

How to Use This Book

The purpose of this book is to provide the material for a one-term introduction to the study of language and linguistics for students whose primary educational goal lies outside the discipline of linguistics. In other words, this is an introduction to linguistics for people who do not plan to be linguists. There are two types of students who fit our target audience: (1) students who plan to pursue a career in the educational field and need to be acquainted with the ways language works so as to be effective teachers and (2) students who need some background in linguistics because their discipline is adjacent to, but not overlapping with, linguistics. Among these we may list as examples psychologists, sociologists, and anthropologists. This text is also suitable for practicing ESOL/EFL teachers, among others, including teachers of ELLs who need a reference volume about language. This text does not claim to be an introduction to linguistics, which would require a much more technical discussion of theoretical linguistics.

We have assumed a minimum of knowledge, particularly about language. In our experience, high school graduates often do not have a firm grounding in English grammar. For this reason, we have included the final chapter (12), which provides the basics of English grammar. We have also provided a glossary of linguistic terms.

As the title tries to make clear, the text has three foci: (1) language itself, in its systematic organization; (2) language as a tool for interaction among speakers; and (3) language as an object of variation—that is, how language reflects the differences in its speakers, the situations in which they use it, and the goals toward which they put it.

Each chapter is broken up into smaller sections, and each of those sections is followed by a review of the main ideas introduced, including

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important words to know (in no particular order). Review questions and practice exercises, as well as references to the sources used in the chapter and other sources for further reading, complement each chapter. Note that all sections do not have practice exercises and that practice exercises are numbered to match their section (for example, there are no practice activities for Section 1.1, so the first practice exercises are 1.2, to follow Review 1.2). This edition also has a companion website (www.press.umich.edu/elt/composite/ulsiv3) that offers additional interactive practice for students, as well as a set of reproducible supplementary materials on the teacher site. We encourage planning your class based on the smaller sections rather than the chapters because the chapters have different lengths.

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