

## I. INTRODUCTION

Language is a means of communication. Language is an important means of communicating between humans of their ideas, beliefs, or feelings. Language gives shape to people's thoughts, as well as guides and controls their activity. Language learning entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence.

## II. LEARNING OUTCOMES

At the end of the topic, the students should be able to:

- Identify the nature and importance of language;
- Determined the relevance of language to the learner and its use to the society; and
- Participate in the different exercises in transcribing and pronouncing words.

## III. COURSE CONTENT

### I. Introduction: The Nature of Linguistics/language

- Characteristics and Definitions
- The Nature of Linguistics System
- Language, individual and Society
- Linguistics and related fields
- Use of Linguistics

## IV. LEARNING EXPERIENCES

### I.1. Views About Nature of Language

**A. Structuralists** - The structuralists believe that language can be described in terms of observable and verifiable data as it is being used. They also describe language in terms of its structure and according to the regularities and patterns or rules in language structure. To them, language is a system of speech sounds, arbitrarily assigned to the objects, states, and concepts to which they refer, used for human communication.

- **Language is primarily vocal.** Language is speech, primarily made up of vocal sounds produced by the speech apparatus in the human body. The primary medium of language is speech; the written record is but a secondary representation of the language. Writing is only the graphic representation of the sounds of the language. While most languages have writing systems, a number of languages continue to exist, even today, in the spoken form only, without any written form. Linguists claim that speech is primary, writing secondary. Therefore, it is assumed that speech has a priority in language teaching.
- **Language is a system of systems.** Language is not a disorganized or a chaotic combination of sounds. Sounds are arranged in certain fixed or established, systematic order to form meaningful units or words. For example, no word in English starts with *bx-*, *lr-* or *xl-* combination, but there are those that begin with *sp-* and *str-* (as in *spring* and *string*). In like manner, words are also arranged in a particular system to generate acceptable meaningful sentences. The sentence "Shen bought a new novel" is acceptable but the group of words "Shen bought new novel a" is unacceptable, since the word order of the latter violates the established convention in English grammar, the Subject-Verb-Object or S-V-O word order.

# Module English Language And Society University Of Reading

**Shasha Hu**



## **Module English Language And Society University Of Reading:**

EdPsych Modules Cheryl Cisero Durwin, Marla Reese-Weber, 2016-12-01 Now with SAGE Publications Cheryl Cisero Durwin and Marla Reese Weber s EdPsych Modules uses an innovative implementation of case studies and a modular format to address the challenge of effectively connecting theory and research to practice Each module is a succinct stand alone topic that represents every subject found in traditional chapter texts and can be used in any order for maximum flexibility in organizing your course Each of the book s eight units of modules begins with a set of four case studies early childhood elementary middle school and secondary and ends with Assess and Reflect and Evaluate questions and activities to encourage comprehension and application of the research and theories presented The case approach and the extensive pedagogy that support it allows students to constantly see the applications of the theories and research that they are studying in the text

**Whole Person Education in East Asian Universities** Benedict S. B. Chan, Victor C. M. Chan, 2021-09-08 This book provides much new thinking on the phenomenon of whole person education a phenomenon which features strongly in East Asian universities and which aims to develop students intellectually spiritually and ethically to master critical thinking skills to explore ethical challenges in the surrounding community and to acquire a broad based foundation of knowledge in humanities society and nature The book considers different approaches to whole person education including Confucian Buddhist and Chinese perspectives Western philosophy and religion and interdisciplinary approaches Overall the book provides a comprehensive overview of whole person education why it matters and how to implement it Moreover although the examples in the book are from East Asia the discussion and the values involved are universal important for the whole world

Reading Instruction for Today Jana M. Mason, Kathryn H. Au, 1986

**Directory of Postgraduate Studies 2002** Hobsons Publishing, PLC, 2001

Resources in Education, 1989

*Our Multilingual Society* SAALA (Association). Conference, 1993

**Which Degree in Britain**, 1999 A comprehensive guide to full time degree courses institutions and towns in Britain

*The National Bibliography of Nigeria*, 1988

**Books and Pamphlets, Including Serials and Contributions to Periodicals** Library of Congress. Copyright Office, 1974

Distance & Supported Open Learning, 1999

American Book Publishing Record Cumulative, 1950-1977 R.R. Bowker Company. Department of Bibliography, 1978

**British Universities' Guide to Graduate Study**, 1992

*ERIC Educational Documents Index* Educational Resources Information Center (U.S.), 1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education

*The Directory of Graduate Studies*, 1999

The British National Bibliography Arthur James Wells, 2001

**Handbook of Research on Teaching the English Language Arts** James Flood, 1991 Research in the area of language arts education has changed dramatically over the past two decades The Handbook of Research on Teaching the English Language Arts is the first comprehensive definitive guide to what we know about language arts teachers the

processes involved in learning the language arts and language arts instruction The articles are organized into five sections  
Theoretical Bases for English Language Arts Teaching Methods of Research on English Language Arts Teaching Research on  
Language Learners Environments for English Language Arts Teaching Research on Teaching Specific Aspects of the English  
Language Arts Curriculum Current Index to Journals in Education ,2001 American Book Publishing Record ,1974  
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