Dr. Ahmed ZELLOUMA

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Echahid Hamma Lakhdar University of Eloued
Faculty of Arts and Languages
Department of English

First-year Lectures of Linguistics - Second Semester

1. Psycholinguistics

It is the study of how humans acquire, produce, and comprehend language from a psychological perspective. It helps us understand the cognitive processes involved in language use and how these processes affect our ability to use and learn language. This field of study emerged in the mid-twentieth century as a subfield of linguistics and psychology.

A. Language Acquisition

Language acquisition refers to the process of learning a language, typically one's native language, by acquiring the necessary skills to communicate through speech, writing, and comprehension.

a. Stages of Language Acquisition

The stages of language acquisition can vary slightly from person to person, but generally include:

❖ Pre-linguistic stage: this is the stage before a child starts using words and involves a lot of listening, observing, and vocalizing, such as babbling.
❖ One-word or Holophrastic stage: in this stage, children begin to use single words to convey complete thoughts, such as "mama" or "juice".
❖ Two-word or Telegraphic stage: in this stage, children begin to combine words to form simple phrases, such as "mommy go" or "daddy up".
❖ Early multi-word stage: at this stage, children start to form more complex sentences with additional words and grammar rules, such as "I want to go to the park".
❖ Later multi-word stage: this stage involves more advanced language skills, such as understanding and using metaphors, idioms, and abstract concepts.
❖ Adult-like stage: this stage is achieved when a person has a complete grasp of the language and can use it fluently in all contexts.

b. Theories of Language Acquisition

There are several theories of language acquisition, including:

✓ Behaviorist theory: this theory suggests that language is learned through reinforcement, such as positive feedback when a child uses language correctly.
✓ Nativist theory: this theory proposes that humans are born with an innate ability to acquire language, and that language is acquired through exposure to language in the environment.
✓ The social constructionism: this theory of language acquisition emphasizes the social and cultural context in which language is learned. This theory suggests that language is acquired through social interaction and communication with others in the environment. According to this theory, language development is not just a cognitive process, but it is also influenced by cultural and social factors, such as social norms, gender roles, and cultural values. Social constructionist theory proposes that

language acquisition is not solely a result of innate ability, but it is also shaped by the social and cultural context in which it is learned.

✓ The monitor theory is a theory of language acquisition developed by Stephen Krashen that suggests language acquisition occurs naturally (acquisition) and through conscious effort (learning) and that the learned rules of grammar and syntax can be used to monitor and correct language output, but do not necessarily lead to the acquisition of language.

c. The Critical Period Hypothesis

The critical period hypothesis proposes that there is a specific time period early in life during which language acquisition occurs most easily and effectively. This hypothesis suggests that if a child does not acquire language during this critical period, language acquisition becomes much more difficult and less successful in adulthood. The critical period hypothesis is debated in the field of language acquisition, but it is generally accepted that there is a sensitive period for language acquisition in early childhood.

B. Language Processing

Language processing refers to the cognitive processes involved in understanding and producing language. It is usually divided into three stages: language production

❖ Language Production: the process of generating spoken or written language.
❖ Speech Perception: the process of recognizing and interpreting speech sounds.
❖ Language Comprehension: the process of understanding spoken or written language.

C. Language and Thought

The relationship between language and thought is complex and debated in the field of psychology and linguistics. Some theories suggest that language influences thought, while others suggest that thought influences language. For example, the Whorfian hypothesis proposes that the structure of a language affects the way speakers think and perceive the world around them. Other theories suggest that language and thought are independent but can influence each other. The relationship between language and thought is an ongoing area of research in cognitive science.

⬩ The Sapir-Whorf Hypothesis, also known as linguistic relativity, proposes that the structure of a language affects the way speakers think and perceive the world around them. According to this hypothesis, speakers of different languages have different thought patterns and perceive the world in different ways because their language structures differ. The Whorfian hypothesis is controversial and has been debated in the field of psychology and linguistics. Some studies suggest support for the hypothesis, while others do not.

- Colors: for example, some languages have a more elaborate system of color terms than others. In English, we have basic color terms like "red," "blue," and "green," whereas some languages have more specific terms for different shades of colors, such as light blue, dark blue, and turquoise. According to the Whorfian hypothesis, speakers of a language with a more elaborate color vocabulary may be better at distinguishing between different shades of that color than speakers of a language with fewer color terms.
- Time: some languages like English use a horizontal metaphor to talk about time, where we talk about moving "forward" or "backward" in time. Other languages, like Mandarin Chinese, use a vertical metaphor to talk about time, where events are described as being "up" or "down" in time. The Whorfian hypothesis suggests that speakers of these languages may think about time differently because of the metaphors they use.

- Gender: For example, some languages like Spanish and French use grammatical gender, where all nouns are assigned a gender (masculine or feminine) regardless of whether they refer to a living being or an inanimate object. The Whorfian hypothesis suggests that this grammatical gender system may influence how speakers of these languages think about gender and gender roles.
- Space: according to this hypothesis, the way a language categorizes space influences how its speakers perceive and navigate their physical environment. For example, some languages may use absolute spatial terms, such as north, south, east, and west, to describe spatial relationships, while other languages may use relative terms, such as left, right, front, and back. Speakers of these languages may perceive and navigate space differently based on their linguistic frameworks.

D. Bilingualism

Bilingualism refers to the ability to speak and understand two languages fluently. Bilingual individuals may have acquired their languages through various means, such as growing up in a multilingual household, attending bilingual education programs, or learning a second language later in life.

Research has shown that bilingualism can have a number of cognitive and social benefits, including improved executive function, enhanced creativity, and greater cultural awareness. Bilingualism has also been associated with a reduced risk of age-related cognitive decline and dementia.

However, bilingualism can also present some challenges, such as interference between the two languages and a potential delay in language development in some children. The extent of these challenges depends on various factors, such as the age of acquisition, the level of proficiency in each language, and the linguistic and cultural context in which the languages are used.

E. Multilingualism

Multilingualism refers to the ability to speak and understand multiple languages. Unlike bilingualism, which specifically refers to two languages, multilingualism can encompass any number of languages beyond two.

Multilingual individuals may have acquired their languages through various means, such as growing up in a multilingual environment, attending language immersion programs, or learning additional languages later in life.

Research has shown that multilingualism can have a number of cognitive, social, and economic benefits, including improved executive function, enhanced communication skills, and increased job opportunities. Multilingualism can also foster greater cultural awareness and understanding.

However, like bilingualism, multilingualism can present some challenges, such as language interference and a potential delay in language development in some children. The extent of these challenges depends on various factors, such as the number of languages spoken, the level of proficiency in each language, and the linguistic and cultural context in which the languages are used.

F. Neurolinguistics

Neurolinguistics is a field of study that explores the relationship between language and the brain. It investigates how the brain processes, acquires, and uses language, as well as how language disorders arise from brain damage or dysfunction.

Neurolinguistics draws on various disciplines, including linguistics, neuroscience, psychology, and cognitive science, to understand the neural basis of language. Researchers use various neuroimaging

techniques, such as fMRI and EEG, to examine brain activity patterns associated with language processing and production.

Some topics studied in neurolinguistics include language acquisition and development, language processing in the brain, language representation and organization, and language disorders such as aphasia and dyslexia.

By understanding how language is processed in the brain, neurolinguistics can contribute to the development of interventions and treatments for language disorders, as well as inform language education and language-related policies.

G. Language Disorder

A language disorder refers to a difficulty or impairment in understanding or using spoken or written language. Language disorders can affect various aspects of language, including vocabulary, grammar, syntax, and pragmatics (the social use of language).

Language disorders can occur in both children and adults and can be caused by various factors, including brain damage, neurological disorders, developmental disabilities, and environmental factors.

a. Aphasia

Aphasia is a language disorder that affects a person's ability to understand and/or produce language. It is typically caused by brain damage or injury, such as stroke, traumatic brain injury, or a brain tumor.

Aphasia can impact various aspects of language, including speaking, listening, reading, and writing. The severity and specific symptoms of aphasia depend on the location and extent of the brain damage.

Some common symptoms of aphasia include difficulty finding words, speaking in short or incomplete sentences, difficulty understanding spoken or written language, and trouble with reading and writing. Aphasia can also impact social communication and interpersonal relationships.

Treatment for aphasia typically involves speech therapy and other supportive measures to improve language skills and communication abilities. The specific approach to treatment may vary depending on the type and severity of aphasia, as well as the individual's needs and goals.

b. Dyslexia

Dyslexia is a learning disorder that affects a person's ability to read, write, and spell. It is typically caused by a difficulty in phonological processing, which is the ability to break down and manipulate sounds in spoken language.

Some common symptoms of dyslexia include difficulty with reading fluency, word recognition, spelling, and decoding skills. Dyslexia can also impact reading comprehension and writing abilities.

Dyslexia is often diagnosed in childhood, but it can also be identified in adulthood. The severity and specific symptoms of dyslexia can vary widely, and it can co-occur with other learning disorders or developmental disabilities.

Treatment for dyslexia typically involves specialized educational interventions that target phonological processing, reading fluency, and other related skills. These interventions may include structured literacy programs, assistive technology, and accommodations in the classroom or workplace. Early identification and intervention can be critical for improving outcomes for individuals with dyslexia.

c. Stuttering

Stuttering is a speech disorder characterized by disruptions in the normal flow of speech. It can involve repeating sounds, syllables, or words, prolonging sounds, or blocking on sounds or words. Stuttering can also be accompanied by physical tension or struggle, such as facial grimacing or blinking.

The cause of stuttering is not entirely clear, but it is thought to involve a combination of genetic and environmental factors. Stuttering often begins in childhood, and early intervention can be effective in reducing its severity and impact.

Treatment for stuttering typically involves speech therapy, which may include techniques such as slow and deliberate speech, relaxation exercises, and desensitization to speaking situations that may trigger stuttering. Some individuals may also benefit from support groups, counseling, or other supportive measures to manage the emotional and psychological effects of stuttering.

-----

2. Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. It explores how language varies across different social contexts, such as region, ethnicity, gender, and social class, and how social factors influence language use and attitudes.

Sociolinguistics is important because it helps us understand language variation, aids in language teaching and learning, sheds light on social issues, and provides insights into cultural identity.

Sociolinguistics emerged as a field of study in the mid-20th century, as scholars began to recognize the importance of investigating the relationship between language and society. In the 1950s and 1960s, Prof William Labov conducted influential studies on language variation in urban communities, which laid the foundation for the study of sociolinguistic variation.

A. Language Variation

Language variation refers to the differences of using a language by various groups. This could be due to regional, social, stylistic, or diachronic factors. Language variation has several types, namely: dialects, accents, pidgins are creoles.

a. **Dialect:** a dialect is a variety of a language that is spoken by a specific group of people and is distinguished by differences in pronunciation, vocabulary, grammar, and other linguistic features. Dialects are mainly regional in nature. For example, in the United States, there are many different dialects of English, including Southern American English, New York City English, African American Vernacular English, and many others.

b. **Accent:** differences in pronunciation only related mainly to social class (British RP, Cockney- Egyptian accents).

c. **Pidgin:** simplified language used between different groups (Tok Pisin, Bislama, Chinook Jargon, Papiamento, etc.).

d. **Creole:** when the pidgin becomes the native language of a community, it's then called a creole (Haitian Creole French and African languages).

B. Language and Identity

Language and identity are closely intertwined. The language(s) a person speaks often play a significant role in shaping their cultural and social identity, as well as their sense of belonging within a community. Language can also be used as a tool for self-expression, allowing individuals to assert their unique identities

and communicate their thoughts, feelings, and experiences. Additionally, language can be a marker of social status, as certain languages or dialects may be associated with particular classes or regions. Overall, language and identity are complex and multifaceted concepts that are deeply interconnected.

- Language marks the identity of people.
- It transmits their cultural heritage.
- It shows their social status.
- It is used to show political power.
- It helps immigrants connect and cope.
- Educational policies can either support or reject certain languages which affect learners' identity.
- The language used in media can also affect how people see other as well as themselves.

C. Language Contact

Language contact occurs when two or more languages come into contact with one another and influence each other. This can happen through various means, such as migration, trade, colonization, or cultural exchange. Language contact can lead to the emergence of new hybrid languages or dialects, as well as changes in the way languages are spoken or used. It can also result in the borrowing of words, phrases, or grammatical structures between languages. Language contact is a common occurrence in multilingual and multicultural societies, and can have both positive and negative effects on language and culture.

Language contact has different forms. Some of which are pidgins and creoles (explained above). Other forms are:

a. **Borrowing:** borrowing refers to the process by which one language takes words, phrases, or grammatical structures from another language and incorporates them into its own vocabulary or grammar. Borrowing can occur when two languages come into contact through cultural, economic, or political interactions. The borrowed items may be modified to fit the phonological, morphological, and syntactic rules of the borrowing language. Borrowing is a common phenomenon in language change and can have a significant impact on the development and evolution of languages over time. Below are some examples of words borrowed from different languages into English:
   - "Algebra" is a word borrowed from Arabic into English.
   - "Cliché" is a word borrowed from French into English.
   - "Croissant" is a word borrowed from French into English.
   - "Hamburger" is a word borrowed from German into English.
   - "Kindergarten" is a word borrowed from German into English.
   - "Pizza" is a word borrowed from Italian into English.
   - "Robot" is a word borrowed from Czech into English.
   - "Safari" is a word borrowed from Swahili into English.
   - "Tsunami" is a word borrowed from Japanese into English.

b. **Code-switching:** code-switching is the practice of alternating between two or more languages or language varieties within a single conversation or discourse. Speakers may switch codes for various reasons, such as to express identity or solidarity, to convey humor or sarcasm, or to fill lexical or grammatical gaps. Code-switching is a common phenomenon in multilingual and multicultural communities, and can occur between languages, dialects, or registers. Here are some examples:
   - ✓ A bilingual speaker of Spanish and English might say, "Vamos a la beach" (Let's go to the beach), switching between the two languages.
   - ✓ A bilingual speaker of French and English might say, "Je suis tired" (I am tired), switching between the two languages.

c. **Code-mixing:** is similar to code-switching, but refers specifically to the practice of mixing elements of two or more languages or language varieties within a single utterance or sentence. Code-mixing can involve borrowing individual words, phrases, or grammatical structures from another language or dialect, and integrating them into the syntax of the primary language. Here are some examples of code-mixing:

- ✓ "Can you pass me la sal?" (Can you pass me the salt?)- Mixing Spanish and English
- ✓ "Aaj raat ko party hai, you are coming na?" (We have a party tonight, are you coming?)- Mixing Hindi and English
- ✓ "Je peux te help with ça" (I can help you with that)- Mixing French and English
- ✓ "Bakit ka ganyan, eh di kasi you always do that" (Why are you like that, it's because you always do that)- Mixing Tagalog and English
- ✓ "Mama, can you buy me some leche?" (Mom, can you buy me some milk?)- Mixing Spanish and English
- ✓ "Ini adalah satu idea yang bagus" (This is a good idea)- Mixing Malay and English

Code-mixing is often used by multilingual speakers who have different levels of proficiency in each language, and can serve as a way to express identity or cultural belonging. It can also be a way to fill gaps in vocabulary or grammar, or to convey a certain tone or mood.

d. **Lingua Franca:** is a language or language variety used as a common means of communication between speakers of different languages who do not share a common mother tongue. It serves as a bridge language or intermediary language between speakers of different languages, facilitating communication and trade. Historically, lingua francas have emerged in regions with high levels of linguistic diversity and cultural exchange. Here are some examples of lingua francas:

- ❖ English is currently the most widely used lingua franca in the world, particularly in business, science, and technology.
- ❖ Swahili serves as a lingua franca in many parts of East Africa, and is used as a second language by millions of people in the region.
- ❖ Arabic has been used as a lingua franca in the Middle East and North Africa for centuries, and is still widely used in religious and cultural contexts.
- ❖ French was a prominent lingua franca in Europe and Africa during the colonial era, and is still widely spoken as a second language in many countries.
- ❖ Mandarin Chinese is becoming an increasingly important lingua franca in Asia, particularly in business and trade.

D. Language and Gender

The relationship between language and gender has been studied in linguistics, sociology, and other fields. It explores the ways in which language use is shaped by gender and how language use can contribute to the construction and reinforcement of gender identities and stereotypes. Some examples of the relationship between language and gender include:

a. **Gendered Language:** gendered language expressions are words or phrases that reflect traditional societal gender roles and expectations. Here are some examples of male and female gendered language expressions:

- ❖ Male gendered language expressions:
    - ☒ "Man up"- used to tell a man to be strong and resilient, implying that showing vulnerability is a weakness.

⊠ "Chairman"- a job title that implies that the position is held by a man, despite women being equally capable of holding the position.

⊠ "His-story"- a term used to refer to history, which emphasizes the contributions of men and downplays or ignores the contributions of women.

⊠ "Boys will be boys"- a phrase used to excuse bad behavior by men, implying that it is natural or expected for men to be reckless or irresponsible.

❖ Female gendered language expressions:

⊠ "You throw like a girl"- used to insult someone's athletic ability, implying that girls are weaker or less skilled than boys.

⊠ "She's emotional"- a stereotype that suggests that women are more prone to being emotional or irrational than men.

⊠ "Housewife"- a term used to describe a woman who is primarily responsible for domestic duties, reinforcing gender roles and expectations.

⊠ "Ladylike"- a term used to describe a woman who conforms to traditional gender norms, implying that women who don't fit these expectations are somehow less respectable or worthy.

b. **Gender Language Acquisition:** there is no clear evidence to suggest that males and females acquire language differently. Both genders have the capacity to learn and use language effectively. However, research suggests that there may be some slight differences in the rate and timing of language acquisition, as well as in the types of language they use.

For example, studies have shown that girls tend to develop language skills at a slightly earlier age than boys, and they may use more complex language earlier on. Additionally, girls may have better verbal memory and recall, which can help with language acquisition.

On the other hand, boys may be more likely to use language to assert dominance and negotiate status in social interactions, whereas girls may use language to build and maintain relationships. However, these gender differences are not universal, and there is a lot of individual variation in how children of both genders acquire and use language.

E. **Language Change:** is a natural process that occurs as a language evolves over time. It can happen for a variety of reasons, including cultural, social, and technological factors. Some of the key factors that can influence language change include:

✓ Colonization can be a significant factor in language change, particularly when a colonial power imposes its language on the colonized population. In many cases, colonial powers have sought to suppress the use of local languages in favor of their own language, often as a means of asserting political and cultural dominance over the colonized people.

✓ Migration and contact with other languages- when people from different linguistic backgrounds come into contact with each other, they may adopt elements from each other's language or develop new hybrid forms of language.

✓ Social and cultural changes- changes in societal norms, values, and attitudes can lead to changes in language use. For example, the rise of feminist movements has led to changes in the way gendered language is used.

✓ Technological advancements- new technologies and modes of communication can introduce new vocabulary and language structures. For example, the rise of social media has led to the development of new abbreviations and acronyms.

Attitudes towards language change can vary depending on the individual, the context, and the type of change in question. Some people may embrace language change as a natural and positive process, while others may view it as a threat to the purity and stability of the language. In general, younger generations

tend to be more open to language change, while older generations may be more resistant to it. Ultimately, the extent and direction of language change is influenced by a complex interplay of social, cultural, and linguistic factors.

Language revitalization refers to efforts to revive, preserve, and promote endangered or minority languages that are at risk of extinction. This involves a range of activities, such as language documentation, language teaching, and community-based language planning. Some examples of language revitalization efforts include:

- Maori language revitalization in New Zealand.
- Irish language revitalization in Ireland.
- Cherokee language revitalization in the United States.
- Ainu language revitalization in Japan.

Overall, language revitalization is an important way of preserving linguistic diversity and cultural heritage, and it requires the involvement and support of the communities whose languages are at risk.

F. **Language Planning:** refers to the deliberate and systematic efforts to regulate, standardize, and promote the use of a language. It involves making decisions about language policy, such as which language(s) should be used in education, government, and media, and how language resources should be allocated.

Language planning can be controversial, as it often involves making decisions about which language(s) should be given priority and how language resources should be allocated. However, it is an important process for ensuring that languages are used and valued in a way that reflects the needs and interests of the people who speak them.

-----

3. Applied Linguistics

Applied linguistics is the study of the practical applications of language and linguistics in real-world contexts. It involves using linguistic theory and research to address real-life problems related to language use and communication.

a. Language Teaching

Applied linguistics and language teaching have a close relationship, as applied linguistics provides the theoretical and empirical basis for language teaching practices. That is, applied linguistics provides the theoretical and empirical foundation for effective language teaching practices, and its insights and findings are critical to the development of evidence-based language teaching.

b. Language Testing

Language testing refers to the process of evaluating a person's ability to use a language for a specific purpose, such as communication, education, or employment. Language testing is used in a variety of contexts, including schools, universities, government agencies, and businesses, and can take many different forms, from standardized tests to performance-based assessments. Here are some examples of different language tests and their contexts:

- ❖ TOEFL (Test of English as a Foreign Language): This is a standardized test of English language proficiency used for admission to universities and colleges in English-speaking countries. It measures reading, writing, listening, and speaking skills.

❖ IELTS (International English Language Testing System): This is another standardized test of English language proficiency, used for immigration, employment, and higher education. It measures reading, writing, listening, and speaking skills.

Language tests can be administered in various formats, including paper-based, computer-based , and performance-based tests.

❖ Paper-based tests are assessments that are completed using pen and paper. They are a traditional format of tests that have been used for many years in various settings, including education, employment, and certification. Paper-based tests can use different formats, such as multiple-choice, short-answer, and essay questions. They can be designed to measure various skills and knowledge, including reading comprehension, mathematical reasoning, and language proficiency.

Paper-based tests are often used in settings where access to computers or the internet is limited or where the cost of computer-based testing is prohibitive. However, they may have some limitations, such as longer processing time for scoring and potential issues with test security and cheating.

❖ Computer-based tests are assessments that are completed using a computer. They are increasingly used in various settings, including education, employment, and certification. Computer-based tests can use different formats, such as multiple-choice, short-answer, and performance-based assessments.

Computer-based tests offer several advantages over paper-based tests. They can be designed to be more interactive, adaptive, and engaging. They can also provide instant scoring and feedback, which can be helpful for both test-takers and test administrators. In addition, computer-based tests can help reduce the cost and time associated with printing and distributing paper-based tests.

However, computer-based tests may have some limitations, such as technical issues and requirements, including access to reliable hardware and software, and reliable internet connection. In addition, some individuals may not feel comfortable or familiar with taking tests on a computer, which could affect their performance.

❖ Performance-based tests are assessments that require test-takers to demonstrate their skills or knowledge through a task or activity. These tests often simulate real-world scenarios, and test-takers are evaluated based on their ability to complete a task or solve a problem. Examples of performance-based tests include presentations, projects, simulations, and demonstrations.

Performance-based tests can provide a more accurate measure of a test-taker's ability to apply their knowledge and skills to real-world situations. They can also be more engaging and meaningful for test-takers, as they simulate tasks and activities that are relevant to their field of study or profession.

However, performance-based tests can be more challenging and time-consuming to administer and score compared to other test formats. They may also require more resources, such as materials and equipment, and may be more difficult to standardize and evaluate.

There are different types of language tests depending on their purpose and design. Here are some of the main types:

☒ Proficiency tests: These tests measure a person's overall ability to use a language in different contexts, such as reading, writing, speaking, and listening.

☒ Achievement tests: These tests measure a person's mastery of specific language skills or knowledge, such as grammar, vocabulary, or pronunciation.

☒ Diagnostic tests: These tests identify a person's strengths and weaknesses in a specific area of language, such as reading comprehension or writing.

☒ Placement tests: These tests determine a person's level of proficiency in a language and are used to place them in the appropriate course or program.

c. Using ICTs in Language Teaching

Information and Communication Technologies (ICTs) have become an increasingly important part of language teaching and learning. ICTs refer to digital tools and resources that can be used to enhance the teaching and learning experience, such as multimedia materials, online platforms, and mobile apps.

One of the main benefits of using ICTs in language teaching is that they can help make language learning more interactive, engaging, and personalized. ICTs can provide students with access to a wide range of authentic materials, such as videos, podcasts, and online articles, which can help them develop their language skills in a real-world context. They can also allow students to practice their language skills in an immersive and interactive environment, such as through language learning games and virtual simulations.

ICTs can also provide teachers with new ways to assess student learning and monitor progress. For example, online quizzes and assessments can provide immediate feedback to students, and digital portfolios can provide a more holistic view of student performance.

However, the use of ICTs in language teaching also requires careful consideration of factors such as access to technology, digital literacy skills, and potential issues with privacy and security. Teachers need to ensure that the use of ICTs supports their teaching goals and aligns with the needs and abilities of their students.

To be continued.