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questions.

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118 The Study of Language - George Yule UNIT 15

SECOND LANGUAGE ACQUISITION/LEARNING Acquisition

Barriers 1- Most people attempt to learn another language

during their teenage or adult years. 2- In a few hours each

week of school time. 3- With a lot of other occupations. 4-

With an already known language available for most of their

daily communicative requirements. 5- Adults' tongues get

stiff from pronouncing one type of long and just can not cope

with the new sounds of another language.

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The Study of Language - George Yule 4 Yo-heave-ho Theory
The sounds of a person involved in physical effort could be the source of our language, especially when that physical effort involved several people and had to be coordinated. The importance of yo-heave-ho theory is that it places the development of human language in some SOCIAL CONTEXT.

~~The Study of Language – Majmaah University~~

George Yule (born 20 March 1947) is a British linguist. He is known for writing introductory books on different branches of linguistics. His book The Study of Language is a best-selling introductory book taught in the universities worldwide and translated into several languages. Books. Pragmatics; Explaining English Grammar

~~George Yule (linguist) – Wikipedia~~

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ACS 106: Introduction to Language The Study of Language
George Yule Questions for Chapters 17 & 18 1. What are cognates? Please provide 2 examples not found in the text.
Cognates are words in different languages that are similar in

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form and meaning.

~~Assignment 8.docx – ACS 106 Introduction to Language The~~

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Summary of the book 'The Study of Language' (George Yule) [6th edition]. Chapters: 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20 Includes all the terms mentioned in bold with clear examples in 23 pages. Preview 3 out of 23 pages Getting your document ready...

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This bestselling textbook provides an engaging and user-friendly introduction to the study of language. Assuming no prior knowledge of the subject, Yule presents information in bite-sized sections, clearly explaining the major concepts in linguistics and all the key elements of language.

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Assuming no prior knowledge in the subject, Yule presents information in short, bite-sized sections, introducing the major concepts in language study – from how children learn language to why men and women speak differently, through all the key elements of language.

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George Yule has taught Linguistics at the Universities of Edinburgh, Hawai'i, Louisiana State and Minnesota. He is the author of Pragmatics (1996) and Explaining English Grammar (1998).

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George Yule has worked as an English teacher in Britain, Canada, Jamaica, and Saudi Arabia. He has also taught Applied Linguistics in the Universities of Edinburgh, Hawaii, Louisiana State and Minnesota.

This textbook provides a straightforward and comprehensive survey of the basic issues and topics involved in the study of language. Written in a clear and lively style, with frequent examples from English and other languages, this textbook is designed to introduce the non-specialist reader to issues that fascinate and sometimes frustrate linguists.

Easy to follow, simple to understand, broad yet concise - this fundamental introduction now has more study questions and new tasks.

This best-selling textbook provides an engaging and user-friendly introduction to the study of language. Assuming no prior knowledge in the subject, Yule presents information in short, bite-sized sections, introducing the major concepts in language study – from how children learn language to why men and women speak differently, through all the key elements of language. This fourth edition has been revised and updated with twenty new sections, covering new accounts of language origins, the key properties of language, text messaging, kinship terms and more than twenty new word etymologies. To increase student engagement with the text, Yule has also included more than fifty new tasks, including thirty involving data analysis, enabling students to apply what they have learned. The online study guide offers students further resources when working on the tasks, while encouraging lively and proactive learning. This is the most

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fundamental and easy-to-use introduction to the study of language.

This book raises the issue of what a teacher needs to know about English in order to teach it effectively. It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system.

This is an introduction to pragmatics, the study of how people make sense of each other linguistically. The author explains, and illustrates, basic concepts such as the co-operative principle, deixis, and speech acts, providing a clear, concise foundation for further study.

Discourse analysis is a term that has come to have different interpretations for scholars working in different disciplines. For a sociolinguist, it is concerned mainly with the structure of social interaction manifested in conversation; for a psycholinguist, it is primarily concerned with the nature of comprehension of short written texts; for the computational linguist, it is concerned with producing operational models of text-understanding within highly limited contexts. In this textbook, first published in 1983, the authors provide an extensive overview of the many and diverse approaches to the study of discourse, but base their own approach centrally on the discipline which, to varying degrees, is common to them all - linguistics. Using a methodology which has much in common with descriptive linguistics, they offer a lucid and wide-ranging account of how forms of language are used in communication. Their principal concern is to examine how any language produced by man, whether spoken or written, is

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used to communicate for a purpose in a context.

Referential communication is the term given to communicative acts, generally spoken, in which some kind of information is exchanged between one speaker and another. This information exchange is typically dependent on successful acts of reference, whereby entities (human and non-human) are identified (by naming or describing), are located or moved relative to other entities (by giving instructions or directions), or are followed through sequences of locations and events (by recounting an incident or a narrative). These "activities" are examples of events that are more typically described as "tasks" in the area of second language studies. These might be real world tasks encountered in everyday experience or pedagogical tasks specifically designed for second language classroom use. This volume comprehensively documents and describes the veritable explosion of task-based research in language acquisition. In a succinct, yet easily accessible fashion, it presents the origins, principles, and key distinctions of referential communication research in first and second language studies, complete with exhaustive analyses and illustrations of different types of materials. The author also describes and evaluates different choices for using or modifying these materials, provides analytic frameworks for focusing on various aspects of the data elicited by these tasks, and includes an extensive bibliography plus an appendix showing original task materials.

This book is intended for teachers of English.

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