linguistics? Regarding the first question, many linguistically-oriented works today appear to follow outdated trends in linguistics, failing to pursue deeper inquiries. Some argue that this approach represents a regression, suggesting that earlier scholars like Jespersen and Henry Sweet, often categorized as "traditionalists," had profound insights into language behavior that remain valuable for language teachers. The linguistic model adopted by structuralists emphasizes segmentation and non-mentalistic approaches, which have been critiqued as inadequate both linguistically and psychologically. Scholars such as Chomsky, Haile, as well as proponents of the Firthian and neo-Firthian schools, have highlighted the limitations of phoneme-centric descriptions. Furthermore, arguments favoring mentalism over behaviorism have underscored mental processes as crucial for understanding linguistic behavior and language acquisition.

Stylistics refers to the branch of linguistics focused on the formal analysis of literary texts, representing an area where linguistic applications show significant potential. The term "style" encompasses a wide range of uses, but in linguistic stylistic analysis, the emphasis is primarily on non-aesthetic features of a text rather than on its artistic concepts. It's important to clarify that stylistic analysis does not aim to replace traditional literary criticism but rather complements it by providing a more objective examination of what a text achieves stylistically. However, a challenge arises in formalizing the stylistic intuitions of language speakers or readers, as these intuitions can vary widely and are not easily generalized, similar to other aspects of linguistic analysis.

In linguistics, the concept of translation involves achieving formal "equivalence" between two languages, typically referred to as the source language (SL) and the target language (TL). This equivalence does not imply a strict one-to-one correspondence, as languages rarely align perfectly in form. Formal equivalence primarily applies to ensuring consistency across grammatical, lexical, and semantic levels between the SL and TL. Research into linguistic models in translation theory offers valuable insights into translating creative writing, technical and non-technical texts, and machine translation. Translation challenges go beyond simply matching formal categories; they also involve identifying equivalent registers and styles in both languages being studied. In the translation of creative writing, the concept of style or register range is critical. For instance, when translating Shakespeare's *Othello* into Hindi, one must determine the appropriate style range in Hindi that matches the characters' portrayals in English. This task is complicated by the fact that Hindi may not encompass as broad a range of styles as English does.

The foundational principles of contrastive analysis have evolved from comparative linguistics and the concept of transfer grammar. These principles are familiar to experienced language teachers. In second or foreign language instruction, learners encounter a new set of linguistic rules that either completely differ from or partially overlap with those of their first language. Typically, the first language remains unaffected, while the second language is interpreted through the linguistic framework of the first language, leading to interference between languages. This interference varies in intensity and scope depending on the languages involved. Early works on language teaching acknowledge this phenomenon. Linguists have refined this understanding by examining specific languages to identify shared and unshared linguistic features, which highlight potential areas of interference. Contrastive analysis can also aid in teaching "educated" or standard speech to speakers of dialects. However, the effectiveness of this pedagogical approach in actual classrooms varies and is challenging to quantify definitively.

CHAPTER 4

THE MICRO AND MACRO LINGUISTICS

Linguistics involves the systematic exploration of language. It encompasses both theoretical and descriptive studies and is closely connected with applied studying and learning a language, that is involving by examining specific languages. Before the turn of the twentieth century, the topic of linguistics was linked with literary studies and did not employ scientific methods. Modern linguistics, by contrast, is acknowledged as an academic field because it involves An extensive and meticulous analysis is carried out across numerous dimensions of language, including mental, interpersonal, cultural, psychological in nature, environmental, biological, literary, syntax, paleographical, and structural contexts. This comprehensive approach involves a thorough investigation into each facet, ensuring a detailed understanding of the complexities inherent in language. Each aspect, from its cognitive intricacies to its structural formations, is subjected to rigorous analysis, adhering to principle of objectivity and precision.

Through systematic inquiry, linguistics delves into the multifaceted nature of language, unraveling its intricacies across diverse domains. This disciplined exploration encompasses not only grammatical structures but also extends to the cognitive, social, and cultural contexts that shape linguistic phenomena. By adopting an interdisciplinary perspective, linguistics engages in a holistic examination, considering the interplay of various factors such as psychology, biology, and literature in the study of language. This methodical approach ensures a comprehensive understanding of language, illuminating its varied dimensions and shedding light on its profound influence on human communication and society.

Traditional areas of linguistic analysis covers a large area of Subjects that offer a thorough comprehension of language encompass various areas. Take syntax, for instance, which concerns itself with the regulations and guidelines dictating the arrangement of sentences, explaining how words are ordered and joined to create grammatically accurate sentences. Semantics looks at how words, phrases, and sentences express meaning and how speakers and listeners comprehend it.

Morphology is concerned with the structure of words, Examining the creation and structure of words from smaller units called morphemes Phonetics examines the physical aspects of spoken sounds, such as how they are made, transmitted, and perceived, including the gestures used in sign languages. On the contrary, phonology explores the abstract sound patterns of a specific language, investigating the functions of sounds within the language and

how they are structured in the mind.

Pragmatics investigates how social context influences the interpretation of meaning, examining how language is used in real-life situations to convey messages and achieve communication goals. Beyond these traditional areas, there are subdisciplines like biolinguistics, which explores the biological foundations and evolution of language, investigating how language is rooted in our biology and how it has developed over time.

Psycholinguistics examines the psychological factors that influence human language, studying how language is processed in the brain, how it is acquired, and how it influences and is influenced by cognitive processes. These subdisciplines bridge many of the traditional divisions within linguistics, offering insights that enhance our understanding of the complex nature of human language.

Linguistics encompasses a wide array of branches and subfields, which range from theoretical investigations to practical applications. Theoretical linguistics, which includes traditional descriptive linguistics, aims to grasp the inherent and universal characteristics of language while establishing a comprehensive theoretical foundation for its description. On the other hand, applied linguistics endeavors to employ scientific insights derived from language studies for tangible ends, such as enhancing language education methods and promoting literacy.

Linguistic characteristics can be analyzed from several viewpoints: synchronically, which observes language at a particular moment, or diachronically, which traces its evolution over time. Research can focus on monolingual or multilingual contexts, studying language acquisition in children or adults, Analyzing language as abstract ideas or mental functions, utilizing written documents or spoken information, and employing either mechanical data gathering or practical fieldwork methods.

The inception of linguistics can be traced back to philology, an expansive field characterized by its qualitative and comprehensive methodologies in the examination of language. While philology and linguistics may be perceived as interconnected or even distinct areas of study at times, linguistics typically assumes the role of a broader encompassing term. This broad study connects with a diverse range of subject matter, including language philosophical thought, stylistics, speech, semiotics, vocabulary, & language. Such intersections underscore the multidimensional nature of linguistics, highlighting its intricate connections with various spheres of inquiry and its profound impact on the understanding and analysis of language across diverse contexts.

Micro linguistics delves into the intricate details of language, focusing on the structure,

grammar, phonetics, and semantics of individual words, phrases, and sentences. It explores how language is formed and organized, including the rules and patterns that govern its use. Knowledge of micro linguistics helps in understanding the mechanics of language production and comprehension, as well as in analyzing specific linguistic phenomena such as syntax, morphology, and phonology.

On the other hand, macro linguistics takes a broader perspective, examining language on a larger scale, such as discourse, pragmatics, sociolinguistics, and language variation. It considers how language functions in social, cultural, and communicative contexts, investigating language use in interactions, speech communities, and across different regions and cultures. Macro linguistics also explores language change over time, language policy, and the relationship between language and society.

Linguistics, as a scientific discipline, delves into the intricate workings of language, encompassing various fundamental aspects:

Innate Language Knowledge: Linguists engage in the exploration of the innate, often subconscious, reservoir of linguistic knowledge that humans possess, seeking to unravel the intricate ways in which this profound understanding shapes various facets of language acquisition, comprehension, and production. Through meticulous inquiry and analysis, linguists endeavor to uncover the nuanced mechanisms by which individuals internalize language structures, decode linguistic input, and express themselves linguistically. This exploration extends beyond mere observation, delving into the cognitive underpinnings of language use and the dynamic interactions between linguistic competence and performance. By elucidating these complex processes, linguists contribute to a deeper comprehension of the intricate interplay between human cognition and language, shedding light on the fundamental mechanisms that underlie our linguistic capabilities.

Language Acquisition: Central to linguistics is the investigation into how humans acquire language, shedding light on the cognitive processes involved and how they interact with other cognitive faculties. Within linguistics, there exists a meticulous examination of both the broad and particular structures inherent in language. This encompasses a thorough analysis of various components, such as the sounds comprising language (phonetics and phonology), the formation of words (morphology), the arrangement of sentences (syntax), and the interpretation of meaning (semantics). Through this comprehensive approach, linguistics unveils the underlying principles and regularities that govern linguistic phenomena, providing valuable insights into the intricate patterns and regulations shaping human communication.

By dissecting the structures of language, linguistics offers a detailed exploration into the

fundamental elements and organizational frameworks that underpin linguistic systems. This analytical endeavor involves not only the identification and classification of linguistic units but also the examination of their interrelations and functional roles within language. Through the systematic study of phonetics, phonology, morphology, syntax, and semantics, linguistics elucidates the complex interplay between form and meaning, illuminating the mechanisms by which language structures facilitate communication and convey information..

Language Variation: Linguists examine the diverse ways in which languages vary across speakers, geographic regions, social groups, and historical periods, uncovering the factors contributing to this variability.

Language Influence: Linguistics explores how language shapes human interactions and influences cognitive processes, offering a lens through which to understand the dynamic relationship between language and thought.

Through rigorous inquiry, linguists employ various methodologies, including statistical analysis, mathematical modeling, and logical formalism, to elucidate the intricate dynamics of language. A linguistics major encompasses a broad spectrum of subfields, ranging from historical linguistics to sociolinguistics, pragmatics, computational linguistics, language acquisition, psycholinguistics, and experimental linguistics. This multidisciplinary approach equips scholars with a comprehensive understanding of language's complexities and its profound impact on human behavior and cognition.

By studying both micro and macro linguistics, one can gain insights into the intricate workings of language at different levels of analysis, from its smallest building blocks to its broader societal implications. This understanding is valuable for various fields, including education, communication, language teaching, translation, and sociolinguistics, among others.

a. Micro Linguistics

Microlinguistics is a field of linguistics that focuses on analyzing the internal elements of language without regard to external contexts such as society or culture. Microlinguistics involves the in-depth study of the structure and function of language, focusing on internal aspects of language such as sounds, word structure and grammar. Microlinguistics is often both descriptive and analytical, focusing on the technical and structural aspects of language. The study of microlinguistics helps to understand how language works at its most basic level, which can then be used for wider applications in applied linguistics and other language studies.

The main focus of microlinguistics is on the internal components of language and how these components function and interact with each other. The four subfields of