

48 PIONEERS OF WESTERN LINGUIST

UU No 28 Tahun 2014 tentang Hak Cipta

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YAYASAN PENDIDIKAN
CEDEKIA MUSLIM

48 PIONEERS OF WESTERN LINGUIST

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Editor:

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Editor:

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Desainer:

Nur Aziza

Sumber Gambar Kover:

www.canva.com

Penata Letak:

Dwi Fadhila

Proofreader:

Tim YPCM

Ukuran:

xii, 238 hlm, 15,5 x 23 cm

ISBN:

978-634-219-000-5

Cetakan Pertama:

Desember 2024

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Kabupaten Sijunjung, Provinsi Sumatra Barat – Indonesia 27554
HP/WA: 0853-6336-7395

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Marketplace: <http://store.cendekiamuslim.or.id/>

Which then, of the favours of your Lord
will you deny? (QS. Ar Rahman, 55: 13)

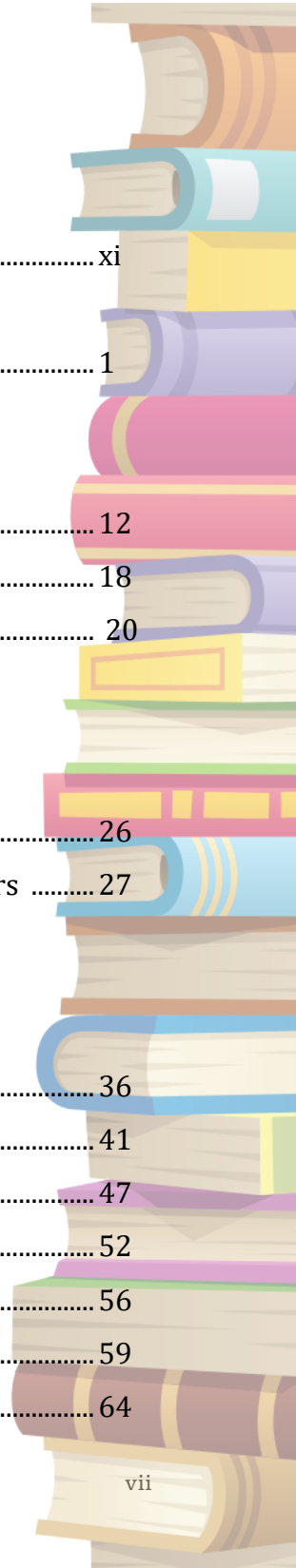
*This book is dedicated to
my beloved mother:*

*Dr. Hj. Siti Zubaidah, M.Ag.
(23 Juli 1953 - 17 Agustus 2022)*

*With gratitude for your love and patience,
Al-Fatihah...*

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Foreword

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises is due to Allah *Azza wa Jalla*, The Most Gracious, The Most Merciful and The Most Beneficent who has given us love and blessing that make us able to finish the book under title *48 Pioneers of Western Linguist*. Peace and salutation be upon our beloved prophet Muhammad saw, his family and companion who is always be a true inspirator for all human being.

Linguistics, as a scientific field, has undergone profound transformations through the centuries, shaped by the insights and innovations of visionary scholars. This book, *48 Pioneers of Western Linguist*, seeks to honor the intellectual trailblazers whose groundbreaking work laid the foundation for modern linguistic theory and analysis. From the ancient grammarians of India and Greece to the pioneering figures of structuralism and generative grammar, each thinker featured in this volume made significant contributions to the way we understand language—its structure, its use, and its profound impact on human communication and culture. By exploring their work, we not only trace the historical development of

linguistic thought but also gain a deeper appreciation of the questions and challenges that have driven the field forward.

Finally, I was grateful to all my students, and also to my friend, Muhammad Dalimunte, for his kindness, support, and patience to edit our draft, especially alerting us to various errors in this book. Thank you.

Medan, 24 September 2024

Sholihatul Hamidah Daulay



Chapter 1

Introduction

Linguistics is the study of language or linguistics. Linguistics is commonly defined as the 'science of languages' or 'the scientific study of language' (Gordon & Ladefoged, 2001). Linguistics, in The New Oxford Dictionary of English (2003), is defined as follows: "The scientific study of language and its structure, including the study of grammar, syntax, and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics." The word "linguistic" comes from the Latin word *lingua* which means language. In "Romance" languages (that is, languages of Latin origin) there are still words similar to *lingua* in Italian. English takes from French the word which is now a language. The term *linguistic* in English is related to the word *language*, just as in French the term *linguistic* is related to *language*.

In Indonesian, "linguistics" is the name of a field of science, and the adjective is "linguistic". Modern linguistic science originated with the Swiss scholar Ferdinand de



Saussure. Modern linguistics comes from the Swiss scholar Ferdinand de Saussure studying the essential nature and position of language as a human activity, as well as the conceptual and theoretical basics of linguistics, and seventh, dialectology, which is the study of the boundaries of dialect and language in a particular area. This dialectology is an interdisciplinary science between linguistics and geography (Ji, 1997; Braae & Rutherford, 1979).

Linguistics is the scientific and systematic study of human language. It analyses as a system for relating form, meaning and context at the same time. Whatever we do in our every day's life, we will realize that linguistics involved in almost every part of human communication. To study linguistics is to expand our insight into one of the most central parts of being a human: to be able to communicate through language. By studying linguistics one will be able to know how language operates, how language is employed and how language is changed and preserved. Linguistics uses the scientific method of language study that embraces more than form, meaning and context. When we study linguistics, we are at the intersection of every discipline. Hence, as has been outlined by Robin (2014:1), at the outset it is perhaps helpful to take into account that the scientific study of language must be carefully discerned with the study of particular language.



The main goal of linguistics, like all other intellectual disciplines, is to increase our knowledge and understanding of the world. Since language is universal and fundamental to all human interactions, the knowledge attained in linguistics has many practical applications. Linguists, with some training in other appropriate disciplines, are thus prepared to seek answers to questions such as:

1. How can a previously unstudied language be analyzed and written?
 2. How can foreign languages best be taught and learned?
 3. How can speech be synthesized on a computer or how can a computer be programmed to understand human speech?
 4. How can the language problems of people with speech abnormalities be analyzed and rectified?
 5. How are linguistic issues in legal matters to be handled?
- etc.

The study of linguistics encompasses several branches, such as phonology, syntax, semantics, and sociolinguistics, each of which provides insights into how languages are structured, how they function, and how they change over time. In the context of the English language, several pioneers have played a crucial role in advancing linguistic theory. Their groundbreaking work laid the foundation for modern linguistics and contributed to a deeper comprehension of



language not just as a form of communication, but as a cognitive, cultural, and social phenomenon. The key contributions of linguistics pioneers such as Ferdinand de Saussure, Noam Chomsky, and others, highlighting how their theories continue to influence the study of language today. The study of linguistics has a long structure and function of language. However, it was not until the late 19th and early 20th centuries that linguistics began to emerge as a distinct scientific discipline. During this period, a number of pioneering scholars laid the groundwork for modern linguistic theory, exploring the complexities of language structure, meaning, and usage.

In Greek times philosophers examined the meaning and nature of language. These philosophers agreed that language is a system of signs. It is said that humans live in signs that cover all aspects of human life, for example buildings, medicine, health, geography, and so on. But regarding the nature of language - whether language resembles reality or not - they do not agree (Brown, 2005; Halliday, 2003). Two great philosophers whose thoughts continue to be influential today are Plato and Aristotle. The definition of language according to experts is as follows.

1. Gorys Keraf, for example, provides two meanings of language. The first definition states that language is a means of communication between members of society in



the form of sound symbols produced by human speech tools. The second meaning, language is a communication system that uses arbitrary vowel symbols (speech sounds).

2. Owen explains the definition of language, namely language can be defined as a socially shared combinations of those symbols and rule governed combinations of those symbols and combinations of symbols governed by provisions).
3. Language is a systematic tool for conveying ideas or feelings by using agreed signs, sounds, gestures, or signs that contain understandable meanings (Zadeh, 1975; Tseng, 2018). According to this definition, language includes all things that are used as a means of communication, both in the form of verbal and non-verbal signs. Non-verbal signs include the sound of a bell, car bell, morse, and limb movements (gestures) and so on.
4. Language with the meaning intended in this definition, in Arabic there are expressions of the lughatu-l Qur'an 'Qur'anic style', lughatu-l 'uyūn' eye language ', lughatu-l thuyūr' the language of birds' and so on (Zadeh, 1975; Zadeh, 1975). The nature of language as intended in this definition, is different from that meant in the definition of language as follows. Language is the sound used by every



nation or society to express ideas (Gómez, 2009; Chambers, 1997). Language is a system of arbitrary sound symbols, used to exchange thoughts and feelings between members of the language community group (Ullman & Pierpont, 2005; Fedorenko & Thompson-Schill, 2014).

Language is a mental system that forms bonds or rules on the elements of language, both at the phonological, morphological, and syntactic levels (Kravchenko, 2007; Chater & Manning, 2006). Tarigan provides two definitions of language. First, language is a systematic system as well as language is a generative system. Second, language is a set of symbols or arbitrary symbols. Another definition of language according to Mackey is a form and not a state (language may be form and not matter) or an arbitrary sound symbol system, or also a system of many systems, a system of an order or an order in systems.

Jackendoff & Pinker (2005) argue that language is an arbitrary vocal symbol used in human communication (language is a system of arbitrary vocal symbols used for human communication). Narrog (2005) argues that language is a possible set of sentences, and the grammar of a language is the rules that distinguish between sentences and those that are not sentences (a language will be defined as the set of all



possible sentences, and the grammar of languages as the rules which distinguish between sentences and nonsentences).

Meanwhile, according to Chaika (1974) language is a system of meaningful and articulating sound symbols (produced by speech tools) that is arbitrary and conventional, which is used as a means of communication by a group of people to produce feelings and thoughts. Almost in line with the opinion of Knott & Sanders (1998) expressing the definition of language is the most complete and effective communication to convey ideas, messages, intentions, feelings and opinions to others. Another opinion about the definition of language is expressed by Isphording & Otten (2014) who provides two meanings of language. First, language is a tool used to shape thoughts and feelings, desires and actions, tools which is used to influence and be influenced. Second, language is a clear sign of good and bad personalities, a clear sign of family and nation, a clear sign of human dignity.

Basically every science, including linguistics, still undergoes three stages of development as follows:

The first stage, namely the speculation stage. At this stage, discussion about something and how to draw conclusions is carried out in a speculative manner. This means that the conclusion is made without the support of empirical evidence and carried out without certain procedures. Eventhough our views or visions are often not in



accordance with reality/factual truth. In language studies, people used to think that all the languages of the world descended from Hebrew, so people also thought Adam and Eve used Hebrew in the Garden of Eden. Even as late as the 17th century a Swedish philosopher still stated that in Heaven God spoke with Sweden, Adam spoke Danish, serpent spoke French. All of that is just speculation which today is difficult to accept (Yasuda, 2011).

The second stage is the observation and classification stage. At this stage the experts in the new language field carefully collect and classify all language facts without giving any theory or conclusion. This method has not been said to be scientific because it has not yet reached the stage of drawing a theory. This second stage of work is still needed for the benefit of linguistic documentation in this country because there are still so many languages in this archipelago that have not been documented.

However, comparative linguistics according to Desmet et al. (2012) is a study or study of language which includes comparisons of allied languages or the historical development of a language. Comparative linguistics, according to Cheng et al. (1999) is included in the field of linguistic studies which has a very important role in making a valuable contribution to understanding the nature of language work and the development (change) of languages in



the world. Pinker & Jackendoff (2005) say that historical comparative linguistics (comparative historical linguistics) is a branch of linguistics that questions language in the field of time and changes in language elements that occur in the time field. According to Kasper (1990) historical-comparative linguistic studies can be grouped into (1) synchronic linguistic studies and (2) diachronic linguistic studies. So actually this is the main idea or notion in any research on linguistic universality.

Diachronic linguistics seeks to study language at an unlimited time, from the very beginning of its birth, development, to the extinction of the language. These studies are usually historical and comparative. The purpose of diachronic is to find out the structural history of the language along with all forms of change and development (Munnich et al., 2001). Comparative historical linguistics is a branch of linguistics that compares allied languages and studies the development of language from one period to another and observes how languages change and finds out the causes and effects of these language changes. Language development results in changes, there are two changes, namely changes in external history and internal history.

Internal history, namely the development or change of language that occurs in the history of the language, the changes include vocabulary, sentence structure and others.



Meanwhile, external history, namely the development or change of language that occurs outside the history of the language, the changes include social, cultural, political, geographic and others.



Chapter 2

History of Linguistics

The term *linguistics* is a product of the nineteenth century, as are the academic field and the form of enquiry that it designates. This enquiry is however continuous with modes of analysis that date back to ancient times, as practiced in various traditions in Asia and Europe (together with the African parts of the Alexandrian Empire). The History of Linguistics itself has mid-19th-century beginnings and has taken its scope as ranging over the whole of this ancient-to-modern continuum. Given that language and its analysis have played a part in every academic area, and that modern linguistics has interests that overlap with those of anthropology, artificial intelligence, education, informatics, legal theory, literary criticism, philosophy, psychology, semiotics, sociology, and other subjects, it is not obvious where the boundaries of the History of Linguistics lie, and scholarly disputes over where to draw them are not uncommon. This bibliography will focus on the prototypical areas of language analysis, while not excluding those areas



that, if more peripheral, have nevertheless had a considerable impact on what linguists think and do.

A. Grammatical Traditions

A number of linguistic traditions arose in antiquity, most as responses to linguistic change and religious concerns. For example, in the case of the Old-Babylonian tradition, when the first linguistic texts were composed, Sumerian, which was the language of religious and legal texts, was being replaced by Akkadian. This grammatical tradition emerged, by about 1900 bc and lasted 2,500 years, so that Sumerian could be learned and these texts could continue to be read. Most of the texts were administrative lists: inventories, receipts, and rosters. Some early texts for use in the scribal school were inventories (lists) of Sumerian nouns and their Akkadian equivalents. From this, grammatical analysis evolved in the sixth and fifth centuries BC; different forms of the same word, especially of verbs, were listed in a way that represented grammatical paradigms and matched them between the two languages (Gragg 1995, Hovdhaugen 1982).

Language change also stimulated the Hindu tradition. The Vedas, the oldest of the Sanskrit memorized religious texts, date from ca. 1200 bc. Sanskrit, the sacred language, was changing, but ritual



required exact verbal performance. Rules of grammar were set out for learning and understanding the archaic language. Pawini's (ca. 500 bc) description (which contains also rules formulated by his predecessors, in a tradition from the tenth to the seventh centuries bc) originated in comparisons between versions called *padapa* (word-for-word recitation) and *sa* (continuous recitation, of divine origin, unalterable) of the same Vedic texts. The grammatical rules were devised for this comparison and for checking textual accuracy, and technical methods of grammatical description were developed in connection with the formulation of these rules. In addition to Pawini, Katyayana's rules of interpretation (ca. 300 bc) and Patañjali's commentary (ca. 150 bc) are important in this tradition. Grammar was considered the most scientific of the sciences in India, and the scholars in other areas aspired to the ideal embodied in the Hindu grammatical tradition (Staal 1974).

The Greek grammatical tradition, which also owes its origin to language change, was developed originally by schoolmasters, though it is known only from later writings of philosophers. Homer's works (ca. 850 bc) were basic in early Greek education, but the Greek of the fifth to the third centuries bc had changed so much that explanations of Homer's language were important in the



school curriculum. Observations taken from earlier school grammar are found in works of Plato, Aristotle, and the Stoics (Hovdhaugen 1982: 46). Themes important in the ancient Greek tradition have persisted throughout the history of linguistics, such as the origin of language, parts of speech (grammatical categories), and the relation between language and thought, to mention just a few. A persistent controversy was whether “nature” or “convention” accounted for the relationship between words and their meaning, and this had implications for the history of language and for the origin of words. Earlier opinions on the matter are contrasted in Plato’s (427–347 bc) *Cratylus*. At issue was whether language originated in “nature” (*phúsis*), with the first words supposedly imitating the things that they name, or in “convention” (*nómos* or *thésis*), that is, in usage or naming, whether of human or divine invention, or in a synthesis of the two. Aristotle (384–322 bc) in *De interpretatione* favored convention over nature; the Stoics held that language originated in nature.

For the Greeks, morphology (word structure) was mostly a historical matter, about the creation of the structure of words (part of “etymology”). Syntax was not described directly, but aspects of syntax were treated in rhetoric and logic. With respect to parts of speech, we see



in Plato's division of the sentence into *ónoma* ("name") and *r-êma* ("utterance") an example where the interpretation of the past has been based too much on present understanding. Plato's terms are at times equated with the modern categories "noun" and "verb," respectively, but they equally had shades of "subject" and "predicate," and "topic" and "comment," or even entity and relation. The parts of speech (grammatical categories) as understood in traditional grammar developed more fully with the Stoics and others (Hovdhaugen 1982: 41, 48). Roman linguistics continued Greek themes. Aelius Donatus' (fourth century ad) *Ars minor* and *Ars major* and Priscian's (sixth century ad) *Institutiones grammaticae* (18 volumes) became exceedingly important in the middle ages. Except for Varro (116–27 bc) and Priscian, Roman grammarians also did not treat syntax (only parts of speech); rather, morphology dominated in an approach focussed on noun declensions and verb conjugations (Hovdhaugen 1982: 87).

The Arabic grammatical tradition had roots in the Greek grammatical traditions, especially following Aristotle. For Arabic grammarians, the Arabic language was sacred and immutable as enshrined in the Qur'an, and they were concerned with explaining why Arabic was



perfect. For example, the system of inflectional endings was believed to be proof of the symmetry and logicalness of the language. The major impetus for grammatical study came from linguistic change and the desire to preserve the integrity of the holy language of the Qur'an. While no change was acknowledged in formal Arabic after the eighth century, the realization that the spoken Arabic of the eighth and ninth centuries was changing stimulated the development of Arabic grammatical study. Abe'l-Aswad ad-Du'alc (died ca. 688) is reputed to be the inventor of this grammatical tradition, which commenced seriously in the writings of al-Khalcl (died 791) and Scbawayhi (died 804) (a Persian) (Owens 1988).

The Hebrew linguistic tradition began with concern for establishing the correct Hebrew text of the Old Testament. Hebrew grammarians borrowed descriptive methods wholesale from the Arabic linguistic tradition and developed a system of analysis for the morphology (analysis of words into their meaningful parts). Between 900 and 1550, 91 authors composed 145 works on grammar that we know of. Saadya ben Joseph al-Fayyemc (a.k.a. Saadya Gaon) (882–942) is generally held to be the first to produce a Hebrew grammar and dictionary (Téné 1995: 22). Ibn Janav of Cordova's *Kitab al-Luma'*, written in Judeo-Arabic, was the first complete



description of Hebrew. For Ibn Janav (born 980 ad), Hebrew, Arabic, and all other languages had three parts of speech: noun, verb, and particles (as in the Arabic tradition, inherited from Aristotle).

The tradition reached its peak in David Qimvi's (ca. 1235) grammar, *Sepher mikhlol*, whose main features were analysis of verbal forms with a set of affixes and roots. This kind of analysis came to have a strong impact on European linguistics. Johannes Reuchlin's (1506) comprehensive *De rudimentis Hebraicis* introduced the Hebrew method of morphological analysis in Europe, and Theodor Bibliander (1548) recommended this analysis of words into roots and affixes for the study of all languages. He thought languages described in the Hebrew manner would be "in conformity with nature" and could therefore be meaningfully compared (Percival 1986).

Early Christian writers returned to the philosophical themes of Aristotle and the Stoics. Classical Latin grammars, mainly Donatus' *Ars minor*, were adapted to church education. Teachings of Roman grammarians were mixed with folk views in a Christian frame. In the seventh and eighth centuries, Donatus predominated, though ca. 830 Priscian's *Institutiones* replaced Donatus as the basic grammar, resulting in a new tradition of commentaries, the first steps towards



the shift of interest in the eleventh and twelfth centuries which gave rise to the theory-oriented speculative grammar of the thirteenth and fourteenth centuries. The origin of languages was also of natural interest to the multilingual early Christian world, with notions of Babel and of taking the “word” to the nations of the earth (Hovdhaugen 1982: 109). In this environment, the hypothesis that Hebrew was the original language from which all others sprang became predominant.

B. Non-Western Traditions

Linguistic speculation and investigation, insofar as is known, has gone on in only a small number of societies. To the extent that Mesopotamian, Chinese, and Arabic learning dealt with grammar, their treatments were so enmeshed in the particularities of those languages and so little known to the European world until recently that they have had virtually no impact on Western linguistic tradition. Chinese linguistic and philological scholarship stretches back for more than two millennia, but the interest of those scholars was concentrated largely on phonetics, writing, and lexicography; their consideration of grammatical problems was bound up closely with the study of logic.



Certainly the most interesting non-Western grammatical tradition—and the most original and independent—is that of India, which dates back at least two and one-half millennia and which culminates with the grammar of Panini, of the 5th century BCE. There are three major ways in which the Sanskrit tradition has had an impact on modern linguistic scholarship. As soon as Sanskrit became known to the Western learned world, the unravelling of comparative Indo-European grammar ensued, and the foundations were laid for the whole 19th-century edifice of comparative philology and historical linguistics. But, for this, Sanskrit was simply a part of the data; Indian grammatical learning played almost no direct part. Nineteenth-century workers, however, recognized that the native tradition of phonetics in ancient India was vastly superior to Western knowledge, and this had important consequences for the growth of the science of phonetics in the West. Third, there is in the rules or definitions (sutras) of Panini a remarkably subtle and penetrating account of Sanskrit grammar.

The construction of sentences, compound nouns, and the like is explained through ordered rules operating on underlying structures in a manner strikingly similar in part to modes of modern theory. As might be imagined, this perceptive Indian grammatical work held great



fascination for 20th-century theoretical linguists. A study of Indian logic in relation to Paninian grammar alongside Aristotelian and Western logic in relation to Greek grammar and its successors could bring illuminating insights.

Where as in ancient Chinese learning a separate field of study that might be called grammar scarcely took root, in ancient India a sophisticated version of this discipline developed early alongside the other sciences. Even though the study of Sanskrit grammar may originally have had the practical aim of keeping the sacred Vedic texts and their commentaries pure and intact, the study of grammar in India in the 1st millennium BCE had already become an intellectual end in itself.

C. Greek and Roman Antiquity

The emergence of grammatical learning in Greece is less clearly known than is sometimes implied, and the subject is more complex than is often supposed; here only the main strands can be sampled. The term *hē grammatikē technē* (“the art of letters”) had two senses. It meant the study of the values of the letters and of accentuation and prosody and, in this sense, was an abstract intellectual discipline; and it also meant the skill



of literacy and thus embraced applied pedagogy. This side of what was to become “grammatical” learning was distinctly applied, particular, and less exalted by comparison with other pursuits. Most of the developments associated with theoretical grammar grew out of philosophy and criticism; and in these developments a repeated duality of themes crosses and intertwines.

Much of Greek philosophy was occupied with the distinction between that which exists “by nature” and that which exists “by convention.” So in language it was natural to account for words and forms as ordained by nature (by onomatopoeia—i.e., by imitation of natural sounds) or as arrived at arbitrarily by a social convention. This dispute regarding the origin of language and meanings paved the way for the development of divergences between the views of the “analogists,” who looked on language as possessing an essential regularity as a result of the symmetries that convention can provide, and the views of the “anomalists,” who pointed to language’s lack of regularity as one facet of the inescapable irregularities of nature.

The situation was more complex, however, than this statement would suggest. For example, it seems that the anomalists among the Stoics credited the irrational



quality of language precisely to the claim that language did not exactly mirror nature. In any event, the anomalist tradition in the hands of the Stoics brought grammar the benefit of their work in logic and rhetoric. This led to the distinction that, in modern theory, is made with the terms *signifiant* (“what signifies”) and *signifié* (“what is signified”) or, somewhat differently and more elaborately, with “expression” and “content”; and it laid the groundwork of modern theories of inflection, though by no means with the exhaustiveness and fine-grained analysis reached by the Sanskrit grammarians.

The Alexandrians, who were analogists working largely on literary criticism and text philology, completed the development of the classical Greek grammatical tradition. Dionysius Thrax, in the 2nd century BCE, produced the first systematic grammar of Western tradition; it dealt only with word morphology. The study of sentence syntax was to wait for Apollonius Dyscolus, of the 2nd century CE. Dionysius called grammar “the acquaintance with [or observation of] what is uttered by poets and writers,” using a word meaning a less general form of knowledge than what might be called “science.” His typically Alexandrian literary goal is suggested by the headings in his work: pronunciation, poetic figurative language, difficult words, true and inner meanings of



words, exposition of form-classes, literary criticism. Dionysius defined a sentence as a unit of sense or thought, but it is difficult to be sure of his precise meaning.

The Romans, who largely took over, with mild adaptations to their highly similar language, the total work of the Greeks, are important not as originators but as transmitters. Aelius Donatus, of the 4th century CE, and Priscian, an African of the 6th century, and their colleagues were slightly more systematic than their Greek models but were essentially retrospective rather than original. Up to this point a field that was at times called *ars grammatica* was a congeries of investigations, both theoretical and practical, drawn from the work and interests of literacy, scribeship, logic, epistemology, rhetoric, textual philosophy, poetics, and literary criticism. Yet modern specialists in the field still share their concerns and interests. The anomalists, who concentrated on surface irregularity and who looked then for regularities deeper down (as the Stoics sought them in logic) bear a resemblance to contemporary scholars of the transformationalist school. And the philological analogists with their regularizing surface segmentation show striking kinship of spirit with the



modern school of structural (or taxonomic or glossematic) grammatical theorists.



Chapter 3

What is Linguistic Pioneers?

Linguistics pioneers are scholars and thinkers whose groundbreaking work and theories have shaped the field of linguistics, laying the foundation for the scientific study of language. These individuals made significant contributions to our understanding of language structure, meaning, usage, and its relationship to cognition, culture, and society. Their ideas revolutionized how we analyze and interpret language, moving it from philosophical speculation and traditional grammar studies to a systematic, scientific discipline.

Linguistics pioneers are crucial because they moved the study of language from a prescriptive discipline to a scientific field that explores how language is structured, acquired, and used across different contexts. Their insights not only shaped the field of linguistics but also broadened our understanding of human cognition, culture, and communication. Without their contributions, our understanding of how language works—both as a cognitive faculty and a social tool—would be far less advanced. Their legacy continues to inspire new generations of linguists who



build on their work to further unravel the complexities of human language.

A. Why are Linguistics Pioneers Important?

These pioneers advanced the study of language beyond traditional grammar and etymology, turning it into a science capable of explaining not only how languages change and develop but also how language functions in the human mind and society. Their work created frameworks that are still used in modern linguistics, influencing everything from language education and artificial intelligence to anthropology and psychology.

Linguistics pioneers are essential because they helped clarify that language is not just a tool for communication but also a window into human cognition, culture, and social interaction. They laid the groundwork for many of the ongoing debates and research in linguistics, from the nature of language acquisition to the ways language reflects power dynamics in society.

Linguistics pioneers are important because they laid the intellectual and theoretical foundation for the study of language as a scientific discipline. Their groundbreaking work transformed how we understand language in multiple dimensions, including its structure, development, role in cognition, and cultural significance.



These early scholars not only developed innovative theories but also posed fundamental questions about language that continue to drive linguistic research today.

B. Detailed Importance of Linguistics Pioneers

The detailed importance of linguistics pioneers lies in their transformative contributions to the understanding, study, and application of language. These early scholars and thinkers laid the groundwork for linguistics as a scientific discipline and shaped many interdisciplinary fields related to language, cognition, society, and culture.

1. Foundational Theories and Concepts:

Linguistics pioneers established the key frameworks that define modern linguistic study. Figures like Ferdinand de Saussure introduced structuralism, the idea that language functions as a system of signs where meaning is derived from relationships between elements. This approach revolutionized the study of language and provided a scientific foundation for understanding linguistic structures.

Noam Chomsky's theory of generative grammar redefined the way we think about syntax, proposing that humans are born with an innate capacity for language acquisition. This theory shifted linguistics from merely describing language to



investigating how it is cognitively structured, leading to major advances in psychology and cognitive science.

2. Advancing Language as a Science:

Before linguistics pioneers like Saussure and Chomsky, language studies were largely descriptive and prescriptive, focusing on grammar rules and language standards. These pioneers transformed linguistics into a scientific discipline, introducing methodologies to systematically analyze language, much like a natural science. Their work demonstrated that language is not just a tool for communication but a complex, rule-governed system that reflects deep cognitive processes.

For example, Panini, an ancient Indian grammarian, was one of the earliest figures to apply rigorous analysis to language with his *Ashtadhyayi*, a comprehensive work on Sanskrit grammar. This scientific approach inspired later generations to apply similar methodologies to different languages.

3. Understanding Language in Cultural and Social Contexts:

Linguistics pioneers recognized that language is deeply intertwined with culture and society. Wilhelm von Humboldt and later Edward Sapir and Benjamin



Lee Whorf explored the relationship between language and thought, leading to the development of the Sapir-Whorf Hypothesis. This theory suggests that the structure of a language influences the way its speakers perceive and interpret the world.

This insight laid the foundation for linguistic anthropology, where the study of language is used to understand human societies. Linguistic pioneers showed that language is not only a reflection of culture but also shapes cultural identity, norms, and worldviews.

4. Exploring Historical and Evolutionary Linguistics:

Historical linguists like Jacob Grimm contributed to our understanding of how languages evolve over time. Grimm's Law, which describes regular sound changes in the Germanic languages, provided the basis for historical linguistics and comparative studies across languages.

Pioneers in this area demonstrated that languages are not static but dynamic, constantly changing and influencing each other. By tracing language evolution, they helped uncover the historical connections between languages, revealing



patterns of human migration, contact, and cultural exchange.

5. The Role of Language in Human Cognition:

Pioneers like Noam Chomsky shifted the focus of linguistics to the mental processes underlying language use. His theory of universal grammar proposed that all humans share an underlying structure in their capacity to learn and use language, making language acquisition an innate biological process.

This cognitive approach to linguistics has had far-reaching implications for understanding how language is processed in the brain, leading to advances in fields like psycholinguistics, neurolinguistics, and artificial intelligence. Pioneers in this area demonstrated that studying language can provide insights into the workings of the human mind.

6. Preserving Endangered Languages and Cultural Heritage:

Linguistics pioneers like Franz Boas and Edward Sapir were instrumental in documenting and preserving indigenous languages, particularly in North America. Their work in linguistic anthropology emphasized the importance of studying languages in



their cultural context, often working to record languages that were in danger of extinction.

This effort to preserve endangered languages continues today, driven by the understanding that each language offers a unique window into the history, culture, and knowledge systems of its speakers. Without the early contributions of these pioneers, many languages and the cultural heritage they carry might have been lost.

7. Influencing Other Disciplines:

The work of linguistics pioneers has had a profound impact beyond linguistics itself, influencing anthropology, psychology, philosophy, sociology, and even computer science. The structuralist and cognitive approaches to language helped shape modern social sciences by providing tools to analyze communication, culture, and cognition.

For instance, the study of semantics and syntax has influenced natural language processing in computer science, contributing to the development of technologies like machine translation and voice recognition systems.

Linguistics pioneers are important because their work transformed the study of language into a scientific and interdisciplinary field. They provided



the theoretical frameworks, methodologies, and insights that have shaped modern linguistics, cognitive science, anthropology, sociology, and education. Their contributions continue to guide contemporary research, and their theories offer tools to address complex issues like language preservation, AI, and how language shapes human experience. These pioneers remain essential to our understanding of how language works and why it is central to human life.

Linguistics pioneers were instrumental in developing core theories and concepts that laid the foundation for modern linguistic study. These foundational theories are important because they transformed language from being viewed as just a tool for communication into a subject of scientific inquiry with its own rules, structure, and functions. Two of the most significant figures in this regard are Ferdinand de Saussure and Noam Chomsky.

Linguistics pioneers were instrumental in developing the core concepts and frameworks that form the foundation of modern linguistic theory. Some key contributions include: **Ferdinand de Saussure** introduced the concept of *structuralism*, viewing language as a system of signs where meaning



is derived from relationships between elements rather than individual words or sounds. His ideas on *langue* (the structure of language) and *parole* (individual speech acts) have become fundamental to modern linguistics.

Noam Chomsky revolutionized linguistics with his theory of *generative grammar*, which introduced the idea that all humans possess an innate language faculty, and that language acquisition is a process of tapping into this universal grammar. This shifted linguistics from descriptive to cognitive approaches, influencing studies on language acquisition, syntax, and the human mind. These foundational theories continue to shape linguistic research and influence various domains, including artificial intelligence, computational linguistics, and education.

These foundational theories by Saussure and Chomsky provided the first systematic frameworks for understanding how language works. Saussure's structuralism focused on the relationships between linguistic elements, while Chomsky's generative grammar highlighted the innate cognitive structures underlying language acquisition. Together, these ideas moved linguistics into a new era of scientific



rigor and interdisciplinary relevance, and they continue to guide modern linguistic research and analysis.



Chapter 4

Pioneers of Western Linguist

The pioneers of linguistics have made foundational contributions that shaped the field and influenced the way we study language today. Their work spans various aspects of linguistics, from grammar and phonetics to sociolinguistics and cognitive science. The contributions of linguistic pioneers are critical to understanding how languages work, how they are acquired, and how they relate to society and thought. Their groundbreaking ideas continue to shape linguistic theory and practice, influencing fields such as language teaching, sociolinguistics, computational linguistics, and more. By studying these pioneers, we gain insight into the structure and function of human language, which is central to all forms of communication.

Learning about the pioneers of linguistics is crucial because it provides a solid foundation for understanding the complex nature of language, fosters interdisciplinary insights, and inspires further innovation in the field. Their contributions continue to guide linguistic research, teaching,



and policy-making, ensuring that language remains a central focus of inquiry in understanding human nature and society. These pioneers from the West have shaped the course of modern linguistics through their innovative theories and research. Their contributions span multiple areas, including structural linguistics, generative grammar, sociolinguistics, and the relationship between language and cognition. Their legacy continues to influence how linguistics is studied and applied across various disciplines today.

The pioneers of linguistics from the West laid the foundations of modern linguistic theories, contributing significantly to our understanding of language structure, function, and evolution. Here are some of the most influential figures from Western linguistic traditions:

1. Ferdinand de Saussure



Ferdinand de Saussure, born on 26 November 1857, was a Swiss linguist. His ideas laid a foundation for many significant developments in both linguistics and semiology in the 20th century. He is widely considered one of the founders of 20th-century linguistics and one of two major founders (together with Charles Sanders Peirce) of semiotics/semiology. Saussure had a major impact on the development of linguistic theory in the first half of the 20th century. His two currents of thought emerged independently of each other, one in Europe, the other in America. The results of each incorporated the basic notions of Saussure's thought in forming the central tenets of structural linguistics. According to him, linguistic entities are parts of a system and are defined by their relations to one another within said system. The thinker used the game of chess for his analogy, citing that the game is not defined by the physical attributes of the chess pieces but the relation of each piece to the other pieces.

Ferdinand de Saussure was a Swiss linguist, widely regarded as one of the founding figures of modern linguistics, particularly for his role in developing structural linguistics. His seminal work emphasized the importance of analyzing language as a structured system of signs, which consists of the signifier (the sound or



word) and the signified (the concept or meaning). He introduced the idea that the relationship between these elements is arbitrary and established by convention within a language community.

Saussure's ideas are central to understanding how language works, focusing on the structure and rules governing linguistic systems rather than merely on individual words or sounds. His influential lectures were later compiled into a book titled "Course in General Linguistics" (published posthumously by his students), which laid the groundwork for modern linguistic theory, published posthumously in 1916. In this work, Saussure introduced key concepts such as 'langue' and 'parole', as well as explaining theories about linguistic sign systems. According to Ferdinand de Saussure's argued that language is a sign system separate from its users, and that the structure of language should be studied as an interconnected system rather than simply a collection of words and rules. A key concept developed by Saussure was the idea of the linguistic sign as an arbitrary relationship between 'signifier' and 'signified'. Saussure argued that meaning is not inherent in words themselves, but rather depends on distinctions and relationships within the language system as a whole (Silverstein, 2022).



He discovered some instrumental aspect of linguistics-related study. Below are the highlights of his most influential ideas on linguistics.

1. **Langue and parole.** In his first and foremost basic ideas of structuralism in linguistics, Saussure differentiate between langue and parole. Langue, in his opinion, stands for an inconcrete object that hypothetically describe the principles and systems that rule of language, whereas parole is the precise and actual utterance of speech.
2. **Diachronic and synchronic linguistics.** This scientific study of language with reference to the history of specific language changes and characteristics. It is also called diachronic linguistics as it tries to study of how one particular language has changed, or developed over time. On the other hand, synchronic linguistics is the scientific study of comparative languages at a certain period of time with regard to some other previous periods. It also scrutinizes how languages in general display variation at a specific time periods.

Saussure also introduced the distinction between langue and parole, two key concepts that distinguish between the more abstract language system and socially accepted rules (langue) and the concrete use of language



in everyday situations (parole). In Ferdinand de Saussure's article: The Language System and Its Functions by Lyle Campbell (2023), it is explained how this distinction allows linguists to distinguish between the study of the structure of language and its use in real contexts, a distinction that has had an effect on language research in various disciplines.

Saussure's work also introduced the distinction between synchronic linguistics (the study of language at a given moment) and diachronic linguistics (the study of language change over time), both of which remain vital areas of research in linguistics today. His ideas contributed significantly to various fields, including semiotics, anthropology, and literary theory. His contributions were often considered the father of modern linguistics, Saussure introduced the idea of language as a structured system of signs. He distinguished between langue (the abstract system of language) and parole (individual speech acts). His work on structuralism emphasized that meaning in language arises from the relationships between elements in a system rather than from intrinsic meaning.

Another one of Saussure's major contributions is his theory of the arbitrariness of linguistic signs, which states that there is no natural relationship between



signifier and signified. This concept is further explained in *The Arbitrary Nature of Linguistic Signs: Saussure's Impact on Modern Semiotics* by Sarah K. Black (2024). The book discusses how Saussure's theory of the meaninglessness of linguistic signs has influenced thinking about how meaning is constructed in text and communication, as well as its impact on modern semiotic theory.

2. Noam Chomsky



Language is the main characteristic that distinguishes humans from other collections. According to Komaruddin Hidayat, a process that is assisted by nerves in the brain that concoct words to be understood by the public. With this, please also be understood as a thought process. Because it is interesting, making language as an object of study is an interesting choice. In linguistic literature



stated as Plato until the end of the 19th century diachronic linguistic assessment. At that time the genetic relationship in each language was sought for its connection. The presence of Ferdinand de Saussure, with the monumental work of the Course in General Linguistics, brought about a change in that choice. Since then, there has been a shift in direction in linguistic studies, from diachronic to synchronous studies, with structural-grammatical research being the emphasis. This thinking is the starting point for the flow of structuralism in language. In the 1930s, research was conducted to find a theoretical foundation by Leonard Bloomfield. He discovered behaviorist theory enshrined in his work entitled Language. In his discovery, he stressed, the ability to support humans is a form of nature (the environment), humans are raised. Like a blank paper, nature fills and shapes the capabilities of humans. In discussing the origin of language, the concept of Bloomfield is known as tabularity theory.

However, this theory did not work. Its popularity is rivaled by the generative linguistic concept of Noam Chomsky. Avram Noam Chomsky is a professor of linguistics from the Massachusetts Institute of Technology who was born on December 7, 1928 in Philadelphia, Pennsylvania, United States. Noam



Chomsky grew up in a highly educated family, the couple Dr. William Zev Chomsky and Elsie Simonofsky. His father was known as a prominent Hebrew linguist. Chomsky's father introduced the language and cultural heritage of his ancestors, Jews, and the tradition of intellectual freedom. While those who have left-left interests (anti-establishment) emphasize the importance of balance to act as thinkers who at the same time activate. In his book *The Logical Structure of Linguistic Theory*, Chomsky refutes behavioral theory. For him, the ability that is released in humans frees natural products (regulation), which is given more than the potential that comes from humans from birth.

That theory, he put forward as a result of the research he did on a child's language development. A child can master his mother tongue easily and quickly, even that knowledge is also followed by a sense of language from that language, which is more directed to skills in grammar. They can recognize the taste of the language so that they are able to compose sentences correctly, even though they may not be able to explain it. That, he believes, is an instinctive ability given by God to humans. It is impossible if the ability is considered as a result of learning, from nature or both parents. Mastery of the grammar of a language is not easy, especially for



children. Actually, he does not necessarily reject behaviorist theory totally, he recognizes the role of nature in shaping this innate potential. If a Japanese baby is brought and raised in Indonesia, he will master the Indonesian language and grammar, and so will the other babies. Therefore, Chomsky believes in the potential language, which exists in every human being, as a universal language. Chomsky's linguistic theory looks more humane than behaviorist theory. The flow of behaviorism regards humans as sculptures carved by the architect named environment, or like a robot that has been arranged in such a way by the creator's scientists. For him, it is legitimate to apply scientific methods in linguistics, but not by making humans as objects of study, such as inanimate objects. The way that should be taken is to adopt scientific methods, such as logic and analysis, in linguistic studies. That is the nature of science.

But it is unfortunate, that Chomsky's brilliant thinking is rarely known by many parties. Even though Chomsky's big name is ranked eighth among all the world's great thinkers, precisely one level below Plato and Sigmund Freud. Chomsky's book for Beginners, is very important and appropriate for those of us who are still blind about this philosopher. What is very interesting about the book, is the completion of this work with



cartoon illustrations that are able to translate Chomsky's philosophical thoughts and guide the understanding of readers. Moreover, the book also presents Chomsky's thoughts about politics and the media. Associated with the media, and cannot be separated from politics too, we will find another figure from a Chomsky. The low-profile philosopher, apparently a sharp critic and did not know to give up. With the concept of the news filter (news filters) he tried to dismantle the collusion that exists between the media and political bandits. This attitude made him hostile to the authorities and his cronies. Maybe that's also what hinders our access to knowledge about thinkers who hate this personal popularity. One of the highlights of Chomsky is its ability to make us feel smart. Even though our leaders are fooling and lying to us, and the media are parroting their lies, even the most naïve people among us are able to know that we have not been given the truth, all truth, and true truth.

Chomsky's contributions were revolutionized linguistics with his theory of generative grammar, which suggests that the ability to generate and understand language is inherent in humans and governed by universal rules. He introduced the concept of a universal grammar that is shared across all human languages, focusing on the deep structures that underlie language



production and comprehension. Chomsky's transformational grammar has had a profound impact not only on linguistics but also on cognitive science, psychology, and artificial intelligence.

Chomsky is known for his development of the theory of generative syntax, which was introduced through works such as *Syntactic Structures* (1957) and *Aspects of the Theory of Syntax* (1965). In *The Chomskyan Revolution: A Study of Chomsky's Theoretical Contributions* by Judith A. Parker (2022), it is explained that Chomsky's theory of generative syntax proposes that language structure has deep rules that are universal, which can be applied to all human languages. This approach introduced the idea of deep structure and surface structure, which changed the way linguistics viewed sentence structure and the relationship between meaning and form. Chomsky's contributions extend to other fields besides syntax, including language acquisition theory and semantics. For example, the concept of UG (Universal Grammar), which states that the ability to learn language is innate and universal among humans, has influenced much research in psychology and neurolinguistics (Bender & Frank, 2021).



3. Leonard Bloomfield



Leonard Bloomfield (April 1, 1887 – April 18, 1949) was an American linguist who led the development of structural linguistics in the United States during the 1930s and the 1940s. His influential textbook *Language*, published in 1933, presented a comprehensive description of American structural linguistics. He made significant contributions to Indo-European historical linguistics, the description of Austronesian languages, and description of languages of the Algonquian family.

Bloomfield's approach to linguistics was characterized by its emphasis on the scientific basis of linguistics, adherence to behaviorism especially in his later work, and emphasis on formal procedures for the analysis of linguistic data. The influence of Bloomfieldian structural linguistics declined in the late 1950s and



1960s as the theory of generative grammar developed by Noam Chomsky came to predominate.

Bloomfield was born in Chicago, Illinois, on April 1, 1887, to Jewish parents (Sigmund Bloomfield and Carola Buber Bloomfield). His father immigrated to the United States as a child in 1868; the original family name *Blumenfeld* was changed to Bloomfield after their arrival. In 1896 his family moved to Elkhart Lake, Wisconsin, where he attended elementary school, but returned to Chicago for secondary school. His uncle Maurice Bloomfield was a prominent linguist at Johns Hopkins University, and his aunt Fannie Bloomfield Zeisler was a well-known concert pianist.

Bloomfield attended Harvard College from 1903 to 1906, graduating with the A.B. degree. He subsequently began graduate work at the University of Wisconsin, taking courses in German and Germanic philology, in addition to courses in other Indo-European languages. A meeting with Indo-Europeanist Eduard Prokosch, a faculty member at the University of Wisconsin, convinced Bloomfield to pursue a career in linguistics. In 1908 Bloomfield moved to the University of Chicago where he took courses in German and Indo-European philology with Frances A. Wood and Carl Darling Buck. His doctoral dissertation in



Germanic historical linguistics, *A semasiologic differentiation in Germanic secondary ablaut*, was supervised by Wood, and he graduated in 1909.

He undertook further studies at the University of Leipzig and the University of Göttingen in 1913 and 1914 with leading Indo-Europeanists August Leskien, Karl Brugmann, as well as Hermann Oldenberg, a specialist in Vedic Sanskrit. Bloomfield also studied at Göttingen with Sanskrit specialist Jacob Wackernagel, and considered both Wackernagel and the Sanskrit grammatical tradition of rigorous grammatical analysis associated with Pāṇini as important influences on both his historical and descriptive work. Further training in Europe was a condition for promotion at the University of Illinois from Instructor to the rank of Assistant Professor.

Bloomfield's earliest work was in historical Germanic studies, beginning with his dissertation, and continuing with a number of papers on Indo-European and Germanic phonology and morphology. His post-doctoral studies in Germany further strengthened his expertise in the Neogrammarian tradition, which still dominated Indo-European historical studies. Bloomfield throughout his career, but particularly during his early career, emphasized the Neogrammarian principle of



regular sound change as a foundational concept in historical linguistics.

Bloomfield's work in Indo-European beyond his dissertation was limited to an article on palatal consonants in Sanskrit and one article on the Sanskrit grammatical tradition associated with Pāṇini, in addition to a number of book reviews. Bloomfield made extensive use of Indo-European materials to explain historical and comparative principles in both of his textbooks, *An introduction to language* (1914), and his seminal *Language* (1933). In his textbooks he selected Indo-European examples that supported the key Neogrammarian hypothesis of the regularity of sound change, and emphasized a sequence of steps essential to success in comparative work:

- 1) appropriate data in the form of texts which must be studied intensively and analysed;
- 2) application of the comparative method;
- 3) reconstruction of proto-forms.

He further emphasized the importance of dialect studies where appropriate, and noted the significance of sociological factors such as prestige, and the impact of meaning. In addition to regular linguistic change, Bloomfield also allowed for borrowing and analogy. It is argued that Bloomfield's Indo-European work had two



broad implications: "He stated clearly the theoretical bases for Indo-European linguistics" and "he established the study of Indo-European languages firmly within general linguistics."

As part of his training with leading Indo-Europeanists in Germany in 1913 and 1914 Bloomfield studied the Sanskrit grammatical tradition originating with Pāṇini, who lived in northwestern India during the fifth or fourth century BC. Pāṇini's grammar is characterized by its extreme thoroughness and explicitness in accounting for Sanskrit linguistic forms, and by its complex context-sensitive, rule-based generative structure. Bloomfield noted that "Pāṇini gives the formation of every inflected, compounded, or derived word, with an exact statement of the sound-variations (including accent) and of the meaning". In a letter to Algonquianist Truman Michelson, Bloomfield noted "My models are Pāṇini and the kind of work done in Indo-European by my teacher, Professor Wackernagel of Basle."



4. Edward Sapir



Edward Sapir (/sə'pɪər/; January 26, 1884 – February 4, 1939) was an American anthropologist-linguist, who is widely considered to be one of the most important figures in the early development of the discipline of linguistics. Sapir was born in German Pomerania. His family emigrated to the United States of America when he was a child. He studied Germanic linguistics at Columbia, where he came under the influence of Franz Boas, who inspired him to work on Native American languages. While finishing his Ph.D. he went to California to work with Alfred Kroeber documenting the indigenous languages there. He was employed by the Geological Survey of Canada for fifteen years, where he came into his own as one of the most significant linguists in North America, the other being Leonard Bloomfield. He was offered a professorship at the University of Chicago, and



stayed for several years continuing to work for the professionalization of the discipline of linguistics. By the end of his life he was professor of anthropology at Yale, where he never really fit in. Among his many students were the linguists Mary Haas and Morris Swadesh, and anthropologists such as Fred Eggan and Hortense Powdermaker.

With his linguistic background, Sapir became the one student of Boas to develop most completely the relationship between linguistics and anthropology. Sapir studied the ways in which language and culture influence each other, and he was interested in the relation between linguistic differences, and differences in cultural world views. This part of his thinking was developed by his student Benjamin Lee Whorf into the principle of linguistic relativity or the "Sapir-Whorf" hypothesis. In anthropology Sapir is known as an early proponent of the importance of psychology to anthropology, maintaining that studying the nature of relationships between different individual personalities is important for the ways in which culture and society develop.

Among his major contributions to linguistics is his classification of Indigenous languages of the Americas, upon which he elaborated for most of his professional life. He played an important role in developing the modern



concept of the phoneme, greatly advancing the understanding of phonology. Before Sapir it was generally considered impossible to apply the methods of historical linguistics to languages of indigenous peoples because they were believed to be more primitive than the Indo-European languages. Sapir was the first to prove that the methods of comparative linguistics were equally valid when applied to indigenous languages. In the 1929 edition of *Encyclopaedia Britannica* he published what was then the most authoritative classification of Native American languages, and the first based on evidence from modern comparative linguistics. He was the first to produce evidence for the classification of the Algic, Uto-Aztecan, and Na-Dene languages. He proposed some language families that are not considered to have been adequately demonstrated, but which continue to generate investigation such as Hokan and Penutian.

He specialized in the study of Athabascan languages, Chinookan languages, and Uto-Aztecan languages, producing important grammatical descriptions of Takelma, Wishram, Southern Paiute. Later in his career he also worked with Yiddish, Hebrew, and Chinese, as well as Germanic languages, and he also



was invested in the development of an International Auxiliary Language.

Sapir emphasized language study in his college years at Columbia, studying Latin, Greek, and French for eight semesters. From his sophomore year he additionally began to focus on Germanic languages, completing coursework in Gothic, Old High German, Old Saxon, Icelandic, Dutch, Swedish, and Danish. Through Germanics professor William Carpenter, Sapir was exposed to methods of comparative linguistics that were being developed into a more scientific framework than the traditional philological approach. He also took courses in Sanskrit, and complemented his language studies by studying music in the department of the famous composer Edward MacDowell (though it is uncertain whether Sapir ever studied with MacDowell himself). In his last year in college Sapir enrolled in the course "Introduction to Anthropology", with Professor Livingston Farrand, who taught the Boas "four field" approach to anthropology. He also enrolled in an advanced anthropology seminar taught by Franz Boas, a course that would completely change the direction of his career.



5. Roman Jakobson



Jakobson was born in Russia on 11 October 1896, a well-to-do family of Jewish descent, the industrialist Osip Jakobson and chemist Anna Volpert Jakobson, and he developed a fascination with language at a very young age. He studied at the Lazarev Institute of Oriental Languages and then at the Historical-Philological Faculty of Moscow University. As a student he was a leading figure of the Moscow Linguistic Circle and took part in Moscow's active world of avant-garde art and poetry. The linguistics of the time was overwhelmingly neo-grammarians and insisted that the only scientific study of language was to study the history and development of words across time (the diachronic approach, in Saussure's terms).

Jakobson, on the other hand, had come into contact with the work of Ferdinand de Saussure, and developed an approach focused on the way in which



language's structure served its basic functions (synchronic approach) - to communicate information between speakers. Jakobson was also well known for his critique of the emergence of sound in the film. Jakobson received a master's degree from Moscow University in 1918.

According to Jakobson's own personal reminiscences, the most decisive stage in the development of his thinking was the period of revolutionary anticipation and upheaval in Russia between 1912 and 1920, when, as a young student, he fell under the spell of the celebrated Russian futurist wordsmith and linguistic thinker Velimir Khlebnikov.

Offering a slightly different picture, the preface to the second edition of *The Sound Shape of Language* argues that this book represents the fourth stage in "Jakobson's quest to uncover the function and structure of sound in language. The first stage was roughly the 1920s to 1930s where he collaborated with Trubetzkoy, in which they developed the concept of the phoneme, and elucidated the structure of phonological systems. The second stage, from roughly the late 1930s to the 1940s, during which he developed the notion that "binary distinctive features" were the foundational element in language, and that such distinctiveness is "mere otherness" or differentiation. In



the third stage in Jakobson's work, from the 1950s to 1960s, he worked with the acoustician C. Gunnar Fant and Morris Halle (a student of Jakobson's) to consider the acoustic aspects of distinctive features.

Jakobson is famous for his development of a theory of communication involving six fundamental language functions: referential, emotive, conative, metalinguistic, poetic, and phatic functions (Hayes, L. B., 2021). These concepts are discussed in depth in his seminal work "Linguistics and Poetics," published in *Style in Language* (MIT Press, 1960), where he explores how these functions come into play in various aspects of language communication and expression. Jakobson also contributed greatly to the theory of phonology, particularly through his analysis of the features that distinguish sounds in language (Elliott, R. A., 2022).

In addition to his academic contributions, Jakobson also played an important role in the development of literary theory and semiotics (Liu, M., 2021). He emphasized the importance of structure and pattern in the analysis of literary and communicative texts, which had a significant impact on modern literary studies and semiotic theory. Jakobson's *The Framework of Language* (Harvard University Press, 1955) and the article "Jakobson's Poetics and Modern Literary Theory"



in *Poetics Today* (Vol. 42, No. 1, 2021, pp. 77-94) provide deep insights into his views on the relationship between language and art (Jakobson, R, 1955).

Jakobson is also known for his theories on phonological and distinction features. Jakobson's phonological principles still influence modern phonological theories. The article explains how Jakobson's model of distinction features can be applied to explain phonological variation in different languages and provides guidance for the further development of phonological theory (Khan, 2023).

In addition to his contributions in phonology and language function, Jakobson is also known for literary theory and semiotics. The book *Jakobson and the Semiotics of Poetry* (2024) explores Jakobson's impact on literary theory, focusing on the analysis of poetry and narrative structure. The book shows how Jakobson's concepts of structure and pattern can be used to analyze modern and postmodern literary texts, as well as how these theories interact with recent developments in semiotics (Lee, 2024).

6. William Labov

William Labov is known as an American linguist. He was born in Rutherford, New Jersey in 4 December 1927. He



is regarded as the founder of the sociolinguistic disciplines. He is a proven figure in creating many methodologies from sociolinguistic. He worked as a professor at the Department of Linguistics at the University of Pennsylvania and pursued research in sociolinguistic fields, language changes and dialectology. Born in Rutherford, New Jersey, Labov attended Harvard University. He worked as a chemist from 1949 to 1961, before finally turning Areh into a linguist. For his MA thesis, he raised his studies on the dialect change from Martha's Vineyard. Labov took a Ph.D. degree at Columbia University under the guidance of Uriel Weinreich. He graduated in 1964. Later, he taught there in 1964 to 1970, before he finally became a linguistics professor at the University of Pennsylvania in 1971. In 1977, he became director of the University laboratory. He married Gillian Sankoff in 1993. Sankoff is also a linguist. Previously, he married Teresa Gnaso Labov.



The methods he used to collect data for his study of the varieties of English spoken in New York City, published as *The Social Stratification of English in New York City* (1966), have been influential in social dialectology. In the late 1960s and early 1970s, his studies of the linguistic features of African American Vernacular English (AAVE) were also influential: he argued that AAVE should not be stigmatized as substandard, but respected as a variety of English with its own grammatical rules. He has also pursued research in referential indeterminacy, and is noted for his seminal studies of the way ordinary people structure narrative stories of their own lives. In addition, several of his classes are service-based, with students going to West Philadelphia to help tutor young children while simultaneously learning linguistics from different dialects such as AAVE.

More recently he has studied ongoing changes in the phonology of English as spoken in the United States, and the origins and patterns of chain shifts of vowels (one sound replacing a second, replacing a third, in a complete chain). In the *Atlas of North American English* (2006), he and his co-authors find three major divergent chain shifts taking place today: a Southern Shift (in Appalachia and southern coastal regions), a Northern Cities Vowel Shift



affecting a region from Madison, Wisconsin, east to Utica, New York, and a Canadian Shift affecting most of Canada, as well as some areas in the Western and Midwestern (Midland) United States, in addition to several minor chain shifts in smaller regions.

Among Labov's well-known students are Charles Boberg, Anne H. Charity Hudley, Penelope Eckert, Gregory Guy, Robert A. Leonard, Geoffrey Nunberg, Shana Poplack, and John R. Rickford. His methods were adopted in England by Peter Trudgill for Norwich speech and K. M. Petyt for West Yorkshire speech. Labov's works include *The Study of Nonstandard English* (1969), *Language in the Inner City: Studies in Black English Vernacular* (1972), *Sociolinguistic Patterns* (1972), *Principles of Linguistic Change* (vol.I Internal Factors, 1994; vol.II Social Factors, 2001, vol.III Cognitive and Cultural factors, 2010), and, with Sharon Ash and Charles Boberg, *The Atlas of North American English* (2006).

Labov was awarded the 2013 Benjamin Franklin Medal in Computer and Cognitive Science by the Franklin Institute with the citation for establishing the cognitive basis of language variation and change through rigorous analysis of linguistic data, and for the study of non-standard dialects with significant social and cultural implications.



He recently learned about the changes in the English phonology used in the current American conversation. He studied the origins and shifting patterns of vocal chains. In the Atlas of North American English (2006), he and other authors found 3 main chains of divergent that influenced this shift, namely: the Southern Shift (in Appalachia and the southern coastal region); The North Shift affects the areas of Madison, Wisconsin, New York; And shift Canada affects most regions of Canada and the Mindland and Midwestern areas.

Labov is known for his innovative approach in the study of language variation and language change. One of his major works, *The Social Stratification of English in New York City* (1966), features a detailed analysis of how language use varies among different social groups in New York. In Labov's *Sociolinguistic Legacy* by Shana Poplack (2023), it is explained that Labov developed systematic research methods to study the relationship between language and society, identifying patterns in the way language changes over time and across different social contexts.

Labov's contributions are not only limited to the analysis of language variation, but also include theories of language change. For example, the concept of linguistic change from below introduced by Labov refers to



language change that starts among ordinary speakers and then spreads to wider social groups. This theory has influenced the study of language change and how Labov's approach continues to be relevant in contemporary linguistic research (Ashby & Mallinson, 2022).

Labov has also made important contributions to the understanding of language and identity. Labov's research on language variation also addresses the relationship between language and social identity, as well as how language speakers use language variation to express and construct their identity. This contribution has broadened the understanding of how language functions in broader social and cultural contexts (Meyerhoff, 2024).

7. Ronald Wardhaugh

Ronald Wardhaugh is a Professor Emeritus in the Department of Linguistics at the University of Toronto. He was born at 17 May 1932. He is the author of a number of books, including *Proper English* (1998), *Understanding English Grammar* (second edition, 2003) and *An Introduction to Sociolinguistics* (1986). Those books are published by Wiley-Blackwell, his book *An Introduction to Sociolinguistics*.





Ronald Wardhaugh held the position of professor from 1975 to 1995 in the Department of Linguistics, University of Toronto. Wardhaugh served in various capacities, such as Assistant Professor (1966 to 1968), Associate Professor (1968 to 1972), and Professor of Linguistics (1972 to 1975) in the University of Michigan, Ann Arbor. He held the position of Chairman in the Department of Linguistics, University of Toronto from 1975 to 1986. In 1995 the University of Toronto conferred him the position of Emeritus Professor. His book *An Introduction To Sociolinguistics* (1986) has been widely deemed to be the most resourceful and comprehensive work on sociolinguistic literature. he is also a Director, Center for Research on Language and Language Behavior, from 1969 to 1971.



His works:

1. English for a Changing World Level 1 (1984)
2. How Conversation Works (1985)
3. An Introduction to Sociolinguistics (1986)
4. Reading: A Linguistic Perspective (1969)
5. Introduction to Linguistics (1971)
6. The Contexts of Language (1976)
7. Investigating Language (1993)
8. Language and Nationhood (1983)
9. Languages in Competition: Dominance, Diversity, and Decline (1987)
10. Understanding English Grammar (1995)
11. Proper English: Myths and Misunderstandings about Language (1999)
12. Learning by Design: Building Sustainable Organization (2003)

His quotes:

1. “When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language.”
— Ronald Wardhaugh, *An Introduction to Sociolinguistics*



2. "... sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, e.g., how certain linguistic features serve to characterize particular social arrangements."
— Ronald Wardhaugh, *An Introduction to Sociolinguistics*
3. "While people do usually know what language they speak, they may not always lay claim to be fully qualified speakers of that language. They may experience difficulty in deciding whether what they speak should be called a *language* proper or merely a *dialect* of some language."
— Ronald Wardhaugh, *An Introduction to Sociolinguistics*
4. "Taboo is the prohibition or avoidance in any society of behavior believed to be harmful to its members in that it would cause them anxiety, embarrassment, or shame. It is an extremely strong politeness constraint. Consequently, so far as language is concerned, certain things are not to be said or certain



objects can be referred to only in certain circumstances, for example, only by certain people, or through deliberate circumlocutions, i.e., euphemistically. Of course, there are always those who are prepared to break the taboos in an attempt to show their own freedom from such social constraints or to expose the taboos as irrational and unjustified, as in certain movements for 'free speech.'

— Ronald Wardhaugh, *An Introduction to Sociolinguistics*

8. Ralph W. Fasold

Ralph W. Fasold was born in 1940, he lived in Alexandria, worked at SIL International Inc, Georgetown University, George Town University, Consortium of Social Science Associations.



His books:

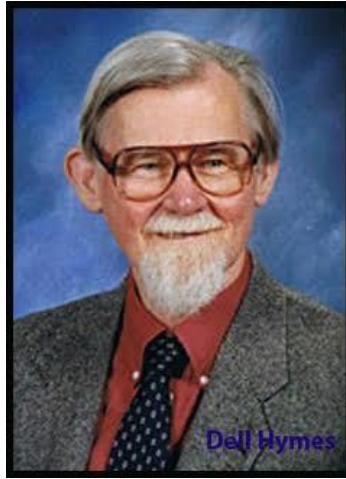
1. The Sociolinguistics of Language (Author)
2. The Sociolinguistics of Society (Author)
3. An Introduction to Language and Linguistics (Editor)
4. The Study of Social Dialects in American English (Author)
5. Analyzing Variation in Languages
6. Teaching standard English in the inner city
7. Language change and variation (Editor)
8. Language Attitude: Current Trends and Prospects (Editor)
9. Studies in Language Variation: Semantics, Syntax, Phonology, Pragmatics, Social Situations, Ethnographic Approaches (Editor)
10. Variation in the Form and Use of Language: A Sociolinguistics Reader
11. Tense marking in Black English; a linguistic and social analysis.

His participation:

1. Towards a critical sociolinguistics (Contributor)
2. Towards a Social Science of Language: Papers in honor of William Labov. Volume 1: Variation and change in language and society (Current Issues in Linguistic Theory) (Contributor)



9. Dell Hathaway Hymes



Dell Hathaway Hymes was born at 7 June, 1972 in Portland, Oregon, and he died at 13 November, 2009 in Charlottesville, Virginia America. His education in Indiana University Bloomington, 1955 and Reed College, 1950. He is an expert in linguistics, sociolinguistic, anthropologist, and he also folklorist who established disciplinary study foundations for the comparative, ethnographic of language use. His work is primary concerned with language in the Northwest Pacific. He was educated at Reed College, studying under David H. French and graduated in 1950. Hymes hold a Ph. D. from Indiana University in 1995, and took a job at Harvard city. Even at that young age, Hymes had a reputation as a strong linguist his dissertation completed in one year, was a grammar of the Kathlamet language spoken near the



mouth of the Columbia and known primarily from Franz Boas's work at the end of the 19th century.

Hymes remained at Harvard for five years, leaving in 1960 to join the faculty of the University of California, Berkeley. He spent five years at Berkeley as well, and then joined the department of anthropology at the University of Pennsylvania in 1965, in 1972 he joined the department of folklore and folklife and became Dean of the University of Pennsylvania graduate school of education in 1975.

Hymes became president of the linguistic society of America in 1982, of the American anthropological association in 1983, and of the American folklore society the last person to have held all three positions. Hymes is the founder of the journal *Language in Society*. He later joined the department of anthropology and English at the University of Virginia where he became professor of commonwealth anthropology and English, and from there he had just retired in 2000. Continuing as emeritus professor until his death from complications of Alzheimer's disease 13 November, 2009. In 1972, Hymes founded the journal *Language and Society*, which he served as its editor for 22 years. He was accused of sexual harassment in the last years of his tenure at the University of Pennsylvania.



His books:

1. "In Vain I Tried to Tell You": Essays in Native American Ethnopoetics, 1981.
2. Language in Culture and Society: A Reader in Linguistics and Anthropology, 1964.
3. Reinventing Anthropology, 1972.
4. Ethnography, Linguistics, Narrative Inequality: Toward an Understanding of Voice, 1996
5. Foundations in Sociolinguistics, 1974.
6. Vers la Competence de Communication, 1984.
7. Breakthrough into Performance, 1973.
8. American Structuralism, 1975.
9. Now I Know Only So Far, 2003.
10. Language in Education: Ethnolinguistic Essays, 1980.
11. Essays in the History of Linguistic Anthropology.
12. The Use of Computers in Anthropology, 1965.
13. Fondamenti di Sociolinguistica. Un Approccio Etnografico, 1980.
14. Reading Takelma Texts.
15. Soziolinguistik: Zur Ethnographie der Kommunikation, 1979.

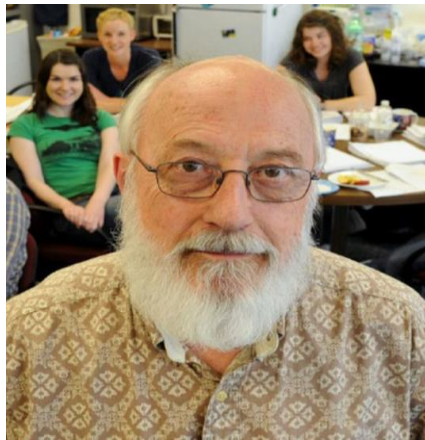
Hymes career can be divided into at least two phases. In his early career Hymes adapted Prague School Functionalism to American linguistic anthropology, pioneering the study of the relationship between



language and social context, this is together with John Gumperz, Erving Goffman, and William Labov.

Hymes defines a broad multidisciplinary concern with language in society. Hymes later work focus on poetry, especially the poetic organization of the oral narratives of Native Americans. Hymes has included many literary figures and critics among his influences, including Robert Alter, C. S. Lewis, A. L. Kroeber, and Claude Levi-Strauss.

10. Jack Chambers



J. K. "Jack" Chambers (born 12 July 1938 in Grimsby, Ontario) is a Canadian linguist, and a well-known expert on language variation and change, who has played an important role in research on Canadian English since the 1980s; he has coined the terms "Canadian Raising" and "Canadian Dainty", the latter used for Canadian speech



that mimics the British, popular till the mid-20th century. He has been a professor of linguistics at the University of Toronto since receiving his a Ph.D. from the University of Alberta in 1970. He has also been a visiting professor at many universities worldwide, including Hong Kong University, University of Szeged, Hungary, University of Kiel in Germany, Canterbury University in New Zealand, the University of Reading and the University of York in the UK. He is the author of the website *Dialect Topography*, which compiles information about dialectal variation in the Golden Horseshoe region of Ontario, Canada. Chambers has also written extensively on jazz, including such figures as Miles Davis and Duke Ellington.

He works extensively as a forensic consultant and maintains a parallel vocation in jazz criticism, including the prize-winning biography *Milestones: The Music and Times of Miles Davis* (1998) and *Bouncin' with Bartok: The Incomplete Works of Richard Twardzik* (2008). He was also an expert in Canadian English, Chambers is director of the dialect topography project at U of T, which has produced important findings in English usage across Canada and in regions of the United States that border Canada. Chambers was the first to use the name "Canadian raising" for the typical Canadian form of pronunciation.



His works:

1. 1975 *Canadian English: Origins and Structures*
2. 1979 *The Languages of Canada*
3. 1983 *Milestones I: The Music and Times of Miles Davis to 1960*
4. 1985 *Milestones II: The Music and Times of Miles Davis since 1960*
5. 1991 *Dialects of English: Studies in Grammatical Variation* (with Peter Trudgill)
6. 1998 *Dialects and Accents* (with David Britain)
7. 1998 *Dialectology* (with Peter Trudgill)
8. 2002 *The Handbook of Language Variation and Change* (with Peter Trudgill and Natalie Schilling-Estes)
9. 2003 *Sociolinguistic Theory: Linguistic Variation and Its Social Significance. Third, revised edition (first ed. published in 1995)*

His quotes:

1. “The late-blooming history of sociolinguistics appears paradoxical in view of the obvious social role of language. All societies tolerate and even foster social judgement of language use, and typically integrate them into the common ethos, most conspicuously in developed nations where they



become part of the institutional mandate of schools, government offices, and professional societies.”

— Jack Chambers, *The Handbook of Language Variation and Change*.

2. “...sociolinguist attempt to grasp language as it is used in social situations, which is to say as variant, continuous, and quantitative.”

— Jack Chambers, *The Handbook of Language Variation and Change*

3. “Primate-like sensory-motor systems undeniably pre-dated language, but their unique human adaptation to accomodate speech must have occured more or less simultaneously with the development of language faculty. Evolution of grammatical competence devoid of communicative competence is uncomceiveable.”

—Jack Chambers, *The Handbook of Language Variation and Change*.

4. “Variation is socially motivated, and pinpointing the motivations and giving them empirical substance remains perhaps our greatest challenge. We are gaining an understanding of human communcative competence.”

— Jack Chambers, *The Handbook of Language Variation and Change*



11. Max Weinreich



Max Weinreich (his name in Russian: Мейер Лазаревич Вайнрайх) was a Russian Jewish-Linguist, trained in sociolinguistics and Yiddish, and the father of the linguist Uriel Weinreich, author of the Modern Yiddish-English English-Yiddish Dictionary.

Max Weinreich was born in: 22 April 1894 Goldingen, Courland Governorate, Russian Empire (modern Kuldīga, Latvia), and died in: 29 January 1969 (aged 74) New York City, New York, U.S.

After four years, Weinreich started his studies at a German school in Goldingen (modern Kuldīga) and moved to the Libau gymnasium (modern Liepāja). He subsequently lived in Daugavpils and Łódź. He lived in Saint Petersburg from 1909 to 1912, where he attended



I. G. Eizenbet's private Jewish boys' gymnasium. He grew up in a German speaking family but became fascinated by Yiddish.

Weinreich lived in Germany in the early 1920s, and studied linguistics at Berlin and Marburg Universities. In 1923, he completed his dissertation under the direction of the German linguist Ferdinand Wrede [de] in Marburg, entitled "Studien zur Geschichte und dialektischen Gliederung der jiddischen Sprache" (Studies in the History and Dialect Distribution of the Yiddish language). The dissertation was published in 1993 under the title History of Yiddish Linguistics (Geschichte der jiddischen Sprachforschung).

In 1925, Weinreich was the co-founder of YIVO (originally named the Yidisher Visnshaftlekher Institute — Yiddish Research Institute), along with Nochum Shtif, Elias Tcherikower, and Zalman Reisen. Although the institute was formally founded in August 1925 during a conference in Berlin, the center of its activities was in Wilno (now Vilnius, Lithuania), that eventually became also their official headquarters. YIVO's first office in Wilno was located in an apartment in Weinreich. Remembered as the institute's driving force, Weinreich directed its linguistic or philological section during the pre-World War II era.



Weinreich was in Denmark with his wife, Regina Shabad Weinreich, the daughter of Wilno Zemach Shabad 's notable doctor and Jewish leader, and his elder son, Uriel, when World War II erupted in 1939. Regina returned to Vilnius but, in March 1940, Max and Uriel remained abroad, heading to New York City. There he joined his wife and younger son, Gabriel, during the brief period when Vilnius was in independent Lithuania. Weinreich became a Yiddish professor at New York City College, and restored YIVO in New York.

His works:

1. History of the Yiddish Language (Volumes 1 and 2) ed. Paul (Hershl) Glasser. New Haven: Yale University Press, 2008.
2. Hitler's professors: the Part of Scholarship in Germany's Crimes Against the Jewish People. New Haven: Yale University Press, 1999.
3. History of the Yiddish language. trans. Shlomo Noble, with the assistance of Joshua A. Fishman. Chicago: University of Chicago Press, 1980.



12. Mikel Zalbide



Mikel Zalbide Elustondo was born at 9 May 1951, in San Sebastian. From 1979, he was one of the participants of the initiative to create a Basque University. He was a member of the Joint Commission created by the pre-autonomous entity Basque General Council, and the University of Bilbao (later the University of the Basque Country). This joint commission was named "Commission for the planning of the Basque University" and within it was created a subcommittee on linguistic standardization. Mikel Zalbide was responsible for that working group.

Since 1981, he has worked in the Department of Education, Universities and Research of the Basque Government, as head of the Euskera Service. He retired in 2014. As head of the Basque Department of the Department of Education, he has taken part in the main projects developed by the Administration to fix the



teaching of Euskera and the levels of knowledge of that language.

In the fields of pedagogy and education he has participated in the working groups for the implementation of various projects: the EIMA (Euskal Ikasmaterialgintza) program for the creation of didactic materials in Euskera (both textbooks for Primary Education and Secondary, as audiovisual material and software) and to ensure the quality of the language; the NOLEGA program and the ULIBARRI project, with the aim of reinforcing the use of Euskera in the school environment; the Plan for Euskaldunizar the Educational Administration. It has also been committed to analyze the linguistic competencies of Models A, B, and D, draw conclusions and propose improvement measures.

His works:

1. Maileguzko hitzak: idazkera eta ebakera, Donostia: UZEI, 1981
2. Hitz-elkarketa 1. LEF batzordearen lanak, Bilbo: Euskaltzaindia, 1987
3. Euskal Irakaskuntza: 10 urte. Gasteiz: Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia, 1990
4. Hitz elkartuen osaera eta idazkera: LEF batzordearen emaitzak, Euskaltzaindiaren gomendio-arauak. Bilbo: Euskaltzaindia, 1992



His articles:

1. Mende hasierako euskalgintza: urratsak eta hutsuneak in II. Euskal Mundu Biltzarra. Euskara-biltzarra, Gasteiz: Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia, 1988.
2. Euskal Eskola, Asmo Zahar Bide Berri in Euskal Eskola Publikoaren Lehen Kongresua, Gasteiz: Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia, 1, 211-271, 1990.
3. Eskola-giroko hizkuntza-erabileran eragiten duten faktoreen lehen azalpen-saioa in Eskola Hiztun Bila, 17-35. Gasteiz: Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia, 1991.
4. Educational situation of the Basque Autonomous Community in Spain, Estrasburgo: Europako Kontseilua, 1993.
5. Zientzi hizkuntza irakaskuntzan: euskara teknikoaren izaeraz, iturburuaz eta egungo erabilmoduaz, Gasteiz: Eusko Ikaskuntza, 1993.
6. Eskola-munduan erabiltzen den euskara: egungo egoera eta zenbait hobekuntza-bide in Euskera, 1994.
7. Hitz elkartuen osaera eta idazkera: gomendio-arauak prestatzeko erabili diren irizpideak in Euskaltzaindiaren XIII. Biltzarra, Euskera, 1994.



8. Maileguzko hitzen zenbait muga-arazo in Euskaltzaindiaren XIII. Biltzarra, Euskera, 1994.

13. Charles J. Fillmore

Charles J. Fillmore (August 9, 1929 – February 13, 2014) was an American linguist and Professor of Linguistics at the University of California, Berkeley. He received his Ph.D. in Linguistics from the University of Michigan in 1961. Fillmore spent ten years at The Ohio State University and a year as a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University before joining Berkeley's Department of Linguistics in 1971. Fillmore was extremely influential in the areas of syntax and lexical semantics. A three-day conference was held at UC Berkeley in celebration of his 80th birthday in 2009. Fillmore received the 2012 Lifetime Achievement Award of the Association for Computational Linguistics. He died in 2014.





Fillmore spent three years in the U.S. Army stationed in Japan, where he intercepted coded Russian conversations on short-wave radio and taught himself Japanese. Following his discharge, he taught English at a Buddhist girls' school while also taking classes at Kyoto University. He returned to the US, receiving his doctorate at the University of Michigan and then teaching at The Ohio State University in Columbus. At the time, he was still a proponent of Noam Chomsky's theory of generative grammar during its earliest transformational grammar phase. In 1963, his seminal article *The position of embedding transformations in a Grammar* introduced the transformational cycle. The central idea is to first apply rules to the smallest applicable unit, then to the smallest unit containing that one, and so on. This principle has been a foundational insight for theories of syntax since that time.



By 1965, Fillmore had come to acknowledge that semantics plays a crucial role in grammar. In 1968, he published his theory of Case Grammar (Fillmore 1968), which highlighted the fact that syntactic structure can be predicted by semantic participants. An action can have an agent, a patient, purposes, locations, and so on. These participants were called "cases" in his original paper, but later came to be known as semantic roles or thematic relations, which are similar to theta roles in generative grammar.

Following his move to the University of California, Berkeley, in 1971, this theory eventually evolved into a broader cognitive linguistic theory called Frame Semantics (1976). A commercial event, for instance, crucially involved elements such as a seller, a buyer, some good, and some money. In language, such an event can be expressed in a variety of different ways, e.g. using the verb 'to sell' or the verb 'to buy'. According to frame semantics, meaning is best studied in terms of the mental concepts and participants in the minds of the speaker and addressee. Around the same time, Fillmore's Santa Cruz Lectures on Deixis, delivered in 1971 and published in 1975, contributed to establishing the field of linguistic pragmatics, which studies the relationship between linguistic form and the context of utterance. In all of this



research, he illuminated the fundamental importance of semantics, and its role in motivating syntactic and morphological phenomena.

His collaboration with Paul Kay and George Lakoff was generalized into the theory of Construction Grammar. This work aimed at developing a complete theory of grammar that would fully acknowledge the role of semantics right from the start, while simultaneously adopting constraint-based formalisms as popular in computer science and natural language processing. This theory built on the notion of construction from traditional and pedagogical grammars rather than the rule-based formalisms that dominate most of generative grammar.

One of Fillmore's most widely noticed works of the time (with Paul Kay and Cathy O'Connor) appeared in 'Language' in 1988 as "Regularity and Idiomaticity in Grammatical Constructions: The Case of Let Alone". Their paper highlighted the merits of such a theory of by focusing on the 'let alone' construction. Over time, construction grammar developed into a research area of its own, and a number of variants have been proposed over the years by different researchers.

Fillmore is now widely recognized as one of the founders of cognitive linguistics. The first chapter of



“Cognitive Linguistics” by Cruse and Croft (2004), for instance, begins with a summary of Fillmore's work. Fillmore served as President of the Linguistic Society of America in 1991 and was awarded an honorary doctorate from the University of Chicago in 2000. His legacy continues with his many notable students, including Adele Goldberg, Laura Michaelis, Christopher Johnson, Miriam R. L. Petruck, Len Talmy, and Eve Sweetser.

In the 1990s, Fillmore taught classes in computational lexicography at the University of Pisa, where he met Sue Atkins, who was conducting frame-semantic analyses from a lexicographic perspective. In their subsequent discussions and collaborations, Fillmore came to acknowledge the importance of considering corpus data. They discussed the "dictionary of the future", in which every word would be linked to example sentences from corpora.

After 23 years at the University of California, Berkeley, Fillmore retired in 1994 and joined Berkeley's International Computer Science Institute.[6] There, he started a project called FrameNet, an on-line structured description of the English lexicon implementing much of what he had earlier proposed more theoretically in his theory of Frame semantics, while implementing the idea of emphasizing example sentences from corpora. In



FrameNet, words are described in terms of the frames they evoke. Data is gathered from the British National Corpus, annotated for semantic and syntactic relations, and stored in a database organized by both lexical items and Frames. FrameNet has inspired parallel projects, which investigate other languages, including Spanish, German, and Japanese.

Due to the project's influence, issue 16 of the *International Journal of Lexicography* was devoted entirely to FrameNet. The project has been highly influential in computational linguistics and natural language processing as well. FrameNet led to the establishment of the task of shallow semantic parsing or automatic semantic role labelling (SRL). The first automatic SRL system was developed by Berkeley graduate student Daniel Gildea. Semantic Role Labelling has since become one of the standard NLP tasks. In recognition of his contributions to computational linguistics, Fillmore received the 2012 Lifetime Achievement Award of the Association for Computational Linguistics. Together with Collin F. Baker, he also received the 2012 Antonio Zampolli Prize, awarded by the European Language Resources Association.



His books:

1. Studies in Linguistic Semantics.
2. Form and Meaning in Language.
3. Form and Meaning in Language.
4. Individual differences in language ability and language behavior.
5. Lectures on Deixis.
6. Mysteries of Genesis.
7. Ensenanos a Orar (Teach Us to Pray).
8. Keep a True Lent.
9. Prosperity.
10. Metaphysical Bible Dictionary.

14. Thomas C. Hudson



Thomas C. Hudson or calling Thomas Callan Hudson, the man born in 1871 is a first time professor at William Wyse Professor of Social Anthropology at Cambridge



University. He was the first to formulate the word "Sociolinguistic" through his work "Sociolinguistics in India" in the magazine *Man in India* in 1939. In how work Thomas formulate regarding In Analysis of the 1931 Census of India Hodson dissected the physical sorts in India, in incredible detail, receiving the models predominant in his day; this investigation was free of the standings, Brahmins and Dalits were characterized in the equivalent "racial gatherings". For instance, Telugu Brahmins and Chamars were named "Racial Element A". Altogether, he recognized seven "racial components", from A to G. Hodson utilized the traditional "brachycephalic" and "dolichocephalic" phrasing in power in racial talks of the day; this was a typology built from the alleged "cephalic list" and to arrange human populaces as indicated by this implied logical measure. Designed by the anatomist Anders Retzius, the cephalic record characterization was contested by Franz Boas' anthropological works, Boas' reactions are acknowledged today.

Hudson commonly connects racial classifications with assumed phases of monetary and phonetic turn of events, inferring an order of racially characterized societies, a view normal for logical prejudice. Hodson accepted that the most punctual inhabitants of India were



of the "Negrito race", trailed by the "proto-Australoids". An early supply of the Mediterranean race, came to India and blended with the proto-Australoids, he accepted that these individuals communicated in an agglutinative language from which the present Austroasiatic dialects are inferred. They had a simple information on horticulture, building stone landmarks, crude route; this relocation was trailed by a movement of progressively enlightened Mediterraneans from the Persian Gulf. These individuals had the information on the metals, however not of iron, they were trailed by rushes of foreigners who built up the Indus valley human advancement. Every one of these outsiders were of the dolichocephalic sort, however the Indus valley individuals had a blended brachycephalic component originating from the Anatolian level, as the Armenoid part of the Alpine race.

Thomas C Hudson has produced many works, and his phenomenal contribution is "Sociolinguistic in India" this man born in 1871 finally breathed his last breath in 1953. His work will always be remembered and his name will always be known as one of the sociolinguistic figures.

15. Florian Coulmas

Florian Coulmas born In Hamburg in June 5 1949 is a German language linguist and creator. He is Senior



Professor for Japanese Society and Sociolinguistics at the University of Duisburg-Essen. From 1968 to 1975, Florian Coulmas considered Sociology, Philosophy, and German Studies at Freie Universität Berlin and at Paris Sorbonne (1969–1970). He finished his PhD at Bielefeld University in 1977. In 1980, he angled his habilitation at Düsseldorf University where he functioned as a privatdozent from that point. In 1987, he became Professor of Sociolinguistics at Chūō University.



As of now, Coulmas is Professor of Language and Culture of Modern Japan at the University of Duisburg-Essen. From October 2004 until September 2014, he was the Director of the German Institute for Japanese Studies in Tokyo. Coulmas lived in Japan for a long time. He has distributed on Grapholinguistics, Sociology of language, and Japanology. He normally composes for the Japan Times, the Frankfurter Allgemeine Zeitung, and the Neue



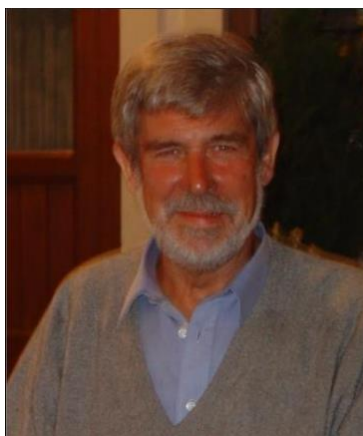
Zürcher Zeitung. In 2016, Coulmas was awarded the Meyer-Struckmann-Prize for Research in Arts and Social Sciences.

Florian has published many work include, Direct and Indirect Speech. Walter de Gruyter in 1986, Writing Systems: An Introduction to Their Linguistic Analysis in 2003, Population Decline and Ageing in Japan - The Social Consequences and the last, Sociolinguistics: The Study of Speakers' Choices.

In his book Sociolinguistics: The Study of speaker choices, Florian discuss about issue microsociokinguistic and macrosociolinguistic. Micro-sociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of the correlate with social attributes such as class, sex, and age. Macro-sociolinguistics, studies what society do with their language, that is, attitudes and attachments that count for the functional distribution of speech forms in society, language shift, maintenance, nd the replacement, the delimitation and interaction of speech communities.



16. Henry G. Widdowson



Henry G. Widdowson is a British linguist and an authority in the field of applied linguistics and language teaching, specifically English language learning and teaching. He was born 28 May 1935, in Leicester, East Midlands of England. He is a compiler, editor, honoree, dedicatee, author of introduction (World Cat Identities). In 1973, He gained a PhD in Linguistics from the University of Edinburgh. He is an Emeritus Professor of Education, University of London. He has also been Professor of Applied Linguistics at Essex University and Professor of English Linguistics at the University of Vienna. He is the Applied Linguistics adviser to Oxford University Press and series adviser of Oxford Bookworms Collection. He is a co-editor of Language Teaching: A Scheme for Teacher Education and the series editor of Oxford Introductions to Language Study and the author of Linguistics (1996) in



the same series. He 104 works in 324 publications in 9 languages and 6038 library holdings.

Since the 1990s, he lives and works in Vienna, Austria. He is perhaps best known for his contribution to communicative language teaching. He has also published on other related subjects such as discourse analysis, and critical discourse analysis, the global spread of English, English for special Purpose and stylistics. He is also probably the most influential philosopher of the late twentieth century for international TESOL. He has become a key paper in the rationale behind English as a Lingua Franca and has become known as the ownership of English.

The works he has made:

1. Journal
 - a. ELT and EL Teacher (1992)
 - b. Proper Words in Proper Places (1993)
 - c. The Ownership of English (1994)
 - d. EIL, ESL, EFL: Global Issue and Local Interest (1997)
 - e. EIL: Squaring the Circles. A reply “Word Englishes” (1998a)
 - f. Communication and Community, The Pragmatics of ESP (1998b)



g. The Theory and Practice of Critical Discourse Analysis. Applied Linguistics (1998c)

2. Book

- a. Language Teaching Texts (1971)
- b. Stylistic and The Teaching of Literature (1975)
- c. Teaching Languages as Communication (1978)
- d. English in Social Studies (1978)
- e. Explorations in Applied Linguistics 2 (1979)
- f. O Ensino De Linguas Para A Comunicacao (1991)
- g. Aspects of Languages Teaching (1990)
- h. Une Approche Communicative De L'enseignement Des Langues (1981)
- i. Learning Purpose and Language Use (1983)
- j. Practical Stylistics: an Approach to Poetry (1992)
- k. Linguistics (1996)
- l. Language and Culture (1998)
- m. Defining Issues in English Language Teaching (2003)
- n. Text, Context, and Pretext (2004)
- o. A history of ELT, Second Edition (2004)
- p. Discourse Analysis (2007)
- q. Handbook of Foreign Language Communication and Learning (2009)



17. Bernard Spolsky



Bernard Spolsky is one of the most original thinkers in the field of applied linguistics today and has an important impact on advancing many sociolinguistics-related domains such as language maintenance and revival, language policy, multilingualism, educational linguistics, and the history, use, and ethics of language testing. He was born 11 February 1932, in New Zealand. Son of Choony Aby and Ellen Kate Spolsky. He lives in the old City of Jerusalem.

He was educated at Wellington College and Victoria University and received a PhD in Linguistics from the University of Montreal. He taught at McGill University, Indiana University, the University of New Mexico, and Bar-Ilan University, retiring in 2000. He has been the head of English Department, Dean of the Faculty of



Humanities and Director of the Language Policy Research Center at Bar-Ilan University Israel; he is currently Professor of English.

He has conducted and published research in language testing, second language learning, and computers in the humanities, applied linguistics, sociolinguistics and language policy. He has been President of TESOL, held a Guggenheim fellowship (1971) and a Mellon fellowship, and has been Senior Research Fellow at the National Foreign Language Center in Washington. He has written several books for Oxford University Press: *Condition for Second Language Learning*, *Measured Words* and *Sociolinguistics*.

He has written and edited two dozen book and about 250 articles and chapters. He was founding editor of three journals, *Applied Linguistics*, *Journal of Asia TEFL*, and *Language Policy*. He has just completed a book on fundamental of language management and is editing the 2009 edition of the *Annual Review of Applied Linguistics* entitled “Language Policy and Language Assessment. The works he has made:

His books:

1. *Educational Linguistics* (1978)
2. *Condition for Second Language Learning* (1989)



3. Language and Education in Multilingual: Setting (1986)
4. Measured Words: The Development of Objective Language Testing (1995)
5. Sociolinguistics (1998)
6. The Language of Israel: Policy, Ideology, and Practice (1999)
7. Language Policy (2003)
8. Language Management (2009)
9. The Cambridge Handbook of Language Policy (2012)
10. The Language of The Jews: A Sociolinguistics History (2014)
11. The Language of Diaspora and Return (2016)

18. Louis Hjelmslev

Louis Hjelmslev was a Danish semiotician in the 20th century. Hjelmslev was born in Denmark in 1899 and died on May 30, 1965. He is known as the inventor of glossemiology in the language of connotation. This effort clarifies and sharpens general theories about language and linguistics from Saussure. Louis Trolle Hjelmslev (3 October 1899 – 30 May 1965) was a Danish linguist whose ideas formed the basis of the Copenhagen School of linguistics. Born into an academic family (his father was the mathematician Johannes Hjelmslev),



Hjelmslev studied comparative linguistics in Copenhagen, Prague and Paris (with Antoine Meillet and Joseph Vendryes, among others).



In 1931, he founded the Cercle Linguistique de Copenhagen. Together with Hans Jørgen Uldall he developed a structural theory of language which he called glossematics, which further developed the semiotic theory of Ferdinand de Saussure. Hjelmslev regarded linguistics or glossematics as a formal science. He was the inventor of formal linguistics. Hjelmslev's theory became widely influential in structural and functional grammar, and in semiotics

Hjelmslev published his first paper at the age of 25. His first major book, *Principles de grammaire générale*, which he finished in 1928, is an invaluable source for anyone interested in Hjelmslev's work. During the 1930s



Hjelmslev wrote another book, *La catégorie des cas*, which was a major contribution to linguistics. In this book, Hjelmslev analyses the general category of case in detail, providing ample empirical material supporting his hypotheses. It is important to read Hjelmslev's work as a continuous evolving theory on the epistemology of linguistics. He made his first academic journey at 1921 to Lithuania to study Lithuanian, an experience which can be traced throughout his works.

His most well-known book, *Omkring sprogteoriens grundlæggelse*, or in English translation, *Prolegomena to a Theory of Language*, first published in 1943, critiques the then-prevailing methodologies in linguistics as being descriptive, even anecdotal, and not systematizing. He proposed a linguistic theory intended to form the basis of a more rational linguistics and a contribution to general epistemology. The most important work for Hjelmslev is *Prolegomena to a theory of Language* which states that language is a sign system that refers to the traits that are clearly marked.

His books:

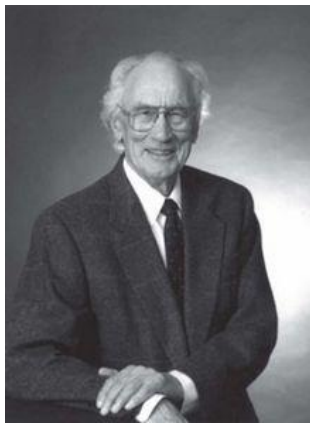
1. *Principes de grammaire générale.*
2. *Catégorie des cas (2 volumes).*
3. *Prolegomena to a Theory of Language. Publications in Anthropology and Linguistics*



4. Résumé of a Theory of Language.

19. Kenneth Lee Pike

Kenneth Lee Pike was born in Woodstock, Connecticut and died on December 31, 2000 (aged 88) Dallas, Texas. Pike is an American national, Alma mater Gordon College and the University of Michigan, he is known for Tagmemics, Scientific Career Linguistics Field. Kenneth Lee Pike studied theology at Gordon College, graduating with a B.A. in 1933. He originally wanted to do missionary work in China. When this was rejected by him, he studied linguistics with the Summer Institute of Linguistics (SIL). He went to Mexico with SIL, studying Mixtec from native speakers there in 1935.



Kenneth Lee Pike was an American linguist and anthropologist. He was the originator of the theory of tagmemics, the coiner of the terms "emic" and "etic" and the developer of the constructed language Kalaba-X for



use in teaching the theory and practice of translation. In addition, he was the First President of the Bible-translating organization Summer Institute of Linguistics (SIL), with which he was associated from 1942 until his death.

In 1937 Pike went to the University of Michigan, where he worked for his doctorate in linguistics under Charles C. Fries. His research involved living among the Mixtecs, and developing a written system for the Mixtec language with his wife, Evelyn. After gaining his Ph.D. in 1942, Pike became the First President of the Summer Institute in Linguistics. Its main function was to produce translations of the Bible in unwritten languages, and in 1951 Pike published the Mixtec New Testament. He was the President of SIL International from 1942 to 1979.

His role at SIL, Pike spent thirty years at the University of Michigan, during which time he served as chairman of the linguistics department, professor of linguistics, and director of the English Institute, he did pioneering work in the field of learning and teaching English and later became Professor Emeritus of the university.

Pike is best known for his distinction between the emic and the etic. "Emic" (as in "phonemics") refers to the role of cultural and linguistic categories as understood



from within the cultural or linguistic system that they are a part of, while "etic" (as in phonetics") refers to the analytical study of those sounds grounded outside of the system itself.

Pike argued that only native speakers are competent judges of emic descriptions, and are thus crucial in providing data for linguistic research, while investigators from outside the linguistic group apply scientific methods in the analysis of language, producing etic descriptions which are verifiable and reproducible. Pike himself carried out studies of indigenous languages in Australia, Bolivia, Ecuador, Ghana, Java, Mexico, Nepal, New Guinea, Nigeria, the Philippines, and Peru.

Kenneth Lee Pike developed his theory of tagmemics to help with the analysis of languages from Central and South America, by identifying (using both semantic and syntactic elements) strings of linguistic elements capable of playing a number of different roles.

His Contribution

Kenneth Lee Pike has had a significant impact not only on the linguistic organization which he led for most of his professional life, but also in the disciplines of linguistics and anthropology and philosophy and poetics. His academic contributions are reviewed in more than 20 dictionaries and encyclopedias under the entries 'Pike',



'Tagmemics', or 'emic/etic'. His personal mentoring of students and colleagues cannot be measured.

His influence and contributions are part of a unified whole which kept growing. He often referred to his "ten days of phonetics" out of which eventually came his dissertation in which he attempted to describe every sound which he had read about "plus all of those which I could imagine by mental experiments with my mouth and tongue and throat." Out of his study of the Mixtec language came his book on Tone languages.

His books

1. Pronunciation. Vol. 1 of an intensive course in English for Latin-American students 1.
2. Phonetics: A critical analysis of phonetic theory and a technic for the practical description of sounds.
3. Taxemes and immediate constituents
4. Tone languages: The nature of tonal systems, with a technique for the analysis of their significant pitch contrasts.
5. The intonation of American English.
6. Grammatical prerequisites to phonemic analysis.
7. Phonemics: A technique for reducing languages to writing.



20. Charles Albert Ferguson



Charles Albert Ferguson was born in Philadelphia, Pennsylvania in 6 July 1921. He is an American linguist who teaches at Stanford University. He is one of the founders of sociolinguistic and is best known for his work on diglossia. He had an initial curiosity for language, systems, and order which led him to explore foreign languages through Oriental Studies at the University of Pennsylvania (BA 1942, MA 1943 with a thesis on Moroccan Arabic Verb; PhD in 1945 with a dissertation on colloquial Language Standard Bengali).

After graduating, he joined the Foreign Service Institute and worked in the Middle East from 1946-1955, where he established and directed the Foreign Service Institute Area and Language School attached to the American Embassy, Beirut. In the early fifties he taught at Georgetown University's Institute of Languages and



Linguistics, Deccan College in India, and Harvard University's Center for Middle Eastern Studies.

Ferguson's career, though marked by a range of interests in language, was largely characterized by a focus on applied linguistics. He left teaching Arabic at Harvard in 1959 to found and direct the Center for Applied Linguistics in Washington, DC. He led the Center in building close ties with international, national, and regional needs related especially to language teaching, literacy, and language planning. Many lasting achievements mark his tenure at the Center: development of TOEFL, a test of English language skills used around the world and administered by the Educational Testing Service; establishment of the Round Table on Language for periodic discussion of problems faced by individuals working across language barriers at organizations such as the Foreign Service and World Bank; cooperative agreements among U. S. universities to ensure teaching of "special languages" (e.g., indigenous languages often needed by social scientists and others doing work in Africa, Asia, and Latin America); and the groundwork for establishing several current clearing houses on information related to language. After he left the Center in 1967 to establish the Committee (later the Department) of Linguistics at Stanford, he continued his



involvement in applied linguistics through helping to launch the National Foreign Language Center and the Association of Teachers of Arabic.

Ferguson made fundamental pioneering contributions to several other fields, including: language universals, first and second language development, language use in society, and language change. Several of his articles have for decades been foundational classics in these fields and his activities were fundamental in establishing Stanford as the leader and in many instances the initiator in these areas.

In a now famous conference held in 1961 at Dobbs Ferry he gave a path breaking paper in which he detailed fifteen universals about nasal vowels, including some generalizations about change. He subsequently played a major role at Stanford in helping to initiate the project on Language Universals, supported by the National Research Council. This project published twenty volumes of Working Papers in Language Universals. Highlights were published in 1978 by Stanford University Press in a four volume collection called *Universals of Human Language*, of which he was one of the editors. In an article in the first of these volumes he characterized the revolutionary significance of the development of research on universals of language, and pointed out that a major change had



occurred in the orientation of the field of linguistics in the preceding fifteen years or so due to this work. At the time when the language universals movement appeared, an approach which is generally called American structuralism ruled the field in the United States. It was descriptive and prided itself on the rigor of its method.

However, it refrained from any attempt to compare the structure of languages as a whole and arrive at generalizations about languages. It also strictly separated the study of synchronic description from that of historical change or considered the former to be fundamental. Work on universals challenged both of these methodological and theoretical constraints.

After coming to Stanford, Ferguson was also instrumental in organizing the Phonology Archive, a computer-based body of materials on the sound structure of a large sample of the world's languages. Equally path-breaking was his work on child language acquisition which led to major research projects such as the NSF-funded project "From Babbling to Language".

A third field which Ferguson helped establish in this country is the study of language and society; here one of his fundamental insights was that varieties of a language are often in what he called a "diglossic" relationship: speakers internalize the ability to use one



variety in formal settings such as lectures and official news casts, another in informal settings such as radio talk shows.

Most current work on bidialectalism and bilingualism finds its roots in this seminal article, published in 1959. He also studied the stylistic characteristics of sports-caster talk, which was the initiative for work in the field of discursive practices in different situations.

He trained a large number of linguists who themselves have gone on to be pioneers in these sub-fields of linguistics. One of his greatest legacies was enabling others to be willing to go against the prevailing stream to push new ways of understanding linguistic phenomena. Despite all these accomplishments, Charles Ferguson was a man of extraordinary modesty. He was known for incredible patience. Even in the roughest times he was always gentle, reasoned, and serene, and had great faith in people. Archbishop Ramsey once said: "Reason is an action of the mind; knowledge is a possession of the mind; but faith is an attitude of the person. It means you are prepared to stake yourself on something being so". He might well have been thinking of Charles Ferguson, who was in every sense a man of reason, of knowledge, and of faith. One of his lifelong



passions was the study of saints' lives, and language and religion.

21. Joshua A. Fishman



Joshua Aaron Fishman was born in Philadelphia, 18 July 1926 – 1 March 2015. He specialized on Sociology of Language, Language Planning, Bilingual Education, and Language and Ethnicity. His education: Studying Yiddish at elementary and secondary levels in Workmen's Circle Schools, mastery of the Yiddish language along with a focus on literature, history, and social issues, graduated from Olney High School, Mayor's scholarship in the University of Pennsylvania (1944-1948) earning a B.S. and an M.S., in history and psychology. He went to get a PhD in social psychology from Columbia University in 1953.



His works:

1. 1964. *Language Maintenance and Language Shift as a Field of Inquiry. A definition of the field and suggestions for it's further development.* Linguistics Vol. 2, Issu 9.
2. 1965. *Yiddish in America: socio-linguistic description and analysis.* Bloomington: Indiana University Press; The Hague, Netherlands: Mouton.
3. 1966. *Language loyalty in the United States; the maintenance and perpetuation of non-English mother tongues by American ethnic and religious groups.* The Hague: Mouton.
4. 1966. *Hungarian language maintenance in the United States.* Bloomington: Indiana University Press.
5. 1968. *Language problems of developing nations.* New York: Wiley.
6. 1968. *Readings in the sociology of language.* The Hague, Paris: Mouton.
7. 1970. *Sociolinguistics: a brief introduction.* Rowley, Mass.: Newbury House.
8. 1971. *Bilingualism in the barrio.* Bloomington: Indiana University Press.
9. 1971-1972. *Advances in the sociology of language.* The Hague, Mouton.



10. 1972. *Language in Sociocultural Change. Essay by Joshua A. Fishman.* Ed. Anwar S. Dil. Stanford: Stanford University Press.
11. 1972. *The sociology of language; an interdisciplinary social science approach to language in society.* Rowley, Mass.: Newbury House.
12. 1973. *Language and nationalism; two integrative essays.* Rowley, Mass.: Newbury House.
13. 1974. *Advances in language planning.* The Hague: Mouton.
14. 1976. *Bilingual education: an international sociological perspective.* Rowley, Mass.: Newbury House.
15. 1977. *Advances in the creation and revision of writing systems.* The Hague: Mouton.
16. 1978. *Advances in the study of societal multilingualism.* The Hague: Mouton.
17. 1981. *Never Say Die: A Thousand Years of Yiddish in Jewish Life and Letters.* The Hague: Mouton. ISBN 90-279-7978-2 (in Yiddish and English).
18. 1982. *The acquisition of biliteracy: a comparative ethnography of minority ethnolinguistic schools in New York City.* New York, N.Y.: Yeshiva University, Ferkauf Graduate School of Psychology.



19. 1982. *Bilingual education for Hispanic students in the United States*. New York: Teachers College Press.
20. 1983. *Progress in language planning: international perspectives*. Berlin & New York: Mouton.
21. 1985. *The rise and fall of the ethnic revival: perspective on language and ethnicity*. Berlin & New York : Mouton.
22. 1987. *Ideology, Society and Language: The Odyssey of Nathan Birnbaum*. Ann Arbor: Karina Publishers.
23. 1991. *Bilingual education*. Amsterdam & Philadelphia: J. Benjamins Pub. Co.
24. 1991. *Reversing language shift: Theory and Practice of Assistance to Threatened Languages*. Clevedon, Multilingual Matters. (ISBN 185359123X).
25. 1991. *Language and Ethnicity*. Amsterdam & Philadelphia: J. Benjamins. Pub. Co.
26. 1996. *Post-imperial English: The Status of English in Former British and American Colonies and Spheres of Influence*. (Ed) Mouton de Gruyter, Berlin.
27. 1997. *In Praise of the Beloved Language; The Content of Positive Ethnolinguistic Consciousness*. Berlin, Mouton de Gruyter.
28. 1997. *The Multilingual Apple: Language in New York*. Berlin, Mouton de Gruyter.



In 1951-1952 he held a position as a research assistant for the Jewish Education Committee of New York. In December 1951, he married Fella Schweid with whom he shared a lifelong commitment to Yiddish. In 1953, he completed his Ph.D., in social psychology at Columbia University with a dissertation entitled *Negative Stereotypes Concerning Americans among American-born Children Receiving Various Types of Minority-group Education*.

From 1955 to 1958, he taught the sociology of language at the City College of New York while he was also directing research at the College Entrance Examination Board. In 1958, he was appointed an associate professor of human relations and psychology at Penn. He subsequently accepted a post as professor of psychology and sociology at Yeshiva University in New York, where he would also serve as Dean of the Ferkauf Graduate School of Social Sciences and Humanities as well as academic vice president. In 1966, he was made Distinguished University Research Professor of Social Sciences.

In 1988, he became professor emeritus and became affiliated with a number of other institutions: Visiting Professor and Visiting Scholar, School of Education, Applied Linguistics and Department of



Linguistics, Stanford University; Adjunct Professor of Multilingual and Multicultural Education, school of education in New York University; visiting professor of linguistics in City University of New York, graduate center. He has held visiting appointment and fellowship at over a dozen institutions around the world, including the Center for Advanced Study in the Behavioral Sciences (Stanford, CA) and the Institute for Advanced Study (Princeton, NJ).

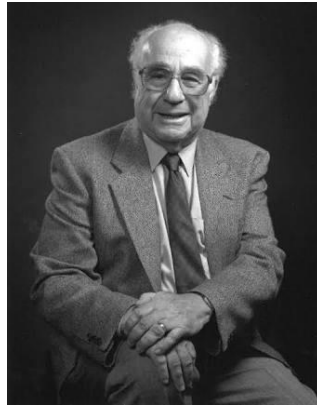
Fishman write over 1000 articles and monographs on multilingualism, bilingual education and minority education, the sociology and history of the Yiddish language, language planning, reversing language shift, language revival, language and ethnicity. Fishman is the founder and editor of the Contributions to the Sociology of Language book series by Mouton de Gruyter.

In 1991, Fishman was honored by two Festschriften l, publications to celebrate his 65th birthday, each filed with articles by colleagues that followed his interests. In 1999, Fishman received the Itzik Manger Prize for contributions to Yiddish letters. In 2004, he was awarded the Linguapax Prize. On September 10, 2006, Fishman was honored by a one-day symposium at the University of Pennsylvania, commemorating his 80th



birthday. He died in Bronx, New York on March 1, 2015 at the age of 88.

22. John Gumperz



John J. Gumperz was born in 1922 in Germany, and came to the United States in 1939. After getting his bachelor's degree in science at the University of Cincinnati in 1947, he did some graduate work in chemistry at the University of Michigan, where he became interested in attending lectures at the Linguistic Institute. He soon switched over to full-time linguistic studies, and in 1954, after two years as a research associate and instructor in linguistics at Cornell University, he was awarded a Ph.D. degree in German linguistics by the University of Michigan. There followed two years of field work in India and an appointment at the University of California, Berkeley, where he became Professor of Anthropology in 1965.



His contributions:

John Gumperz developed a new way of looking at sociolinguistics with Dell Hymes, also a scholar of sociolinguistics. Their contribution was a new method called the "ethnography of communication." Gumperz' own approach has been called Interactional Sociolinguistics. Gumperz was interested in how the order of situations and the culture of the speaker affect the way in which they make conversational inferences and interpret verbal or non-verbal signs known as contextualisation cues.

For most of his career, He is a professor at the University of California, Berkeley. His research on the languages of India, on code-switching in Norway, and on conversational interaction, has benefitted the study of sociolinguistics discourse analysis, linguistic anthropology, and urban anthropology.

Gumperz is the organizer of the South Asian program at Berkeley and has served as chairman of the Center for South and South East Asia Studies (1968-71). He is one of the senior members of the research team at the Language-Behavior Research Laboratory at Berkeley, which is known for its work in cognitive anthropology, psycholinguistics, and sociolinguistics. Since 1966 he has



been active in the Committee on Sociolinguistics of the Social Science Research Council.

At Cornell University Gumperz was invited to take over the Hindi language training program. Subsequently he served as a member of a Cornell University team of social scientists carrying out a community study project in a North Indian village. As the only linguist in a team of anthropologists, sociologists, economists, and other specialists, he was forced to come to grips with problems other than linguistic and also to approach linguistic problems from different perspectives. His two years in India provided a rigorous training in interdisciplinary social science research that has proved of great value in his subsequent work. Above all his experience convinced him of the essential part that empirical field work and cultural background knowledge play in the development of good theory.

After his return from India, Gumperz was invited to set up a Hindi-Urdu program at the University of California, Berkeley. While the work of preparing language materials kept him occupied for the first few years at Berkeley, as can be seen from his well-known series of language handbooks and readers, he found his professional interests increasingly centering around the description of sociolinguistic problems in the data on



speech behavior he had brought with him from India. He published at this time the first of a series of insightful essays on the relationships of social differences to linguistic differences.

In 1963, with the help of Dell Hymes and Susan Ervin-Tripp, he organized symposiums at the spring meeting of the Kroeber Anthropological Society and the annual meeting in November of the American Anthropological Association. Among the participants in these symposiums were Edward T. Hall, Erving Goffman, Charles O Frake, and William Labov. The resulting volume, *The Ethnography of Communication* (1964), edited by Hymes and Gumperz, is another landmark in the field.

His books:

1. Politeness: Some Universals in Language Usage
2. Discourse Strategies
3. Talking Voices: Repetition, Dialogue, and Imagery in Conversation
4. Directions in Sociolinguistics
5. Language and Social Identity
6. Gender and Politeness
7. The Social Construction of Literacy
8. Language in Social Groups: Essays by John J. Gumperz
9. In Other Words: Variation in Reference and Narrative
10. Lenguaje y cultura



23. Peter Trudgill



Peter Trudgill born on 7 November 1943 is a sociolinguist, academic and author. He was born in Norwich, England, where he attended the City of Norwich School from 1955. Trudgill studied modern languages at King's College, Cambridge and obtained a PhD from the University of Edinburgh in 1971. Before becoming professor of sociolinguistics at the University of Essex he taught in the Department of linguistic science at the University of Reading from 1970 to 1986. He was professor of English language and linguistics at the University of Lausanne, Switzerland, from 1993 to 1998, and then at the University of Fribourg, also in Switzerland, from which he retired in September 2005. He is now (3 September 2008) part-time professor of sociolinguistics at the University of Agder in Kristiansand, Norway, and adjunct professor at the Research centre for linguistic typology at La Trobe University, Melbourne, Australia, as well as



honorary professor at the University of East Anglia, in Norwich, England. On June 2, 1995 he received an honorary doctorate from the Faculty of Humanities at Uppsala University, Sweden.

He has carried out linguistic fieldwork in Britain, Greece and Norway, and has lectured in most European countries, Canada, the United States, Colombia, Australia, New Zealand, India, Thailand, Hong Kong, Fiji, Malawi and Japan. Peter Trudgill is the honorary president of the Friends of Norfolk dialect society, and contributes a regular column on language and dialect to the Eastern Daily Press newspaper.

Trudgill is a well-known authority on dialects, as well as being one of the first to apply Labovian sociolinguistic methodology in the UK, and to provide a framework for studying dialect contact phenomena.

Trudgill is also the author of Chapter 1 ("The Meanings of Words Should Not be Allowed to Vary or Change") of the popular linguistics book "Language Myths" that he co-edited. He is a member of the Norwegian Academy of Science and Letters, and a Fellow of the British Academy.



His works:

1. 1974, The Social Differentiation of English in Norwich (based on his Ph.D. thesis)
2. 1976, Introduction to Sociolinguistics
3. 1975, Accent, Dialect and the School
4. 1979, English Accents and Dialects (with Arthur Hughes)
5. 1980, Dialectology (with J. K. Chambers)
6. 1982, International English (with Jean Hannah)
7. 1982, Coping With America (Blackwell, 2nd edition 1986)
8. 1983, On Dialect: Social and Geographical Perspectives
9. 1984, Language in the British Isles
10. 1984, Applied Sociolinguistics
11. 1986, Dialects in Contact
12. 1990, The Dialects of England
13. 1990, Bad Language (with Lars Andersson)
14. 1992, Introducing Language and Society
15. 1998, Language Myths (with Laurie Bauer)
16. 2001, Alternative Histories of English (with Richard J. Watts)
17. 2002, Sociolinguistic Variation and Change
18. 2003, A Glossary of Sociolinguistics
19. 2003, Norfolk Origins 7: The Norfolk Dialect



20. 2004, *New-Dialect Formation: The Inevitability of Colonial Englishes*
21. 2004, *New Zealand English: Its Origins and Evolution* (with et al. Elizabeth Gordon, Lyle Campbell, Margaret Maclagan, Andrea Sudbury, Jennifer Hay)
22. 2010, *The Lesser-Known Varieties of English: An Introduction* (with Daniel Schreier, Edgar W. Schneider)
23. 2011, *Sociolinguistic Typology: Social Determinants of Linguistic Complexity* Oxford University Press
24. 2016, *Dialect matters: respecting vernacular language.* Cambridge University Press
25. 2018, *Norwegian as a normal language and other studies in Scandinavian linguistics.* Novus: Oslo

24. Eugene A. Nida



Eugene A. Nida was born at 11 November 1914 in Oklahoma City, USA and died at 25 August 2011 (aged 96)



in Brussels, Belgium. He graduated from University of California, University of Southern California and University of Michigan. His spouses are Althea Sprague (1943-1993) and Dr. Elena Fernandez (1997-2011). His works are *Linguistic Interludes* (1947), *Towards a Science of Translating* (1964), *The Theory and Practice of Translating* (1969), and *Contexts in Translating* (2002).

When the history of the church in the twentieth century is written, the name of Eugene Nida will figure prominently. Nida brought about a revolution in the field of Bible translation, which resulted in millions of people in hundreds of languages gaining access to the Bible in an unprecedented way. The resulting impact on the growth and development of the church will continue to be felt throughout this century. Before Nida, Bible translations were primarily produced by missionaries, whose approach was generally to produce a formally equivalent translation, sometimes based on the original languages, but often based on translations available in European languages such as English or French. Their work was sent to London, Amsterdam, or New York for checking before being published.

As he traveled and consulted with translators, using concepts from linguistics, cultural studies, communication sciences, and psychology, he developed a



practical approach to translation that he called dynamic equivalence or functional equivalence, the goal of which was to make the translation clear and understandable as well as accurate. In addition, he developed a pedagogic method so that translators from a wide range of educational backgrounds could learn how to apply the method. Nida's methods can be seen in translations such as the Good News Bible, the French *Français Courant*, the German *Die Gute Nachricht*, and the Spanish *Versión Popular*, translations with which he had some direct involvement. Nida was an extraordinarily effective communicator, and he trained many translators himself. All along he published prodigiously.

The most complete presentations of his theory are in his *Toward a Science of Translating* (1964) and, coauthored with Charles Taber, *The Theory and Practice of Translation* (1969). Nida's theory and approach, valuable as they were, would not have carried the day if he had not dedicated himself to spreading these ideas through years of travel and teaching, and through building up teams of consultants and teachers. He had an amazing ability to inspire people, inspiration that came in part from the convincing facts he presented, and in part from the energy of his presentations and his skill as a communicator. But what always drove him was a deep



conviction that, if the Scriptures were accessible to people, they would hear God's voice and have an encounter with Christ that would lead to transformation. Recognizing that his work had helped bring this about was clearly what gave Gene the greatest joy.

25. Franz Uri Boas



Franz Boas was born on July 9, 1858 and died on December 21, 1942. Franz Boas was a German born American anthropologist. He is considered by many to have been the “Father of American Anthropology”. While today archaeology, cultural anthropology, linguistics and Biological anthropology are often considered somewhat separate disciplines, Boas had a holistic approach, meaning to him they were a unified discipline.

Boas was born in Germany to Jewish parents. His parents were rich, well educated, and sought to expose him to the values of the enlightenment. This resulted in



Boas did not identify as Jewish, and left him with a dislike of religion. Because of parents, He received a very strong early education. Boas studied natural history in primary school, and in secondary school he researched the natural range of plants.

Franz Boas attended Heidelberg University for one semester, before transferring to Bonn University where he studied mathematics, physics, and geography. He received a doctorate in physics in 1881 from the University of Kiel. By today's standards Boas doctorate would be closer to a degree in geography than physics.

Boas first traveled to Baffin Island in 1883 to study the native Inuit to see what role the environment plays in their migrations. He published his findings in 1888. Boas returned to Germany for a time, but due to rising antisemitism he decided to emigrate to the United States. He worked as an editor for science and as a docent of anthropology at Clark University. He left the university in 1892. He went north to collect ethnographic material for the 1893 world's Colombian Exposition. After the exposition the material was given to the field museum in Chicago, here Boas became the curator for anthropology. During this time Boas became involved in the fin de siècle debates. It was here he argued for separating natural sciences from the humanities. He also began the



ground work that would eventually grow into historical particularism: the idea that every aspect of a culture has a unique history.

Boas eventually settled at the university of Colombia in 1896, creating the very first PhD program for anthropology in the United States. It was here where he taught his most famous students, which included: Alfred Kroeber, Ruth Benedict, Margaret Mead, Edward Sapir and Zora Neale Hurston.

Franz Boas was censored by the American Anthropology Association (AAA) in December of 1919 for a publication he wrote denouncing anthropologists who became involved with the war effort during the first world war. This persisted for the remainder of his life, not being reversed until 2005. He was very critical of Nazism as well as critical of the radical the war effort in the United States. Boas was also involved with combating racism. In 1963 Thomas Gossert claimed that “it is possible that Boas did more to combat race prejudice than any other person in history.” Franz Boas died of a stroke on December 21 1942. According to legend he died in the arms of none other than Claude Levi Strauss.

His works:

1. Boas n.d. “The relation of Darwin to anthropology”, notes for a lecture; Boas papers (B/B61.5) American



Philosophical Society, Philadelphia. Published online by Herbert Lewis 2001b.

2. Boas, Franz (1889). *The Houses of the Kwakiutl Indians, British Columbia*. Proceedings of the United States National Museum. 11. Washington D.C., United States National Museum. Pp. 197-213.
3. Boas, Franz (1895). *The Social Organization and the Secret Societies of the Kwakiutl Indians*. Report of the United States National Museum. Pp. 197-213.
4. Boas, Franz (1897). *The Decorative Art of the Indians of the North Pacific Coast*. Science. Bulletin of the American Museum of Natural History. IX, Article X. (82) : 101-3.
5. Boas, Franz (1898). *The Mythology of the Bella Coola Indians*. Memoirs of the American Museum of Natural History. Publications of the Jesup North Pacific Expedition. Vol. II, Pt. II. New York, American Museum of Natural History.
6. Boas, Franz (1901). *A Bronze Figurine from British Columbia*. Bulletin of the American Museum of Natural History. Vol. XIV, Article X. New York, American Museum of Natural History.



26. Ulrich Ammon

Ulrich Ammon born July 3, 1943 in Backnang and he died on that date May 3, 2019 was a Germanic linguist specializing in sociolinguistics. Ammon worked for many years at the Gerhard Mercator University in Duisburg (later the University of Duisburg-Essen). In 1974 He became a scientific adviser and professor and in 1980 chair of German linguistics with a focus on sociolinguistics; He acted several times as dean. After his retirement in 2008, He remained active.



He held many guest professor positions and spent a lot of time in Australia (Sydney University; Australian Nat. Univ., Canberra), USA (Wesleyan Univ., Middletown/conn; North Carolina University, Chapel Hill), Japan (Tokyo – Univ., Soka) and Austria (Wina). He also served as a short-term visiting professor in Egypt,



China, Greece, India, Italy, Japan, Latvia, Namibia, Russia, Turkey and Hungary. Studied mainly in Tübingen, but also in Göttingen, Frankfurt am Main and Middletown/Conn., USA, (Fulbright-Stip. Wesleyan Univ.) in Tübingen and at Wesleyan Univ. He also works in teaching and research.

The main research fields are sociolinguistics and language sociology, international language research, language politics, dialectology, the latest history of German, language didactics. Ammon is the author or co-author of 14 monographs, around 300 essays and more than 100 reviews, editors of about 30 books and 3 book series, co-editors and editorial board members from several magazines. He was a member of several scientific organizations and from 2003 to 2006 the president of the Society for Applied Linguistics (SAL)

In previous years, starting with a dissertation, Ammon mainly dealt with the social origins of dialect speakers and difficulties related to their language in school and at work (eg dialect, social inequality and school 1972/73; difficulties in schools of dialect speakers in 1978) from which also supported teaching materials for school emerged (Swabian in high contrast dialect/language, language books for German language lessons 4 1977, together with Uwe Loewer). In the



context of his extensive empirical research among developed various measurement techniques relevant to this topic, such as “dialectal level” (quantitative representation of speech on a scale that ranges between dialect and standard language) or attitudes towards dialects and standard languages and their speakers. He contributed to the interest of all Europeans in the question of “dialect as a language barrier” and sociology of dialect.

From dialectal sociological questions, Ammon developed a general interest in questions about the position of varieties and languages in a society with a variety of varieties or languages and the consequences for its speakers (see, for example, the volume of language status and functions and language variations in 1989), with which he built various models of description. From here, the pathway leads to a thorough study of the international position of languages, especially German (see, for example, 1991 German international position). In this context, extensive studies of the role of Germany in international science communication also include, in its suppression by English and in the current difficulties of non-Anglophone scientists in international communication (for example is German still the language of international science? English also for university



teaching in German-Speaking Countries in 1998; English as an academic language in Europe 2002, together with grant McConnell; Linguistic Inequalities in Scientific Communication today 2007, together with Augusto Carli) and further development of theoretical approaches to “global language system”.

From dialect sociology, Ammon also developed sociolinguistics theories about language standardization, more specifically the social forces that set language standards, namely deciding which forms were considered correct (several essays about this). These are primarily language coders, speakers and model writers, language experts and language standards authorities. The first draft of this standardization theory can be found in chapter.A.4 from German books in Germany, Austria and Switzerland. The problem of national varieties (1995).

Above all, how ever, German is comprehensively included in this book for the first time as a “pluricentric language” Designed and explained. Pluricentric is a language that has developed the distinctiveness of standard languages for different countries or regions-different forms that are side by side and right in place. In Germany, this applies to different countries (eg Germany



and Austria) and to different regions (eg North and South Germany).

From his relevant research, Ammon provides a theoretical foundation for a dictionary of German Variants (2004), which was initiated and together with researchers from Austria (Jakob-Ebner, Hans Moser and others) and Switzerland (Hans Bickel, Heinrich Löffler and others). This is the first dictionary in the whole world that contains all the peculiarities of national and regional standard languages for only one language and determines the appropriate national and regional scope for each variant. For this, a special article structure must be developed, which in the future can also serve as a model for dictionaries that are suitable for other pluricentric languages (English, French, Spanish, Portuguese, Chinese, Arabic, Dutch and others).

His writings:

- 1) 2016. (Zusammen mit Hans Bickel und Alexandra Lenz) Variantenwörterbuch des Deutschen. Die Standardsprache in Österreich, der Schweiz, Deutschland, Liechtenstein, Luxemburg, Ostbelgien und Südtirol sowie Rumänien, Namibia und Mennonitensiedlungen. Vollig neu bearb. 2. Aufl. Berlin/Boston: de Gruyter (916+LXXVIII



- S.).(EStaflu.2004 ohne Rumanlen, Namibia und Mennonitensiedlungen).
- 2) 2015. Die Stellung der deutschen Sprache in der Welt. Berlin/München/Boston : de Gruyter. (1295+XVII S.). English edition : 2019. The Position of the German Language in the world. Translated by David Charlston. New York : Routledge. (646 p.)
 - 3) 2002. (Zusammen mit Grant McConnell) English as an Academic Language in Europe. A Survey of its use in teaching (Duisburger Arbeiten zur Sprach- und Kulturwissenschaft 48). Frankfurt a.M. usw Lang. (204 S.)
 - 4) 1998. Ist Deutsch noch internationale wissenschaftssprache? Englisch auch für die Hochschullehre in den deutschsprachigen Ländern. Berlin/Newyork: de Gruyter. (339 S.)
 - 5) 1995. Die deutsche Sprache in Deutschland, Österreich und der Schweiz. Das Problem der nationalen Varietäten. Berlin/New York: de Gruyter. (575 S.)
 - 6) 1991. Die Internationale Stellung der deutschen Sprache. Berlin/New York: de Gruyter. (633 S.)
 - 7) 1991. Studienmotive und Deutschenbild australischer Deutschstudenten und Studentinnen.



Wesbaden/Stuttgart: Steiner (Deutsche Sprache in Europe und Ubersee 14).196 S.)

- 8) 1972. Dialekt, soziale Ungleichheit und Schule. Weinheim/Basel: Beltz. (Beltz-Studienbuch, Pragmalinguistik 2) (Erw. Aufl. 1973).

27. René Appel

Appel was born in Hoogkarspel, Holland on 19 September 1945, is a Dutch crime novelist and linguist. Appel studied Dutch language and literature and during his academic career mainly focused on studying the second language acquisition of immigrants and the development of Dutch language education for this group. In 1984 he obtained his PhD cum laude on immigrant children who learn Dutch; sociolinguistic and psycholinguistic aspects of second language acquisition. From 1994 to 2003 he was professor by special appointment "Acquisition and didactics of Dutch as a second language" at the University of Amsterdam on behalf of the municipality of Amsterdam.





He argues that “sociolinguistics is the study of language and its use in social and cultural context”. He also wrote short stories for several magazines such as student weekly *Propria Cures*, *Hollands Maandblad* and *Maatstaf*. From 1976 to 1986 he was a critic for crime literature of the *NRC Handelsblad*.

In addition, he was active as a writer since the early seventies; from the mid-eighties he focused on writing crime novels. His debut, *Handicap*, was released in 1987 and was followed by quite a few other novels. His third novel, *De Derde Persoon*, won the prize in 1991 for the best Dutch crime novel, the *Gouden Strop*.

In 2001 Appel once again won the prize for senseless violence. Appel was involved in writing a film script and a children's book (*Complot*). Appel has been fully active as a writer since 2003. René Appel is married and has two children. He lives in Amsterdam.



28. Francisco Moreno Fernandez



Francisco Moreno Fernandez was born at 26 July 1960, Spain, Mota del Cuervo. He graduated from University of Heidelberg. Moreno-Fernández holds a PhD in Hispanic Linguistics, is Professor of Spanish Language at the University of Alcalá (Spain) and Alexander von Humboldt professor at Heidelberg University. Since acceptance of this professorship awarded by the Alexander von Humboldt Foundation and endowed by the Federal Ministry of Education and Research he is directing the Heidelberg Center for Ibero-American Studies (HCIAS).

He pursues research in sociolinguistics, dialectology, and applied linguistics. He has been Academic Director of the "Instituto Cervantes" (2008-2013) and a visiting researcher at the universities of London, New York, (SUNY– Albany), Québec (Montreal),



and Tokyo as well as visiting professor at Göteborg University (Sweden), Universidade de Sao Paulo (Brazil), University of Illinois at Chicago, Brigham Young University, and Pontificia Universidad Católica de Chile.

He is full member of the North American Academy of the Spanish Language (since 2017), and Corresponding Member of the Cuban Academy of the Language (since 2013), the Spanish Royal Academy (since 2015), the Chilean Academy of the Language (since 2017), and the Mexican Academy of Language (since 2018).

Moreno-Fernández was Director of the Cervantes institutes at São Paulo (1998–2001) and Chicago (2001–2005). He was Academic and Research Director of the Comillas Foundation for the study and teaching of Spanish Language and Culture (2006–2008) and Director of the Instituto Cervantes at Harvard University (Observatory of the Spanish Language and Hispanic Cultures in the United States) (2013-2018).

In 1998, he coordinated the first Cervantes Institute Yearbook. *Spanish in the World*. He has been a columnist in several American journals in Spanish: *La Opinión* (Los Angeles), *Diario. La Prensa* (New York), and *La Raza* (Chicago) and co-editor of the journals *Spanish in Context* (John Benjamins) and *Journal of Linguistic Geography* (Cambridge University Press). He was



founder and first general editor of the journal *Lengua y migración / Language & Migration*. He belongs to the Editorial Board of the journals: *International Journal of the Sociology of Language*, *Journal of World Languages*, *Boletín de Filología de la Universidad de Chile*, *Lingüística Española Actual*, *Revista Internacional de Lingüística Iberoamericana*, and *Oralia*.

His works:

1. *Tras Babel. De la naturaleza social del lenguaje* (2018). Oviedo: Ediciones Nobel. ISBN 9788484597506.
2. *Diccionario de anglicismos del español estadounidense* (2018). Cambridge, MA: Instituto Cervantes at Harvard. ISBN 978-0-692-04726-2.
3. *A Framework for Cognitive Sociolinguistics* (2016). London: Routledge. ISBN 978-1138-68198-9.
4. *La maravillosa historia del español* (2015). Madrid: Espasa. ISBN 978-84-670-4427-0.
5. *Spanish Revolution. Ensayo sobre los lenguajes indignados* (2014). Valencia: Unoycero. ISBN 978-84-942609-3-3.
6. *Las lenguas de España a debate* (2013) (with. F. Ramallo). Valencia: Unoycero. ISBN 978-84-941776-6-8.
7. *Sociolingüística cognitiva* (2012). Madrid /Frankfurt: Iberoamericana / Vervuert. ISBN 978-84-8489-693-



7 (Iberoamericana) / 978-3-86527-742-8
(Vervuert).

8. Las variedades de la lengua española y su enseñanza (2010). Madrid: Arco/Libros. ISBN 978-84-7635-802-3.
9. Metodología sociolingüística (1990). Madrid: Gredos. ISBN 978-84-249-1433-2.

His awards:

- 1) Voto de Louvor da Universidade Federal do Rio de Janeiro (2000)
- 2) "National Association of Hispanic Publications". First Place. Multiple Article Series, Larger Publications (Las Vegas, USA; March 2003)
- 3) XV "Juan Martín de Nicolás" Research Award (2006)
- 4) National Essay Prize Finalist. Spain (2016)
- 5) Honorary Doctor Universidad Ricardo Palma (Peru) (2017)
- 6) "Rey de España" Award of Journalism XV Premio Don Quijote (Spain) (2018)
- 7) Instituto Cervantes Medal (2019)
- 8) International Award Winner - Alexander von Humboldt Foundation (2020).



29. Basil Bernard Bernstein



If in America the pioneer or the first expert in sociolinguistics is William Labov, then in Britain the pioneer or the first expert of sociolinguistics is Bernstein. Basil Bernard Bernstein was born on November 1, 1924 and died on September 24, 2000. Bernstein was received from a family of Jewish immigrants, in East End of London. He is a British sociologist who is known for his work in the sociology of education. He is famous for one of his works on the language codes in sociolinguistics listed in his book titled " Class, Codes and Control ". Then, he worked on socio-linguistics and the relationship between ways of speaking and social organization. For this reason, Bernstein was not only a sociologist but also a pioneer of sociolinguistics in England.

He completed his first study at the London School of Economics and Political Science. After teaching and



doing social work for a while, in 1960 Bernstein began to focus on continuing and completing his graduation. He enrolled at University College London, where he obtained his PhD in linguistics. Then, he moved to the Institute of Education at the University of London where he worked for the rest of his career.

He became Chairperson Karl Mannheim of the Sociology of Education, Institute of Education. On June 4, 1983, Bernstein was awarded the honorary title of "Doctor of the University" by the Open University namely Milton Keynes, England.

Theory of Language Code

Bernstein made a significant contribution in the world of language sociology or sociolinguistics. His discovery was called the sociolinguistic theory of language codes. Based on his background, Bernstein made this theory of language codes to show the use of language of an individual or group influenced by his social class.

His works:

- 1) Class, Codes and Control: Volume 1, Theoretical Studies Towards A Sociology of Language (1971).
- 2) Class, Codes and Control: Volume 2, Applied Studies Towards A Sociology of Language (1973).
- 3) Selection and Control – Teachers' Ratings of Children in the Infant School (1974) with Walter Brandis.



- 4) Class, Codes and Control: Volume 3, Towards A Theory of Educational Transmissions (1975; 1977 second edition).
- 5) Class and Pedagogies, Visible and Invisible (1975).
- 6) Language and Class Social: Codes Sociolinguistics and Control Social Classes (1975).
- 7) Class, Codes and Control: Volume 4, The Structuring of Pedagogic Discourse (1990).
- 8) The Structuring of Pedagogic Discourse (1990).
- 9) Social Class, Language And Communication with Dorothy Henderson.
- 10) Pedagogy, Symbolic Control and Identity (1996; 2000 second edition).
- 11) And others.

30. Walt Wolfram



Walt Wolfram was born on February 15, 1941. Wolfram is an American-language sociologist at North Carolina



State University, specializing in social dialects and American English. He was one of the early pioneers in the Anglo-African studio in America through his work in Detroit in 1969. Since the 1960s he has written or co-authored 20 books and more than 300 articles about variations in American English. He was an active participant in the 1996 debate about the Oakland Ebonics controversy, supporting the legitimacy of English-African-American languages as an integrated language system. Transcending African American English, Wolfram has written extensively on Appalachian English, Puerto Rican, Lumbee English, and on many dialects in North Carolina, especially those related to communities, communities such as Ocracoke Island.

In 1963, Wolfram received his B.A. in Anthropology (Greece) from Wheaton College. In 1966, Wolfram obtained an MA in Linguistics from the Hartford Seminary Foundation. Then, in 1969, he got his Ph.D. in Linguistics from the Hartford Seminary Foundation, this is where Wolfram studied under Roger Shuy who is also one of the great pioneers of sociolinguistics.

His work experiences:

- 1) Wolfram has been a teaching staff at Georgetown University and Columbia District University.



- 2) Wolfram was Director of Research at the Center for Applied Linguistics from 1980 to 1992, and in 1992 was named the first English Professor of William C. Friday Distinguished University. Linguistics at North Carolina State University.
- 3) Wolfram is the former President of the Linguistic Society of America and also the American Dialect Society.

His appreciations:

- 1) In 2008, he received the prestigious John Tyler Caldwell Award for Humanities from the North Carolina Humanities Council, a state-wide non-profit partnership from the National Endowment for Humanity.
- 2) In 2010, he was awarded Linguistics, Languages and Public Awards by the Linguistic Society of America.
- 3) In 2013, he was awarded the North Carolina Award, the highest award given to North Carolina citizens.
- 4) In the same year, in 2013 Wolfram also became a member of the prestigious American Academy of Arts and Science.
- 5) Wolfram's book with Jeffrey Reaser, Talkin 'Tar Heel: How Our Voice Tells the Story of North Carolina is the first popular linguistic book to embed more than 100 video and audio clips.



In 1993, Wolfram formulated the principle of linguistic percentages, stating that "saviors who have obtained linguistic data from members of the language community must actively look for ways in which they can help with language assistance". He directs the North Carolina Language and Life Project at North Carolina State University. He has been involved in the production of television documentaries about various dialects (often in collaboration with Neal Hutcheson), museum development exhibitions, and development of dialect awareness curricula for schools and the general public.

His scientific works:

- 1) A Study of Social Dialects in Detroit (1968) with William K. Riley.
- 2) Black White Speech Relationships (1971).
- 3) Sociolinguistics Aspects of Assimilation Puerto Rican English (1974).
- 4) Appalachian Speech (1976) with Donna Christian.
- 5) Dialogue on Dialects (1979) with Donna Christian.
- 6) Speech Pathology and Dialects Differences (1979).
- 7) Phonological Analysis: Focus on American English (1982) with Robert Johnson.
- 8) Variation and Change in Geographically Isolated Communities (1988) with Donna Christian and Nanjo Dube.



- 9) Dialects and Education: Issues and Answers (1989).
- 10) Dialects and American English (1991).
- 11) Language and The USA: Themes for The Twenty First Century (2004).
- 12) American English: Dialects and Variation (2005) with Natalie Schilling.
- 13) The Development of African American English (2008) with Erik Thomas.
- 14) Dialects in Schools and Communities (2014) with Carolyn Temple Adger and Donna Christian.
- 15) Talkin' Tar Heel: How Our Voices Tell The Story of North Carolina (2014) with Jeffrey Reaser.
- 16) And others.

31. Robert Lado



Dr. Robert Lado (May 31, 1915, Tampa, Florida – December 11, 1995, Washington) was an American expert on modern linguistics. His parents were Spanish



immigrants who relocated to Spain before he had a chance to learn English. He returned to the United States at the age of 21 and began to learn English as an adult. This allowed him to develop an understanding of and sensitivity to the challenges confronting immigrants and speakers of other languages learning English as a second language. Lado received his Bachelor of Arts from Rollins College in Winter Park, Florida and his Master of Arts from the University of Texas at Austin.

He received his doctorate from the University of Michigan. He later became a Professor of English and the Director of the University of Michigan's English Language Institute. After several years at the University of Michigan, he joined the staff of Georgetown University in Washington, D.C. At Georgetown, served as dean of the Institute of Languages (later renamed the Faculty of Languages and Linguistics) for 13 years.

Lado obtained a Ford-Fulbright Foundation grant to establish English departments at five universities in Spain and cooperated with universities in Latin America. He traveled extensively throughout the world lecturing on linguistics and has received worldwide recognition and honors including honorary doctorates from Georgetown and Sophia University in Tokyo, Japan. Lado is considered one of the founders of modern contrastive



linguistics, which, as a subdiscipline of applied linguistics, served the purpose of improving language teaching materials. His most influential book is *Linguistics across cultures: Applied linguistics for language teachers*, in which he states that "in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning." The book outlines methods for comparing two systems of sound, grammar, vocabulary, writing, and culture. Lado and Charles Carpenter Fries were both associated with the strong version of the contrastive hypothesis, the belief that difficulties in learning a language can be predicted on the basis of a systematic comparison of the system of the learner's first language (its grammar, phonology, and lexicon) with the system of a second language.

He later founded and served as president of the Lado International College, a successful language instruction institution based on an academically rigorous English education program for speakers of other languages. The school has three campuses in the Washington Metropolitan Area (Washington, D.C., Arlington, Virginia and Silver Spring, Maryland). In recognition of Lado's ground-breaking contributions to the field of language testing (Lado, 1961), the International Language Testing Association (ILTA)



created the prestigious Robert Lado Memorial Award for Outstanding Student Paper presented annually at the Language Testing Research Colloquium (LTRC).

During his life, he was member of the Spanish Catholic Center in Washington. He also received the medal of honor from the Daughters of the American Revolution of the District of Columbia. He was one of the co-founders of Teachers of English to Speakers of Other Languages (TESOL), a professional association with a mission of teaching English to foreign students.

Lado is considered one of the founders of modern contrastive linguistics, which, as a subdiscipline of applied linguistics, served the purpose of improving language teaching materials. His most influential book is *Linguistics across cultures: Applied linguistics for language teachers*, in which he states that "in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning." The book outlines methods for comparing two systems of sound, grammar, vocabulary, writing, and culture.

Lado and Charles C. Fries were both associated with the strong version of the contrastive hypothesis, the belief that difficulties in learning a language can be predicted on the basis of a systematic comparison of the system of the learner's first language (its grammar,



phonology, and lexicon) with the system of a second language.

His scientific works or books:

1. Linguistics Across Cultures: Applied Linguistics for Language Teachers.
2. Language Teaching, a Scientific Approach.
3. Lado English Series.
4. Lado English Series: Level 4 Workbook.
5. Lado Picture Dictionary - Beginning Workbook.
6. Basic Conversations in English: Book I.
7. Language Testing.
8. My First Thirty-Two Words: Level 1.
9. Teaching English Across Cultures: An Introduction for Teachers of English to Speakers of Other Languages.

32. Guy Hubert Bailey



Guy Hubert Bailey was born August 9, 1950) is a sociolinguist and the 1st president of the University of Texas Rio Grande Valley. He was the president of the University of Alabama, his baccalaureate alma mater. He was previously the president of Texas Tech University and held earlier positions at Emory University, Texas A&M University, and Oklahoma State University, prior to serving as dean of liberal arts at University of Nevada, Las Vegas. From there he became provost of the University of Texas at San Antonio. Before assuming the role at Texas Tech, he was the chancellor of the University of Missouri Kansas City.

Before accepting the position of chancellor at the University of Missouri Kansas City, Bailey served as the provost at the University of Texas at San Antonio. Bailey's term as chancellor of the University of Missouri–Kansas City began on January 1, 2006. On July 2, 2008, Bailey was selected to succeed Jon Whitmore as the president of Texas Tech University. He assumed the position on August 1, 2008. Bailey's wife, Jan Tillery, is a Texas Tech graduate who was raised in the Lubbock area.

On July 11, 2012, Bailey was named the incoming president of the University of Alabama. His appointment began in early September 2012. In 2014, Bailey was revealed to be a shortlisted candidate for the position of



inaugural president of The University of Texas–Rio Grande Valley.[13] He was announced as the sole finalist, and de facto incoming president, on 28 April 2014.

His works:

- 1) Bailey, Guy and Tillery, Jan. (1996), The Persistence of southern America English
- 2) Bailey, Guy and Roes, Garry. (1988), The Shape of the superstrate: Morphosyntactic features of Ship English
- 3) Bailey, Guy, Tom Wikle, and Jan Tillery, (1991), The Focus of Linguistic Innovation in Texas
- 4) Bailey, Guy, Tom Wikle, and Jan Tillery. (1991), The Apparent Time Construct Language Variation and Change.
- 5) Bailey, Guy, Tom Wikle, and Jan Tillery. (1993) Some Patterns of Linguistic Diffusion Language Variation and Change.
- 6) Bailey, Guy, Tom Wikle, and Jan Tillery. (1994) The Extent of the Linguistic South. Paper presented at the Southeastern Conference of Linguistics.
- 7) Bailey, Guy, Tom Wikle, and Jan Tillery. (1996) The Linguistic Consequences of Catastrophic Events: An Example from the American Southwest.



33. Gerard Genette



Gérard Genette (7 June 1930 – 11 May 2018) was a French literary theorist, associated in particular with the structuralist movement and such figures as Roland Barthes and Claude Lévi-Strauss, from whom he adapted the concept of bricolage. Genette was born in Paris, where he studied at the Lycée Lakanal and the École Normale Supérieure, University of Paris. After leaving the French Communist Party, Genette was a member of *Socialisme ou Barbarie* during 1957–8. He received his professorship in French literature at the Sorbonne in 1967. In 1970 with Hélène Cixous and Tzvetan Todorov he founded the journal *Poétique* and he edited a series of the same name for Éditions du Seuil. Among other positions, Genette was research director at the École des hautes études en sciences sociales and a visiting professor at Yale University.



Genette is largely responsible for the reintroduction of a rhetorical vocabulary into literary criticism, for example such terms as trope and metonymy. Additionally his work on narrative, best known in English through the selection *Narrative Discourse: An Essay in Method*, has been of importance. His major work is the multi-part *Figures* series, of which *Narrative Discourse* is a section. His trilogy on textual transcendence, which has also been quite influential, is composed of *Introduction à l'architexte* (1979), *Palimpsests: Literature in the Second Degree* (1982), and *Paratexts. Thresholds of Interpretation* (1997).

His international influence is not as great as that of some others identified with structuralism, such as Roland Barthes and Claude Lévi-Strauss; his work is more often included in selections or discussed in secondary works than studied in its own right. Terms and techniques originating in his vocabulary and systems have, however, become widespread, such as the term paratext for prefaces, introductions, illustrations or other material accompanying the text, or hypotext for the sources of the text.

This outline of Genette's narratology is derived from *Narrative Discourse: An Essay in Method*. This book forms part of his multi-volume work *Figures I-III*. The



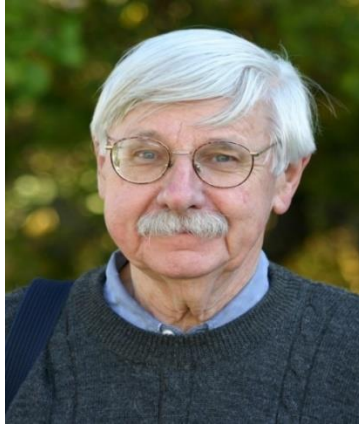
examples used in it are mainly drawn from Proust's epic *In Search of Lost Time*. One criticism which had been used against previous forms of narratology was that they could deal only with simple stories, such as Vladimir Propp's work in *Morphology of the Folk Tale*. If narratology could cope with Proust, this could no longer be said.

34. Ronald K. S Macaulay

Ronald K. S Macaulay was born in 1922. His career at British Institute, Lisbon, Portugal, lecturer, 1955-60; British Council, Buenos Aires, Argentina, lecturer, 1960-64; Pitzer College, Claremont, CA, assistant professor, 1965-67, associate professor, 1967-73, professor, 1973-99, dean of faculty, 1980-86, vice president for academic affairs, 1984-86, emeritus professor of linguistics, 1999-.

He was also a visiting lecturer, International Summer School for English Language teachers, Santiago, Chile, 1961, Buenos Aires, Argentina, 1961, and ICANA Summer School for English teachers, Buenos Aires, 1962, 1964; visiting instructor, University of California, Los Angeles, summer quarter, 1968; visiting scholar, The Scottish Council for Research in Education, Edinburgh, 1973. His research interests about social class and gender differences in language; Scottish dialects.





His selected publications:

1. Language, Social Class, and Education: a Glasgow study, 1977. Edinburgh: Edinburgh University Press.
2. Generally Speaking: How Children Learn Language, 1980. Rowley, Mass.: Newbury House.
3. Locating Dialect in Discourse: The Language of Honest Men and Bonnie Lasses in Ayr. 1991. New York: Oxford University Press.
4. Standards and Variation in Urban Speech: Examples from Lowland Scots, 1997. Amsterdam: John Benjamins.
5. Talk That Counts: Age, Gender, and Social Class Differences in Discourse, 2005. New York: Oxford University Press.
6. Extremely Common Eloquence: Constructing Scottish Identity through Narrative, 2005. Amsterdam: Rodopi.



7. *The Social Art: Language and Its Uses*, 2nd ed., 2006. New York: Oxford University Press.
8. *Quantitative Methods in Sociolinguistics*. 2009. Basingstoke: Palgrave Macmillan.
9. *Seven Ways of Looking at Language*. 2011. Basingstoke: Palgrave Macmillan.

As a liberal arts college with a strong interdisciplinary curriculum in the social and behavioral sciences, Pitzer presents a unique opportunity for self-exploration and for exploration of the world. The College expects students to take an active part in planning their course of study, to bring a spirit of inquiry and adventure to planning that course of study, and to work hard to meet the intellectual goals of a Pitzer education. To guide students and their advisers, the College has six educational objectives.

His works:

1. *Seven Ways of Looking at Language*: 2011
2. *Language, Social Class and Education: A Glasgow Study*: 1977
3. *Talk that Counts: Age, Gender, and Social Class Differences in Discourse*: 2004
4. *The Social Art : Language and Its Uses*:1994
5. *Standards and Variation in Urban Speech*: 1997



6. Locating Dialect in Discourse: The Language of Honest Men and Bonnie Lasses in Ayr: 1991
7. Quantitative Methods in Sociolinguistics: 2009
8. Extremely, Common, Eloquence: Constructing Scottish Identity Through Narrative: 2005

35. Michael Alexander Kirkwood Halliday (M.A.K. Halliday)



Michael Alexander Kirkwood Halliday (often M. A. K. Halliday; 13 April 1925 – 15 April 2018) was an English-born linguist who developed the internationally influential systemic functional linguistics (SFL) model of language. His grammatical descriptions go by the name of systemic functional grammar. Halliday describes language as a semiotic system, "not in the sense of a system of signs, but a systemic resource for meaning".

For Halliday, language is a "meaning potential"; by extension, he defines linguistics as the study of "how



people exchange meanings by 'linguaging'". Halliday describes himself as a *generalist*, meaning that he has tried "to look at language from every possible vantage point", and has described his work as "wander[ing] the highways and byways of language". But he has claimed that "to the extent that I favoured any one angle, it was the social: language as the creature and creator of human society".

Halliday's grammar differs markedly from traditional accounts that emphasise classification of individual words (e.g. noun, verb, pronoun, preposition) in formal, written sentences in a restricted number of "valued" varieties of English. Halliday's model conceives grammar explicitly as how meanings are coded into wordings, in both spoken and written modes in all varieties and registers of a language.

Three strands of grammar operate simultaneously. They concern: (i) the interpersonal exchange between speaker and listener, and writer and reader; (ii) representation of our outer and inner worlds; and (iii) the wording of these meanings in cohesive spoken and written texts, from within the clause up to whole texts. Notably, the grammar embraces intonation in spoken language. Halliday's seminal *Introduction to Functional Grammar* (first edition, 1985) spawned a new



research discipline and related pedagogical approaches. By far the most progress has been made on English, but the international growth of communities of SFL scholars has led to the adaptation of Halliday's advances to some other languages.

Halliday was born and raised in England. His parents nurtured his fascination for language: his mother, Winifred, had studied French, and his father, Wilfred, was a dialectologist, a dialect poet, and an English teacher with a love for grammar and Elizabethan drama. In 1942, Halliday volunteered for the national services' foreign language training course. He was selected to study Chinese on the strength of his success in being able to differentiate tones. After 18 months' training, he spent a year in India working with the Chinese Intelligence Unit doing counter-intelligence work. In 1945 he was brought back to London to teach Chinese.

He took a BA honours degree in modern Chinese language and literature (Mandarin) through the University of London—an external degree for which he studied in China. He then lived for three years in China, where he studied under Luo Changpei at Peking University and under Wang Li at Lingnan University, before returning to take a PhD in Chinese



linguistics at Cambridge under the supervision of Gustav Hallam and then J.R. Firth.

Having taught languages for 13 years, he changed his field of specialisation to linguistics, and developed systemic functional linguistics, including systemic functional grammar, elaborating on the foundations laid by his British teacher J.R. Firth and a group of European linguists of the early 20th century, the Prague school. His seminal paper on this model was published in 1961.

Halliday's first academic position was as assistant lecturer in Chinese, at Cambridge University, from 1954 to 1958. In 1958 he moved to Edinburgh, where he was lecturer in general linguistics until 1960, and reader from 1960 to 1963. From 1963 to 1965 he was the director of the Communication Research Centre at University College, London. During 1964, he was also Linguistic Society of America Professor, at Indiana University. From 1965 to 1971 he was professor of linguistics at UCL. In 1972–73 he was a fellow at the Center for Advanced Study in the Behavioural Sciences, Stanford, and in 1973–74 professor of linguistics at the University of Illinois. In 1974 he briefly moved back to Britain to be professor of language and linguistics at Essex University.



In 1976 he moved to Australia as foundation professor of linguistics at the University of Sydney, where he remained until he retired in 1987. While at the University of Sydney Halliday founded the Sydney School, a genre-based literacy pedagogy, in 1979 at the Working Conference on Language in Education.

Halliday worked in multiple areas of linguistics, both theoretical and applied, and was especially concerned with applying the understanding of the basic principles of language to the theory and practices of education. In 1987 he was awarded the status of Emeritus Professor of the University of Sydney and Macquarie University, Sydney. He has honorary doctorates from University of Birmingham (1987), York University (1988), the University of Athens (1995), Macquarie University (1996), Lingnan University (1999) and Beijing Normal University (2011). He died in Sydney of natural causes on 15 April 2018 at the age of 93.

Sociolinguistics Theory Description

Halliday's grammatical theory and descriptions gained wide recognition after publication of the first edition of his book *An Introduction to Functional Grammar* in 1985. A second edition was published in 1994, and then a third, in which he collaborated with Christian Matthiessen, in 2004. A fourth edition was published in 2014. Halliday's



conception of grammar – or "lexicogrammar", a term he coined to argue that lexis and grammar are part of the same phenomenon – is based on a more general theory of language as a social semiotic resource, or "meaning potential" (see Systemic functional linguistics). Halliday follows Hjelmslev and Firth in distinguishing theoretical from descriptive categories in linguistics. He argues that "theoretical categories, and their inter-relations, construe an abstract model of language ... they are interlocking and mutually defining.

The theoretical architecture derives from work on the description of natural discourse, and as such 'no very clear line is drawn between '(theoretical) linguistics' and 'applied linguistics'. So the theory "is continually evolving as it is brought to bear on solving problems of a research or practical nature". Halliday contrasts theoretical categories with descriptive categories, defined as "categories set up in the description of particular languages". His descriptive work has focused on English and Mandarin.

Halliday argues against some claims about language associated with the generative tradition. Language, he argues, "cannot be equated with 'the set of all grammatical sentences', whether that set is conceived of as finite or infinite". He rejects the use of formal logic



in linguistic theories as "irrelevant to the understanding of language" and the use of such approaches as "disastrous for linguistics". On Chomsky specifically, he writes that "imaginary problems were created by the whole series of dichotomies that Chomsky introduced, or took over unproblematized: not only syntax/semantics but also grammar/ lexis, language/ thought, competence/ performance. Once these dichotomies had been set up, the problem arose of locating and maintaining the boundaries between them."

The final volume of Halliday's 10 volumes of *Collected Papers* is called *Language in society*, reflecting his theoretical and methodological connection to language as first and foremost concerned with "acts of meaning". This volume contains many of his early papers, in which he argues for a deep connection between language and social structure. Halliday argues that language does not exist merely to reflect social structure.

For instance, he writes: ... if we say that linguistic structure "reflects" social structure, we are really assigning to language a role that is too passive ... Rather we should say that linguistic structure is the realization of social structure, actively symbolizing it in a process of mutual creativity. Because it stands as a metaphor for society, language has the property of not only



transmitting the social order but also maintaining and potentially modifying it. (This is undoubtedly the explanation of the violent attitudes that under certain social conditions come to be held by one group towards the speech of others.)

His works:

- 1) Halliday, M.A.K. 2002. *On Grammar*, Vol. 1 in *The Collected Works of M.A.K. Halliday*. London: Continuum.
- 2) Halliday, M.A.K. 1985. "Systemic Background". In *Systemic Perspectives on Discourse, Vol. 1: Selected Theoretical Papers* from the Ninth International Systemic Workshop, James D. Benson and William S. Greaves (eds). Ablex. Vol. 3 in *The Collected Works*,
- 3) Halliday, 1985. "Systemic Background". In *Systemic Perspectives on Discourse, Vol. 1: Selected Theoretical Papers* from the Ninth International Systemic Workshop, Benson and Greaves (eds). Vol. 3 in *The Collected Works*,
- 4) Halliday, 2002. "A Personal Perspective". In *On Grammar*, Vol. 1 in *The Collected Works*,
- 5) Halliday, 2002. "A Personal Perspective". In *On Grammar*, Vol. 1 in *The Collected Works*,
- 6) Halliday M.A.K. and Hasan R. 1976. *Cohesion in English*. Longman.



- 7) Halliday M.A.K. and Greaves W.S. 2008. *Intonation in the Grammar of English*, Equinox Publishing.
- 8) Halliday M.A.K., Hasan R. 1989. *Spoken and written English*. Oxford University Press.
- 9) Halliday, 1985. "Systemic Background". In *Systemic Perspectives on Discourse*, Vol. 1: Selected Theoretical Papers from the Ninth International Systemic Workshop, Benson and Greaves (eds). Vol. 3 in *The Collected Works*,
- 10) Halliday, 2002. "A Personal Perspective". Vol. 1 in *The Collected Works*,
- 11) Halliday, M.A.K. 1961. "Categories of the theory of grammar". *Word*, 17 (3),
- 12) Halliday, M.A.K. 2007. *Language and Education*, Vol. 9 in *The Collected Works*.
- 13) Halliday, 1961 "Categories of the theory of grammar". *Word* 17(3); in Halliday, 2002. *On Grammar*, Vol. 1 in *The Collected Works*,
- 14) M.A.K. Halliday, 1967/68. *Journal of Linguistics*, 3.1, 1967; 3.2, 1967; 4.2, 1968. In Halliday, 2005, *Studies in English Language*, Vol. 7 in *The Collected Works*.
- 15) Halliday, M.A.K. 1978. "An interpretation of the functional relationship between language and social structure", from Uta Quastoff (ed.), *Sprachstruktur –*



Sozialstruktur: Zure Linguistischen Theorienbildung,
3–42. Vol. 10 of *The Collected Works*, 2007.

- 16) Halliday, M.A.K. 1975. *Learning How to Mean*.
London: Edward Arnold.
- 17) Halliday, M.A.K. 2003. "On the 'architecture' of
human language". In *On Language and Linguistics*.
Vol. 3 in *The Collected Works*. London and New York:
Equinox.

36. Allan Bell

Allan Bell (born 26 July 1947), is a New Zealand academic and sociolinguist. He has written extensively on New Zealand English, language style, and media language. He is a founding co-editor of the international quarterly *Journal of Sociolinguistics* and is known for his theory of audience design. Currently, he is working as the Director of the Institute of Culture, Discourse & Communication and is a Professor of Language & Communication at Auckland University of Technology.

Bell received a PhD scholarship from the University of Auckland in 1970. Seeing as how Bell had wanted to study linguistics but lacked the sufficient background to do so, the scholarship allowed him to have the sufficient amount of funding to study abroad to do the coursework for the field. Bell ended up going to London,



England and began attending and auditing courses that were being taught by well-known London linguists, including Randolph Quirk, Ruth Kempson, Neil Smith, Dick Hudson, and Bill Downs.



With Bill Labov serving as the external examiner for his PhD dissertation, Bell modeled his research in a similar manner that Labov had done by looking at the similarities and differences of different radio stations through varying social class audiences. Bell alluded in his dissertation that he applied VSLX methods to the study of newspaper language.

Bell's dissertation took three radio stations in New Zealand, each one coming from the same studio, in order to tackle certain linguistic variables: consonant cluster simplification; the voicing of intervocalic *t*; negative contraction, auxiliary contraction, and specific determiner deletion. Through the use of VSLX techniques,



Bell was able to uncover numerous differences amongst the radio stations.

Bell led an audience survey, which uncovered that different sections and communities of the New Zealand population were being targeted in different manners by the radio stations. This led Bell to conclude that people will shift their styles based on who the audience they are targeting is. This idea led Bell to develop the theory of audience design, a theory that landed a prominent place within the field of sociolinguistics.

While also doing work within the field of sociolinguistics, Bell has worked as a journalist and editor for several news outlets, including daily news services, weekly newspapers, and monthly magazines. Bell was an Honorary Research Fellow at Victoria University in Wellington, New Zealand.

His works:

1) Journal of Sociolinguistics

Bell co-founded Journal of Sociolinguistics in 1996 with Nikolas Coupland. They were both in awe of Language in Society and know there were certainly other important journals around as well.

2) New Zealand Ways of Speaking English (1990)

Co-edited with Janet Holmes, Bell discusses the attitudes, variations, and changes that are associated



with New Zealand English. Also offers a pragmatic analysis of New Zealand discourse.

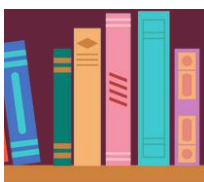
3) The Language of News Media (1991)

Discussing what media language is and how important the process of producing it is, Bell emphasizes throughout the publication that journalists and editors don't produce articles, but rather stories that have viewpoints and values that are meant to be analyzed.

Bell also stresses his concerns on how audiences can influence media language styles and reconfigure the news that comes along with it.

4) Languages of New Zealand (2006)

Co-edited with Ray Harlow and Donna Starks, Bell looks at New Zealand English, a more recent variety of English that younger New Zealanders have started to claim as part of their identities. Bell, Harlow, and Starks distinguish the use of New Zealand English through the "use of Maori words such as *kia ora* (hello) and grammatical features such as *at the weekend*.



37. Edgar Charles Polome



Edgar Charles Polome (31 July 1920-11 March 2000) was a Belgian-born American university professor and polymath. He was for decades professor of comparative religions and languages at the University of Texas. Fluent in French, Dutch, German, Swahili, Italian, Swedish and Danish, Polomé taught Sanskrit, Pali, Hittite, Avestan, Old Persian and Gothic, the comparative grammar of Greek, Latin, Germanic and Bantu, and the comparative religions of these cultures. Polomé specialized in Indo-European and Germanic languages and culture, Bantu linguistics, sociolinguistics, and comparative religion. He was considered one of the world's leading experts in all of these fields.

Polomé was paralyzed by a stroke in 1993, and retired as Professor Emeritus in 1997. He nevertheless remained a prolific author and editor. Throughout his career, Polomé wrote hundreds of articles and reviews



for scholarly journals. He edited and wrote the book chronicle for the Journal of Indo-European Studies from 1973 until his death. His works are still used in many universities, and many of his students have went one to become leading scholars in their fields.

Polomé died in Houston on March 11, 2000. He was survived by his wife Sharon, his son Andre, his daughter Monique, two grandchildren, and a great-grandchild. Upon his death, Polomé was remembered by former colleagues and students as the most learned person they had ever met. Polomé married Julia Josephine Schwindt in on July 22, 1944, who was the mother of his two children, Dr. Andre Polomé and Monique Polomé Ellsworth. Julia passed away on May 27, 1975. On 11 July 1980 Polomé married Barbara Elizabeth Baker Harris. The marriage ended in a divorce, after which Polomé married his third wife Sharon.

Edgar Charles Polomé was born in Molenbeek-Saint-Jean, a suburb of Brussels, Belgium, on 31 July 1920. He was the only child of Marcel Félicien Polomé and Berthe Henry.[3] His father was a Walloon, and his mother was Flemish, and Polomé thus grew up in a multilingual family. Although his primary education was in Dutch, Polomé enrolled at Athénée Royal de Koekelberg, a French-medium secondary school, where



he acquired proficiency in Latin, Greek, German and English, graduating at the top of his class. After winning the Belgium National Scholarship, Polomé entered the Free University of Brussels. Although intending to study Classics, he chose Germanic philology instead. Passing his freshman exams with the highest distinction, Polomé was conscripted into the Belgian Armed Forces during the Battle of Belgium. He was able to resume his studies until the German occupiers closed the University in 1942.

He completed his master's degree at the University of Louvain in 1943, working closely with Étienne Lamotte on the study of Sanskrit. During this time Polomé developed a lifelong interest in comparative religions and cultures. After the end of World War II in Europe, Polomé joined the United States Army as an interpreter. He combined his work for the Americans with the study of Celtic. Returning to Belgium Polomé re-enrolled at the University of Brussels, completing his Ph.D in Germanic philology in 1949 with the highest distinction. His Ph.D thesis was on the laryngeal theory of Indo-European linguistics, and was supervised by Adolphe Van Loey. During his research for the dissertation, Polomé came in contact with the foremost scholars on Indo-European linguistics of the day, including Julius



Pokorny, Georges Dumézil, Émile Benveniste, Jerzy Kuryłowicz and Winfred P. Lehmann.

From 1942 to 1956, Polomé taught Germanic languages on a non-regular basis at the Athénée Adolphe Max in Brussels. From 1954 to 1956 he taught Dutch at the Belgian Broadcasting Corporation. At this time, Polomé was invited to join the faculty of the Université Officielle du Congo Belge et du Ruanda-Burundi in Élisabethville. Here he established a Department of Linguistics. The Department was a great success and pioneering research was conducted on the Bantu languages. It was the most advanced of its kind in Africa at the time. Polomé's work on the Bantu languages while based in Africa was of as great importance as his work on the Indo-European languages. He published a number of works on Swahili during this time, deriving upon theories from modern sociolinguistics.

With the end of Belgian Congo in 1960, Polomé was invited by Winfred P. Lehmann at the University of Texas at Austin to teach for one semester as a visiting professor in the absence of Werner Winter. He was quickly hired as a tenured professor at the Department of Germanic Languages, which was also devoted to topics of general and non-Germanic interest.



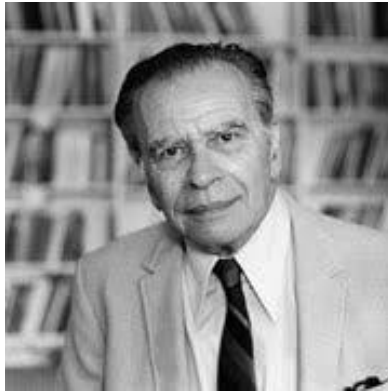
At the University he taught courses in a number of departments, including anthropology, classics, historical linguistics, sociolinguistics, the history of religion, and comparative religions. His teaching was particularly devoted to Indo-European and Germanic studies. Polomé was a director of the Center for Asian Studies from 1962 to 1972. He became an American citizen in 1966. Polomé was granted a Fulbright professorship in Kiel, Germany in 1968. Polomé was a member of the American Oriental Society, the Association for Asian Studies, African Studies Association, Linguistics Society of America, the American Anthropological Association, the Modern Language Association of America, Société de Linguistique de Paris, and the Indogermanische Gesellschaft.

Along with Lehmann, Polomé was instrumental in the creation of the Department of Linguistics and the Department of Oriental and African Languages and Literature (DOALL), which was established in 1969 with Polomé as Chairman (1969-1976). In 1969-1970 he went to Tanzania with a grant from the Ford Foundation as a visiting professor to survey languages. Based at the University of Dar es Salaam, Polomé also helped improve the bachelor's and master's programs in linguistics at the University of Nairobi during this period. From 1972 to 1978, he was Chairman of the Language Committee of the



American Institute of Indian Studies. In 1990 he organized an international seminar "Perspectives on the Ancient Indo-European World", which was sponsored by the National Endowment for the Humanities.

38. Joseph Harold Greenberg



Joseph Harold Greenberg (May 28, 1915 – May 7, 2001) was an American linguist, known mainly for his work concerning linguistic typology and the genetic classification of languages. His first great interest was music. At the age of 14, he gave a piano concert in Steinway Hall. He continued to play the piano frequently throughout his life.

After finishing high school, he decided to pursue a scholarly career rather than a musical one. He enrolled at Columbia University in New York. During his senior year, he attended a class taught by Franz Boas concerning American Indian languages. With



references from Boas and Ruth Benedict, he was accepted as a graduate student by Melville J. Herskovits at Northwestern University in Chicago. During the course of his graduate studies, Greenberg did fieldwork among the Hausa people of Nigeria, where he learned the Hausa language. The subject of his doctoral dissertation was the influence of Islam on a Hausa group that, unlike most others, had not converted to it.

During 1940, he began postdoctoral studies at Yale University. These were interrupted by service in the U.S. Army Signal Corps during World War II, for which he worked as a codebreaker and participated with the landing at Casablanca. Before leaving for Europe during 1943, Greenberg married Selma Berkowitz, whom he had met during his first year at Columbia University.

After the war, Greenberg taught at the University of Minnesota before returning to Columbia University in 1948 as a teacher of anthropology. While in New York, he became acquainted with Roman Jakobson & Andre Martinet. They introduced him to the Prague school of structuralism, which influenced his work.

In 1962, Greenberg relocated to the anthropology department at Stanford University in California, where he continued working for the rest of his life. In 1965 Greenberg served as president of the African Studies



Association. In 1996 he received the highest award for a scholar in Linguistics, the Gold Medal of Philology.

His books:

- 1) Studies in African Linguistic Classification. New Haven: Compass Publishing Company. 1955. (Photo-offset reprint of the SJA articles with minor corrections.)
- 2) Essays in Linguistics. Chicago: University of Chicago Press. 1957.
- 3) The Languages of Africa. Bloomington: Indiana University Press. 1963. (Heavily revised version of Greenberg 1955. From the same publisher: second, revised edition, 1966; third edition, 1970. All three editions simultaneously published at The Hague by Mouton & Co.)
- 4) Language Universals: With Special Reference to Feature Hierarchies. The Hague: Mouton & Co. 1966. (Reprinted 1980 and, with a foreword by Martin Haspelmath, 2005.)
- 5) Language in the Americas. Stanford: Stanford University Press. 1987.
- 6) Keith Denning; Suzanne Kemmer, eds. (1990). On Language: Selected Writings of Joseph H. Greenberg. Stanford, CA: Stanford University Press.



- 7) Indo-European and Its Closest Relatives: The Eurasiatic Language Family. 1: Grammar. Stanford: Stanford University Press. 2000.
- 8) Indo-European and Its Closest Relatives: The Eurasiatic Language Family. 2: Lexicon. Stanford: Stanford University Press. 2002.
- 9) William Croft, ed. (2005). Genetic Linguistics: Essays on Theory and Method. Oxford: Oxford University Press.

His works:

- 1) "The decipherment of the 'Ben-Ali Diary': A preliminary statement". Journal of Negro History. 25.3:372–375. 1940. doi:10.2307/2714801.
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39. George William Grace



George William Grace (8 September 1921 in Corinth, Mississippi – January 17, 2015) was an emeritus professor of linguistics at the University of Hawaii. He specialized in historical and comparative linguistics, ethnolinguistics, and Austronesian languages, especially the Oceanic languages of Melanesia. He joined the Department of Linguistics in 1964, serving three years as chair (1966-1969) and three decades as editor of *Oceanic Linguistics* (1962-1991), a journal he founded while teaching anthropology at Southern Illinois University (1960-1964).

Grace was raised on the Gulf Coast. After service with the United States Army Air Corps (1942–1946), he remained in Europe to earn his first university degree, a licence in political science from the Graduate Institute of International Studies in Geneva in 1948. He then accepted a position as a junior research anthropologist at the University of California, Berkeley, where he



did fieldwork in 1951 on the Luiseño language, collaborating with Alfred L. Kroeber on *The Sparkman Grammar of Luiseño* (University of California Press, 1960).

In 1953–1955 he was a research associate for the Tri-Institutional Pacific Program (a consortium of Yale University, the University of Hawaii, and the Bernice P. Bishop Museum in Honolulu) and then for Yale University conducting research in Austronesian linguistics. In 1955–1956 he conducted a survey in the field of many languages in the Solomon Islands, New Caledonia, Papua New Guinea, and the former Netherlands New Guinea. In 1956–1957 he was an associate in Malayo-Polynesian linguistics at the Bishop Museum.

He completed a Ph.D. dissertation in 1958 under Joseph Greenberg at Columbia University, which was published the following year under the title *The Position of the Polynesian Languages within the Austronesian (Malayo-Polynesian) Language Family*. After teaching at the Woman's College of the University of North Carolina (now, University of North Carolina at Greensboro) (1958–1959), at Northwestern University (1959–1960), and at Southern Illinois University (1960–1963), and serving as scholar in



residence at the East-West Center in Honolulu (1964), he was hired by the newly formed Department of Linguistics at the University of Hawaii, where he has remained, apart from further fieldwork in New Caledonia (1970, 1971–1973) and New Guinea (1976).

Apart from his research on Austronesian languages, Grace also worked on more theoretical questions close to philosophy of language like the relationship between language and thought. In his book *The Linguistic Construction of Reality*, he discusses two opposed views of language that he claims are present in the linguistic research community of his time. What he means by “view” is a definition of language by linguists and also by society at large, what we think it is and how it works. He introduces his own terminology and calls them the Mapping-view and the Reality-construction-view of language, with him being a proponent of the latter. Grace presumes that proponents of the Mapping-view think of different languages as dividing up the same objective world into different categories, quite like different political maps divide up the same territory in different ways.

The Reality-Construction-view on the other hand says that each language embodies a different conceptual construction of reality, which is a stronger claim than the



Mapping-view's. One key difference between the two views is their attitude towards the postulate that “anything that can be said in one language can be said in any other language”, which translates as the claim that translation from one language to another is always possible. According to Grace, the Mapping-view accepts this postulate, while the Reality-Construction-view rejects it. His unconventional terminology has been suggested as one reason why his theoretical work has received comparatively little attention in the scientific community.

His works:

- 1) (1959). The position of the Polynesian languages within the Austronesian (Malayo-Polynesian) language family. Indiana University Publications in Anthropology and Linguistics (PhD). 16. Baltimore: Waverly Press.
- 2) Kroeber, A. L. (1960). The Sparkman Grammar of Luiseño. University of California Publications in Linguistics. 16. Berkeley: University of California Press.
- 3) (1966). "Austronesian lexicostatistical classification: A review article". *Oceanic Linguistics*. 5: 13–31.
- 4) (1971). "Languages of the New Hebrides and Solomon islands". In Sebeok, Thomas A.



- (ed.). Current trends in linguistics, vol. 8: Linguistics in Oceania. The Hague: Mouton. pp. 341–58.
- 5) (1981). "Indirect inheritance and the aberrant Melanesian languages". In Hollyman, Jim; Pawley, Andrew (eds.). Studies in Pacific languages and cultures in honour of Bruce Biggs. Auckland: Linguistic Society of New Zealand. pp. 255–68.
- 6) (1981). An essay on language. Columbia, South Carolina: Hornbeam Press.
- 7) (1987). The Linguistic Construction of Reality. New York: Croom Helm. ISBN 0-7099-3886-1.

40. Jacques Derrida



Jacques Derrida (born July 15, 1930, El Biar, Algeria, died October 8, 2004, Paris, France), French philosopher whose critique of Western philosophy and analyses of the nature of language, writing, and meaning were highly



controversial yet immensely influential in much of the intellectual world in the late 20th century.

Derrida was born to Sephardic Jewish parents in French-governed Algeria. Educated in the French tradition, he went to France in 1949, studied at the elite *École Normale Supérieure* (ENS), and taught philosophy at the Sorbonne (1960–64), the ENS (1964–84), and the *École des Hautes Études en Sciences Sociales* (1984–99), all in Paris. From the 1960s he published numerous books and essays on an immense range of topics and taught and lectured throughout the world, including at Yale University and the University of California, Irvine, attaining an international celebrity comparable only to that of Jean-Paul Sartre a generation earlier.

Derrida is most celebrated as the principal exponent of deconstruction, a term he coined for the critical examination of the fundamental conceptual distinctions, or “oppositions,” inherent in Western philosophy since the time of the ancient Greeks. These oppositions are characteristically “binary” and “hierarchical,” involving a pair of terms in which one member of the pair is assumed to be primary or fundamental, the other secondary or derivative. Examples include nature and culture, speech and writing, mind and body, presence and absence, inside and outside,



literal and metaphorical, intelligible and sensible, and form and meaning, among many others.

To “deconstruct” an opposition is to explore the tensions and contradictions between the hierarchical ordering assumed or asserted in the text and other aspects of the text’s meaning, especially those that are indirect or implicit. Such an analysis shows that the opposition is not natural or necessary but a product, or “construction,” of the text itself. The speech/writing opposition, for example, is manifested in texts that treat speech as a more authentic form of language than writing. These texts assume that the speaker’s ideas and intentions are directly expressed and immediately “present” in speech, whereas in writing they are comparatively remote or “absent” and thus more easily misunderstood.

As Derrida points out, however, speech functions as language only to the extent that it shares characteristics traditionally assigned to writing, such as absence, “difference,” and the possibility of misunderstanding. This fact is indicated by philosophical texts themselves, which invariably describe speech in terms of examples and metaphors drawn from writing, even in cases where writing is explicitly claimed to be secondary to speech. Significantly, Derrida does not wish



simply to invert the speech/writing opposition—i.e., to show that writing is really prior to speech. As with any deconstructive analysis, the point is to restructure, or “displace,” the opposition so as to show that neither term is primary.

The speech/writing opposition derives from a pervasive picture of meaning that equates linguistic meaning with the ideas and intentions in the mind of the speaker or author. Building on theories of the Swiss linguist Ferdinand de Saussure, Derrida coined the term *différance*, meaning both a difference and an act of deferring, to characterize the way in which linguistic meaning is created rather than given.

For Derrida as for Saussure, the meaning of a word is a function of the distinctive contrasts it displays with other, related meanings. Because each word depends for its meaning on the meanings of other words, it follows that the meaning of a word is never fully “present” to us, as it would be if meanings were the same as ideas or intentions; instead it is endlessly “deferred” in an infinitely long chain of meanings. Derrida expresses this idea by saying that meaning is created by the “play” of differences between words—a play that is “limitless,” “infinite,” and “indefinite.”



Although critical examination of fundamental concepts is a standard part of philosophical practice in the Western tradition, it has seldom been carried out as rigorously as in the work of Derrida. His writing is known for its extreme subtlety, its meticulous attention to detail, and its tenacious pursuit of the logical implications of supposedly “marginal” features of texts. Nevertheless, his work has met with considerable opposition among some philosophers, especially those in the Anglo-American tradition. In 1992 the proposal by the University of Cambridge to award Derrida an honorary doctorate generated so much controversy that the university took the unusual step of putting the issue to a vote of the dons (Derrida won); meanwhile, 19 philosophers from around the globe published a letter of protest in which they claimed that Derrida’s writing was incomprehensible and his major claims either trivial or false. In the same vein, other critics have portrayed Derrida as an antirational and nihilistic opponent of “serious” philosophical thinking. Despite such criticism, Derrida’s ideas remain a powerful force in philosophy and myriad other fields.

In the 1960s Derrida’s work was welcomed in France and elsewhere by thinkers interested in the broad interdisciplinary movement known as structuralism. The structuralists analyzed various cultural phenomena such



as myths, religious rituals, literary narratives, and fashions in dress and adornment as general systems of signs analogous to natural languages, with their own vocabularies and their own underlying rules and structures, and attempted to develop a metalanguage of terms and concepts in which the various sign systems could be described.

Some of Derrida's early work was a critique of major structuralist thinkers such as Saussure, the anthropologist Claude Lévi-Strauss, and the intellectual historian and philosopher Michel Foucault. Derrida was thus seen, especially in the United States, as leading a movement beyond structuralism to "poststructuralism," which was skeptical about the possibility of a general science of meaning. In other work, particularly three books published in 1967—*L'Écriture et la différence* (*Writing and Difference*), *De la grammatologie* (*Of Grammatology*), and *La Voix et le phénomène* (*Speech and Phenomena*)—Derrida explored the treatment of writing by several seminal figures in the history of Western thought, including the philosophers Edmund Husserl and Jean-Jacques Rousseau and the psychoanalyst Sigmund Freud.

Other books, published in 1972, include analyses of writing and representation in the work of philosophers



such as Plato (*La Dissémination* [*Dissemination*]) and Georg Wilhelm Friedrich Hegel, Husserl, and Martin Heidegger (*Marges de la philosophie* [*Margins of Philosophy*]). *Glas* (1974) is an experimental book printed in two columns—one containing an analysis of key concepts in the philosophy of Hegel, the other a suggestive discussion of the thief, novelist, and playwright Jean Genet. Although Derrida’s writing had always been marked by a keen interest in what words can do, here he produced a work that plays with juxtaposition to explore how language can incite thought.

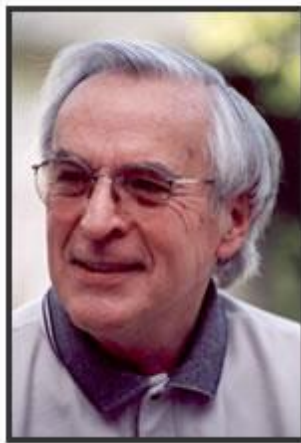
One might distinguish in Derrida’s work a period of philosophical deconstruction from a later period focusing on literature and emphasizing the singularity of the literary work and the play of meaning in avant-garde writers such as Genet, Stéphane Mallarmé, Francis Ponge, and James Joyce.

His later work also took up a host of other issues, notably the legacy of Marxism (*Spectres de Marx: l’état de la dette, le travail du deuil et la nouvelle Internationale* [1993; *Specters of Marx: The State of the Debt, the Work of Mourning, and the New International*]) and psychoanalysis (*La Carte postale: de Socrate à Freud et au-delà* [1980; *The Post Card: From Socrates to Freud*



and Beyond]). Other essays considered political, legal, and ethical issues, as well as topics in aesthetics and literature. He also addressed the question of Jewishness and the Jewish tradition in *Shibboleth* and the autobiographical “Circumfession” (1991).

41. Roger W. Shuy



Roger W. Shuy (born 1931 in Akron, Ohio) is an American linguist best known for his work in sociolinguistics and forensic linguistics. He received his BA from Wheaton College in 1952, his MA at Kent State University in 1954, and his PhD at Case Western Reserve University in 1962, where he studied regional dialectology with Raven I. McDavid, Jr. Shuy took additional linguistic courses at the University of Michigan and Indiana University.

After teaching linguistics at Wheaton College (1958-1964) and Michigan State University (1964-1967),



Shuy accepted a position at the Center for Applied Linguistics in Washington, D.C. as head of its newly created program for studying urban language. In 1968, Shuy moved to Georgetown University, where he founded and directed the Sociolinguistics Program and was full professor of linguistics until he retired from teaching in 1998 as Distinguished Research Professor of Linguistics, Emeritus. During his 30 years at Georgetown, Shuy helped create two new organizations, New Ways of Analyzing Variation and the American Association of Applied Linguistics, where he was its second president and was later given the award of Distinguished Scholarship and Service. While at Georgetown, he also began a new phase of work on criminal and civil cases as a consultant and expert witness.

After Shuy retired from teaching, he made his home among the mountains and rivers of Montana, where he continues to consult on law cases. Since his retirement, Shuy has published thirteen books relating linguistics to law. In all, Shuy worked on some 500 law cases over the years, testifying at trial in over fifty criminal and civil cases in 26 states, four times before the U.S. Congress, and twice before the International Criminal Tribunal at The Hague. Among his most famous criminal cases were the Federal Bureau of Investigation's Abscam



bribery investigation of New Jersey Senator Harrison A. Williams, the narcotics investigation of automobile manufacturer John Z. DeLorean, and many cases involving prominent politicians and businessmen. He has written extensively about many of these cases in his books and journal articles. In 2009, he was elected Fellow of the Linguistics Society of America.

His books:

- 1) Deceptive Ambiguity by Police and Prosecutors, 2017, Oxford University Press
 - 2) The Language of Fraud Cases, 2016, Oxford University Press
 - 3) Speaking of Language and Law. (co-edited with L. Solan and J. Ainsworth), 2015, Oxford University Press
 - 4) The Language of Murder Cases, 2014, Oxford University Press
 - 5) The Language of Bribery Cases, 2013, Oxford University Press
 - 6) The Language of Sexual Misconduct Cases, 2012, Oxford University Press
 - 7) The Language of Perjury Cases, 2011: Oxford University Press
- Linguistic Battles in Trademark Disputes, 2002, New York: Palgrave Macmillan.



8. *A Few Months to Live: Different Paths to Life's End*, 2001, Washington DC: Georgetown University Press.

42. Roland Barthes



The work of Roland Barthes (1915-80), the cultural theorist and analyst, embraces a wide range of cultural phenomena, including advertising, fashion, food, and wrestling. He focused on cultural phenomena as language systems, and for this reason we might think of him as a structuralist. In these notes, I provide a short profile of this influential figure, together with a synopsis of his seminal essay, "Rhetoric of the Image," a model for semiological analysis of all kinds. See also my notes on semiology.

This cultural theorist and analyst was born 12 November 1915 – 26 March 1980 in Cherbourg, a port-city northwest of Paris. His parents were Louis Barthes, a naval officer, and Henriette Binger. His father died in



1916, during combat in the North Sea. In 1924, Barthes and his mother moved to Paris, where he attended (1924-30) the Lycee Montaigne. Unfortunately, he spent long periods of his youth in sanatoriums, undergoing treatment for TB. When he recovered, he studied (1935-39) French and the classics at the University of Paris. He was exempted from military service during WW II (he was ill with TB during the period 1941-47). Later, when he wasn't undergoing treatment for TB, he taught at a variety of schools, including the Lycees Voltaire and Carnot. He taught at universities in Rumania (1948-49) and Egypt (1949-50) before he joined (in 1952) the Centre National de la Recherche Scientifique, where he devoted his time to sociology and lexicology.

Barthes' academic career fell into three phases. During the first phase, he concentrated on demystifying the stereotypes of bourgeois culture (as he put it). For example, in *Writing degree Zero* (1953), Barthes examined the link between writing and biography: he studied the historical conditions of literary language and the difficulty of a modern practice of writing. Committed to language, he argued, the writer is at once caught up in particular discursive orders, the socially instituted forms of writing, a set of signs (a myth) of literature--hence the



search for an unmarked language, before the closure of myth, a writing degree zero.

During the years 1954-56, Barthes wrote a series of essays for the magazine called *Les Lettres nouvelles*, in which he exposed a "Mythology of the Month," i.e., he showed how the denotations in the signs of popular culture betray connotations which are themselves "myths" generated by the larger sign system that makes up society. The book which contains these studies of everyday signs--appropriately enough, it is entitled *Mythologies* (1957)--offers his meditations on many topics, such as striptease, the New Citroen, steak and chips, and so on. In each essay, he takes a seemingly unnoticed phenomenon from everyday life and deconstructs it, i.e., shows that the "obvious" connotations which it carries have been carefully constructed. This account of contemporary myth involved Barthes in the development of semiology.

During the second phase, the semiotics phase dating from 1956, he took over Saussure's concept of the sign, together with the concept of language as a sign system, producing work which can be regarded as an appendix to *Mythologies*. During this period, Barthes produced such works as *Elements of Semiology* (1964), and *The Fashion System* (1967), adapting Saussure's



model to the study of cultural phenomena other than language. During this period, he became (in 1962) Directeur d'Etudes in the VIth section of the Ecole Pratique des Hautes Etudes, where he devoted his time to the "sociology of signs, symbols, and representations."

The third phase began with the publication of *S/Z* (1970), marking a shift from Saussurean semiology to a theory of "the text," which he defined as a field of the signifier and of the symbolic. *S/Z* is a reading of Balzac's novel *Sarrasine*, plotting the migration of five "codes," understood as open groupings of signifieds and as points of crossing with other texts. The distinction between "the writable" and "the readable," between what can be written/rewritten today, i.e., actively produced by the reader, and what can no longer be written but only read, i.e., passively consumed, provides a new basis for evaluation. Barthes extends this idea in *The Pleasure of the Text* (1973) via the body as text and language as an object of desire.

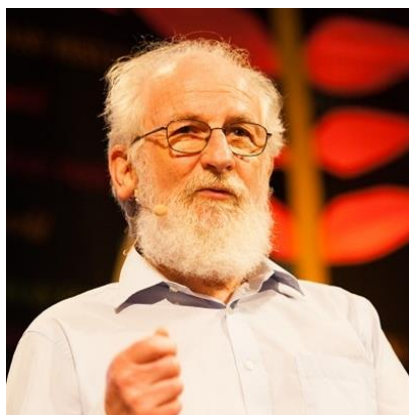
During this period, he wrote books as fragments, suggesting his retreat from what might be called the discourse of power, as caught in the subject/object relationship and the habits of rhetoric. He tried to distinguish "the ideological" from "the aesthetic," between the language of science, which deals with stable



meanings and which is identified with the sign, and the language of writing, which aims as displacement, dispersion. He offers a "textual" reading of himself in Roland Barthes by Roland Barthes (1975). In 1976, he became professor of "literary semiology" at the College de France. In his last book, Camera Lucida (1980), he reflects on the levels of meaning of the photograph.

Barthes died on 26 March 1980, having been knocked over by a laundry van (reports suggest that the driver was drunk). One month later, on March 26, he died from the chest injuries he sustained in that collision.

43. David Crystal



David Crystal works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster. Born in Lisburn, Northern Ireland in 1941, he spent his early years in Holyhead. His family moved to Liverpool in 1951, and he received his secondary schooling at St Mary's



College. He read English at University College London (1959-62), specialised in English language studies, did some research there at the Survey of English Usage under Randolph Quirk (1962-3), then joined academic life as a lecturer in linguistics, first at Bangor, then at Reading. He published the first of his 100 or so books in 1964, and became known chiefly for his research work in English language studies, in such fields as intonation and stylistics, and in the application of linguistics to religious, educational and clinical contexts, notably in the development of a range of linguistic profiling techniques for diagnostic and therapeutic purposes.

He held a chair at the University of Reading for 10 years, and is now Honorary Professor of Linguistics at the University of Wales, Bangor. His authored works are mainly in the field of language, including several Penguin books, but he is perhaps best known for his two encyclopedias for Cambridge University Press, *The Cambridge Encyclopedia of Language* and *The Cambridge Encyclopedia of the English Language* (3rd edn 2018). Recent books include *Let's Talk: How English Conversation Works*, *Sounds Appealing: the Passionate Story of English Pronunciation*, *A Life Made of Words: the Poetry and Thought of John Bradburne*, *We Are Not Amused: Victorian Views on Pronunciation as Told in the*



Pages of Punch, The Story of Be: a Verb's-eye View of the English Language, and Making Sense: the Glamorous Story of English Grammar. Co-authored books include Words on Words (2000, a dictionary of language quotations compiled with his wife and business-partner, Hilary - Wheatley Medal, 2001), Wordsmiths and Warriors: the English-Language Tourist's Guide to Britain (2013, with Hilary), and Shakespeare's Words (2002), The Shakespeare Miscellany (2005), and The Oxford Illustrated Shakespeare Dictionary (2015), the last three in collaboration with Ben. A new version of the glossary went live online in 2008, and a 3.0 version launched on 23 April 2018: see Shakespeare's Words.

His books on English phonetics and phonology include Prosodic Systems and Intonation in English and The English Tone of Voice. His clinical books include Introduction to Language Pathology, Profiling Linguistic Disability, Clinical Linguistics, and Linguistic Encounters with Language Handicap.

His work for schools includes the Skylarks, Databank, and Datasearch programmes, Nineties Knowledge, Language A to Z, Rediscover Grammar, Discover Grammar, and Making Sense of Grammar. His creative writing includes volumes of devotional poetry (Pilgrimage; Happenings); biographies of the Convent



and of the Ucheldre Centre in Holyhead; a play, *Living On*, on the endangered languages theme; and he has edited the poetry of the African missionary John Bradburne. Performances include a dramatic reading of the St John Gospel, now available on CD.

He was founder-editor of the *Journal of Child Language*, *Child Language Teaching and Therapy*, and *Linguistics Abstracts*, and has edited several book series, such as *Penguin Linguistics* and *Blackwell's Language Library*. In the 1980s, he became editor of general encyclopedias for Cambridge University Press, along with their various abridged editions. In 1996 the database supporting these books came under the ownership of AND International Publishers, who began to develop the database for electronic media. As part of his consultancy work with this company, he devised a knowledge management system (the Global Data Model, or GDM) which allows electronic databases to be searched in a highly sophisticated way (UK and US patents). In 2001, both the database and the GDM became the property of a new company, called Crystal Reference Systems, with two divisions: Crystal Reference had as its primary aim the provision of reference data; Crystal Semantics, the provision of systems for document classification, Internet searching, contextual advertising, e-commerce, online



security, and related areas. Products of the new regime included editions of The Penguin Encyclopedia (from 2002), The Penguin Factfinder (from 2003), and The Penguin Concise Encyclopedia (from 2003). Crystal Reference Systems was acquired by Adpepper Media in 2006, and he then switched roles to become director of research and development within the firm (to 2009). Adpepper closed the Crystal Reference division in 2008, and general encyclopedia publishing then ceased. He continued to act as a consultant to Adpepper on Internet applications until 2012.

He has been a consultant, contributor, or presenter on several radio and television programmes and series. These include The Story of English (BBC TV, 8 x 1 hour series 1986, consultant), The Story of English (radio version, 18 x 30-min series, BBC World Service, 1987, writer and presenter), several series on English for BBC Radio 4, Radio 5, and BBC Wales during the 1980s and 1990s (as writer and presenter), and The Routes of English (as consultant and contributor).

Other television work includes Back to Babel (Infonation and Discovery Channel, 4 x 1-hour series, 2000, as consultant and continuity contributor), Blimey (BBC Knowledge, 3 x 1-hour series, 2001, as continuity contributor), The Routes of Welsh (BBC1, 6 x 30-min



series, 2002, as consultant and contributor), *The Way that We Say It* (BBC Wales, 50-min, 2005, consultant and co-presenter), *The Word on the Street* (BBC1, 2005, 30 mins, as consultant), *Voices of the World* (Final Cut, 2005, as consultant and contributor), and several programmes for Open University television, beginning with *Grammar Rules* (1980, as writer and presenter). He was the consultant for the BBC *Voices* project in 2005 and was consultant for the British Library 'Evolving English' exhibition (November 2010 to April 2011), and author of the accompanying book.

He is currently patron of the International Association of Teachers of English as a Foreign Language (IATEFL) and the Association for Language Learning (ALL), president of the Chartered Institute of Editing and Proofreading and the UK National Literacy Association, and an honorary vice-president of the Institute of Linguists and the Royal College of Speech and Language Therapists. He is a past honorary president of the National Association for Professionals concerned with Language-Impaired Children, the International Association of Forensic Phonetics, and the Society of Indexers. He was Sam Wanamaker Fellow at Shakespeare's Globe in 2003-4 and honorary president of the Johnson Society for 2005-6. He has also been a



member of the Board of the British Council and of the English-Speaking Union. He received an OBE for services to the English language in 1995, and was made a Fellow of the British Academy (FBA) in 2000. He now lives in Holyhead, where he is the director of the Ucheldre Centre, a multi-purpose arts and exhibition centre. He is married with four children.

44. John Ruppert Firth



John Ruppert Firth (June 17, 1890 in Keighley, Yorkshire-December 14, 1960 in Lindfield, west Sussex), commonly known as J.R. Firth, was an English linguist and a leading figure in British linguistics during the 1950s. He was a professor of English at the University of the Punjab from 1919-1928. He then worked in the phonetics department of University College London before moving to the School Of Oriental and African Studies, where he



became Professor of General Linguistics, a position he held until his retirement in 1956.

After receiving an M.A. in history from the University of Leeds (1913), Firth joined the Indian Education Service in 1915 and served intermittently until 1928. From 1919 to 1928 he was professor of English at the University of the Punjab at Lahore.

In 1928 Firth became a senior lecturer in phonetics at University College, London. He held teaching positions at the Indian Institute, Oxford; in 1944 he was appointed to the first chair of general linguistics in Britain at the University of London, where he taught until his retirement in 1956.

His contribution:

Firth is noted for drawing attention to the context-dependent nature of meaning with his notion of 'context of situation' his work on prosody, which he emphasised at the expense of the phonemic principle, prefigured later work in autosegmental phonology.

His publications:

- 1) *Speech*. London: Benn's sixpenny Library, 1930.
- 2) *The Tongues of Men*. London: Watts & Co 1937.
- 3) *Papers in linguistics 1934-1951*. London: Oxford University Press, 1957.



45. Vilem Mathesius



Vilem Mathesius was born in Pardubice, Ustrohungary, 3 August 1882- April 12, 1945 (Aged 62) Prague, Protectorate of Bohemia and Moravia. Mathesius was the editor-in-chief of two linguistic Journals, *Travaux du Cercle Linguistique de Prague* (“Works of the Prague Linguistic Circle”) and *slovo a slovesnost* (“Word and Verbal Art”) and the co-founder of a third, *Nove Athenaeum*. His extensive publications in these journals and elsewhere cover a range of topics, including the history of English literature, syntax, Czech stylistic, and cultural activism.

In addition to his work in linguistics, in 1912 he founded the department of English Philology at Charles University, which was the first such department in Czechoslovakia. He remained head of the department until 1939, when the Nazis closed all Czech universities. The department now exists as a branch of the faculty of



Arts, but it is called the “ Departement of Anglophone literature and Cultures”.

His works:

- 1) O Potencialnosti jevu jazykvych (On the potentiality of the language phenomenon), 1911
- 2) Dejiny literatury anglicke I-II (The History of English Literature I-II), 1910-1915
- 3) Kulturni aktivismus (Cultural Activism), 1925
- 4) Jazyk, Kultura a slovesnost (Language, culture and poetic art), 1982
- 5) Co daly nase zeme Evrope a lidstvu (What our lands contributed to europe and manking), 1940
- 6) Moznosti, ktere cekaji (possibilities that await), 1944
- 7) Obsahovy rozbor soucasne anglictiny na zaklade obecne lingvistickem (A Functional analysis of present-day English on a general linguistic basic), 1961 (publ. Posthumously)

Vilem was born as the youngest of two sons of Bedřich and Evelina Mathesius. His father was a wealthy tanner in a long line of tanners of Saxon origin, claiming Martin Luther's biographer Johannes Mathesius as an ancestor. His cousin, Bohumil Mathesius, was a poet and translator.



Vilém was born in Pardubice, a city in Eastern Bohemia (in the present-day Czech Republic, then part of the Austro-Hungarian Empire). When he was 11 his family moved west to Kolín, a town near Prague. There he attended a classic *gymnázium* and took particular interest in the study of language, taking classes in Latin, Greek, German, and French, in addition to his native language of Czech. He also taught himself some Italian and Russian, and met with the pastor Čeněk Dušek for private lessons in English. Dušek also instructed Mathesius in Calvinism, the religion which Mathesius actively and devotedly practiced his whole life.

In 1901, Mathesius began his studies of Germanic and Romance philology under the Neogrammarian Jan Gebauer at Charles University in Prague, earning both his B.A. and his PhD there. The topic of his doctoral dissertation, which he submitted in 1907, was Hippolyte Taine's criticism of Shakespeare. While serving as an assistant teacher of German at a secondary school in Plzeň, he wrote his habilitation thesis and submitted it in 1909.

He spent the next 3 years working at Charles University as a *privatdozent*, then in 1912 he was appointed the university's first professor of Anglistics (English philology), effectively founding the department.



He remained head of the department until Charles University, along with all other Czech universities, was forcibly shut down by the Nazis on November 17, 1939.

In 1908 Mathesius married Růžena Moravcová with whom he later had a son, Vilém (known as Vilík). Moravcová died unexpectedly in 1933 during a routine operation. Soon after, Mathesius married her sister, Antonia. Mathieu's suffered a number of health problems during his lifetime. In 1922 he contracted an eye disease that eventually left him completely blind. This caused him to rely increasingly on his students, including René Wellek and Bohumil Trnka, to assist him in his teaching, reading, and writing. Ten years later, in 1932, he was diagnosed with tuberculosis of the vertebrae, which caused him to be bed-ridden for a year and a half (1932–33) In spite of these ailments, he continued to pursue his studies, teach his classes, and work with the Prague Circle, until his death in Prague on 12 April 1945.

Mathesius first met Roman Jakobson, an influential Russian linguist and co-founder of the Moscow Linguistic Circle, soon after Jakobson's arrival in Prague in 1920. It was Jakobson who pointed out the need for a center for work and discussion for young linguists in the city, which coincided with Mathesius's patriotic desire to improve the state of scholarship in Czechoslovakia.



However, their plans would not be realized for half a decade.

For a year and a half (March 1925 – October 1926), Mathesius hosted the sporadic and informal gatherings of young linguists that eventually became the Prague Linguistic Circle at his own house. The first official meeting took place on October 6, 1926, at Mathesius's office. Henrik Becker, a young German linguist, was the first speaker invited to give a lecture, which was attended by five people (including Mathesius and Jakobson) and followed by a discussion. The Circle applied for official status in 1930, and Mathesius, as a senior member and well-established academic, served as its president.

The Circle achieved international notice at two linguistic conferences: the First International Congress of Linguists at the Hague in 1928, then the First International Congress of Slavists in Prague in 1929. They used these conferences as an opportunity to develop and present a set of ten theses for linguistic research, promoting a "functionalist" approach to the study of language. Soon after the Prague Congress they issued their first independent publication, two volumes of the journal *Travaux du Cercle Linguistique de Prague* ("Works of the Prague Linguistic Circle"), of which Mathesius was the editor-in-chief. In addition, in 1936 the Circle began



issuing a Czech periodical called *Slovo a slovesnost* ("Word and verbal art"), also with Mathesius as editor-in-chief. Publication of *Travaux* ceased in 1939 due to the onset of World War II, but the journal began to be reissued in 1995 as part of a general effort to revive the Circle. *Slovo a slovesnost*, which specializes in structuralist theory and Czech language, continues (after a brief hiatus from 1942 to 1947) to be published as a quarterly.

During the beginning of his career, Mathesius's interests were split between literary history and linguistics. He started to assemble a compendium of the history of English literature and managed to publish two volumes (1910–1915) before the loss of his eyesight cut his work short. The works, which cover the Anglo-Saxon period through the late Middle Ages, were foundational in establishing the Anglistics department at the university. He also wrote a number of articles on Shakespeare and his critics in 1916, the year of Shakespeare's Jubilee.



46. Leonard David Savitz



Leonard David Savitz, Professor Emeritus of Sociology at Temple Leonard David Savitz (1926-2002) Leonard David Savitz, Professor Emeritus of Sociology at Temple University (1960-1995), died peacefully at home January 8, 2002, after a long convalescence following complications resulting from bypass heart surgery. Leonard was born in Philadelphia June 7, 1926, to Harry and Minnie Savitz, both immigrants from Russia. He entered the U.S. Army in 1944 after graduation from the Philadelphia school system; he served in Germany prior to his discharge. After his discharge he was working for Social Security when he started attending school under the GI Bill. Leonard military and work experiences were a foundation for his lifetime interest in society, deviance, and social problems. He secured BS (1949) and MS (1950) degrees from Temple and earned his doctoral degree at the University of Pennsylvania (1960) with a



dissertation on delinquency and migration under the supervision of Thorsten Sellin. Len took many courses in psychology and law as well as in sociology. Faculty regarded him as an exemplary graduate student; his fellow students saw him as both a leader and a vastly entertaining comic. He had eight publications before he finished his graduate work, two of which were later anthologized.

During his years at Temple, Savitz published extensively on a range of topics in criminology, deviance, and policing, including capital punishment (a topic to which he had been introduced by Thorsten Sellin), delinquency and migration, fear of crime, and race and crime. He is perhaps best known for two anthologies (co-edited with Marvin Wolfgang and Norman Johnston), *The Sociology of Crime and Delinquency* and *The Sociology of Punishment and Correction* (both originally published in 1962 with revised editions published in 1970). His other books include *Dilemmas in Criminology* (1967), *Delinquency and Migration* (1975), *Crime in Society* (with co-editor Norman Johnston, 1978), *Justice and Corrections* (1978, also with Johnston), and *Legal Process and Corrections* (co-compiler with Johnston, 1982). Much of his work over the years was contract research on applied topics undertaken for municipal and



federal agencies. He enjoyed doing bibliographic work and published several extensive bibliographies. In addition, he published extensively in specialty journals, wrote encyclopedia articles, and responded to requests for topical articles which were translated for publication in other languages. Leonard focused, throughout his teaching and research careers, primarily on criminology and related matters. At times, however, his consuming intellectual curiosity led him far afield. To note only one example, he was a pioneer in sociological interest in language and in what came to be called sociolinguistics. He gave a paper on the sociology of language in 1963; the following year he was a participant in the SSRC-sponsored seminar held in conjunction with the Summer Linguistic Institute of the Linguistic Society of America which eventuated in the Council's long-lived and influential Committee on Sociolinguistics. He had a great sense of the sociologically relevant.

Savitz was a fine teacher and taught a wide range of courses in criminology, deviance, and the sociology of law. He enjoyed sharing knowledge through classroom and tutorial teaching and by encouraging participation in collaborative research. He strongly believed in and emphasized two features of teaching: (1) any classroom teaching is like dance and drama performance to capture



the interest of the audience; and (2) a tinge of humor will entice the audience. He practiced these principles not only with undergraduate and graduate students, but also with colleagues and fellow professionals. Many of Leonard's students and colleagues/friends will remember his contagious engaging smile and ever-sparkling eyes. He will also be remembered for his passionate support of his graduate students and of junior faculty. Such support notwithstanding he could be ruthlessly critical intellectually and unforgiving of what he saw as pandering. Savitz instilled in many young sociologists beginning their careers the importance of commitment to the discipline and the necessity of hard work and service to the profession.

Leonard's own life was not all work. He was an avid reader and book collector and had a library of thousands of volumes, some of which he collected on excursions to New York, which began when he was a graduate student. He was for a time an inveterate movie-goer (and taught a course on crime in film). He deeply enjoyed classical (particularly modern) music and board games (chess and scrabble at various junctures), He delighted in travel and made several trips to Europe. He enjoyed food. Most of all, he loved the give and take of at least modestly competitive talk. Len was preceded in death by Faye



Weiss Savitz, who he married in 1961 and who died in 1978. He is survived by his wife Marilyn (Friedman), to whom he was married in 1984. He is also survived by his and Faye's three children; sons Steven and Jonathan (married to Donna Cochran) Savitz who have been living in Hawaii for the past twenty years and his daughter Ruth Savitz Miller of Philadelphia. Recently Savitz much enjoyed visits from his grandson Samuel (Sammy, child of Jonathan and Donna). Leonard D. Savitz will be sadly missed by family, friends, students, and many others whose lives he may have touched more briefly.

47. Martin Guardado



His name is Martin Guardado, he was born in 1962. Martin Guardado is a Salvadorian and born Canadian sociolinguist. He is currently a professor of applied linguistics at the University of Alberta. His research focuses on heritage language socialization and teaching



English as a second language. He is noted for his work on heritage language socialization and for recommending that heritage languages need to be studied multidimensionally as well as from macro and micro perspectives.

His recent and current research respectively examines the experiences of Japanese-Canadian mothers in mixed language families in Montreal and the characteristics of mixed language parents across a number of linguistic groups in Alberta.

Guardado received his Master of Education in Teaching English as a second language in 2001 and his Doctor of Philosophy in Modern language education in 2008 from the University of British Columbia. He taught content-based English, applied linguistics, and teacher education courses at the University of British Columbia between 2001-2009 and at the University of Alberta since 2009. He is Associate Editor of the Canadian Modern Language Review.

His works:

- 1) Guardado, M. 2018. Discourse, ideology and heritage language socialization: Micro and macro perspectives. New York & Berlin: De Gruyter Mouton.
- 2) Sushima, R., & Guardado, M. (2019). “Rules...I want someone to make them clear”: Japanese mothers in



Montreal talk about multilingual parenting. *Journal of Language, Identity, and Education*. doi:10.1080/15348458.2019.1645017

- 3) Mao, Y., Guardado, M., & Meyer, K. R. (2019). Podcasts and English-language learning: A qualitative investigation of organizational, instructional, and learning perspectives. *International Journal of Information Communication Technology and Human Development*, 31(2), 20-35.
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- 6) Guardado, M. (2002). Loss and maintenance of first language skills: Case studies of Hispanic families in Vancouver. *The Canadian Modern Language*



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48. Harvey Sacks



Harvey Sacks or known as Sacks is one of the figures in Sociolinguistics. Sacks was born on July 19, 1935 and died on November 14, 1975. He was an American sociologist influenced by the ethno methodology tradition. He pioneered extremely detailed studies of the way people use language in everyday life. Despite his early death in a car crash and the fact that he did not publish widely, he founded the discipline of conversation analysis. His work has had significant influence on fields such as linguistics, discourse analysis, and discursive psychology.

Sacks received his doctoral degree in sociology at the University of California, Berkeley (1966), an LL.B. at Yale Law School (1959), and a B.A. at Columbia College



(1955). He lectured at the University of California, Los Angeles and Irvine from 1964-1975.

Sacks became interested in the structure of conversation while working at a suicide counseling hotline in Los Angeles in the 1960s. The calls to the hotline were recorded, and Sacks was able to gain access to the tapes and study them. In the 1960s, prominent linguists like Noam Chomsky believed that conversation was too disorganized to be worthy of any kind of in-depth structural analysis. Sacks strongly disagreed, since he saw structure in every conversation, and developed conversation analysis as a result.

Sacks's recorded lectures were transcribed (by Gail Jefferson who also edited them posthumously) but the tapes were not saved. The duplicated copies of the transcribed lectures were made freely available by Sacks and achieved international circulation and recognition during his lifetime and subsequently.

He treated such topics as: the organization of person-reference; topic organization and stories in conversation; speaker selection preferences; pre-sequences; the organization of turn-taking; conversational openings and closings; and puns, jokes, stories and repairs in conversation among many others.



Emanuel Schegloff, one of Sacks's close collaborators, colleagues and co-authors, became his literary executor. The subsequent handling of the literary estate (Nachlass, to use the academic term) has attracted some controversy.

Sacks's major work, *Lectures on Conversation*, is composed of edited revisions of transcribed lectures held from Spring 1964 through to 1972, and comprises about 1200 pages in a two-volume work published by Basil Blackwell in 1992. This publication project was instigated largely by David Sudnow and Gail Jefferson, colleagues and students of Sacks at Berkeley, UCLA and Irvine, and includes an introduction by Emanuel Schegloff. In her acknowledgements in these volumes, Jefferson mentioned the help of Sudnow in dealing with Sacks's literary estate. The Harvey Sacks Memorial Association, registered as a not-for-profit Association, was formed by Sudnow.

His works:

- 1) Sacks, H. (1963) "Sociological Description," in *Berkeley Journal of Sociology*, 8:1–16.
- 2) Sacks, H. (1967) "The Search for Help. No One To Turn To," In E.S. Schneidman (ed) *Essays in Self Destruction*, New York, NY: Science House, pp. 203–223.



- 3) Sacks, H. and Garfinkel, H. (1970) "On formal structures of practical action," in J.C. McKinney and E.A. Tiryakian (eds.), *Theoretical Sociology*, Appleton-Century-Crofts, New York, 1970, pp. 338–366. Reprinted in H. Garfinkel, ed., (1986) *Ethnomethodological Studies of Work*, 160-193.
- 4) Sacks, H. (1972) "An Initial Investigation of the Usability of Conversational Data for Doing Sociology," in D. Sudnow (ed.) *Studies in Social Interaction*, Free Press, New York, pp. 31–74.
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Chapter 5

Conclusion

Overall, studying the pioneers of linguistics equips us with essential knowledge and tools to analyze language in various forms, enhances our understanding of human communication, and informs several practical applications in education, technology, and social sciences. Learning about the pioneers fosters an appreciation for the diversity of languages and the complexities involved in language usage, preservation, and evolution.

The pioneers of linguistics, especially figures like Ferdinand de Saussure, Noam Chomsky, and others, made significant contributions to the study of language that shaped modern linguistics. The ideas and theories proposed by early linguists form the foundation of modern linguistic study. Understanding their contributions helps students and researchers grasp current linguistic theories and practices. It provides context for contemporary discussions and advancements in the field.



Learning about the history of linguistics and its key figures allows us to see how language understanding has evolved over time. Recognizing past debates and the progression of ideas can inform current research and methodologies.

The pioneers laid the groundwork for understanding how language is structured. Concepts such as Saussure's sign/signifier distinction and Chomsky's generative grammar help explain how languages are organized, which is critical for studying phonetics, syntax, semantics, and more.



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