**GABRIEL DABO-GYAMFI**

**UM77234HED86439**

***COURSE***

***Introduction English Language***

**BOOK REVIEW: INTRODUCING ENGLISH LANGUAGE (A RESOURCE BOOK FOR STUDENTS) AUTHORED BY LOUISE MULLANY AND PETER STOCKWELL**

**ATLANTIC INTERNATIONAL UNIVERSITY**

**HONOLULU, HAWAII**

**SUMMER 2022**

**DATE: June 22, 2022**

**TABLE OF CONTENTS**

Introduction--------------------------------------------------------------------------------------------3

Some Basic Aspect Of English ------------------------------------------------------------------------4

Phonetic And Phonology -----------------------------------------------------------------------------4

Morphology And Lexicology--------------------------------------------------------------------------6

Semantics And Pragmatics--------------------------------------------------------------------------7

Speech And Act Theory------------------------------------------------------------------------------8

Grammatical Parts------------------------------------------------------------------------------------10

Letter Writing-----------------------------------------------------------------------------------------11

Conclusion--------------------------------------------------------------------------------------------13

Bibliography --------------------------------------------------------------------------------------------13

***INTRODUCTION-***

English language is a broad course that he or she who wants to present a summary of the course would but end up not able to do justice to the course; that is, he or she may end up touching small bit of it. With the interesting textbook produced by Louise Mullany and Peter Stockwell, they have provided a renewed and inventive set of choices for the field of teaching English and also learning a gigantic amount about the English language. One who enjoys creativity would enjoy every bit of this book because the book allows imaginative and side methods to evolving a thoughtful of vital dialectal or linguistic concepts and, together with the provocative activities, and accessible readings, warranties there is something to stimulate every learner. The book provides a comprehensive, panoramic perspective on the full range of issues that come into view when these concepts are used to ask questions about English language.

The book is divided into four main parts: introduction, development, exploration and extension. The introductory aspect of the book sets out the key concepts for the area of study. It gradually journeys with any reader step-by-step through the foundational terms and ideas, carefully providing you with initial toolkit for personal study. When one takes this section seriously, by the end of it, an overlook of the subject matter would be a bonus. Development in the sense that it adds to one’s knowledge and builds him or her up on the key ideas already introduced. Several areas of interest are there in this section and it would not be a surprise for one to be attracted like a magnet. By the end of the section, one would add up to knowledge and growth in this field (English). With the help of data analysis, one may be guided to explore in the area interested to him or her. At the end, one may be tempted to try his or her own idea and therefore, thinks for him or herself using the new acquired knowledge. Moreover, the extension offers you the chance to make comparison with other write-ups.

In considering this book for a review and after flipping through the it, this paper can boastfully conclude the following about Mullany’s and Stockwell’s book: Introducing English Language: it gives comprehensive coverage of the main aspects of the English language, as well as providing an introduction to key disciplines of linguistic and also core areas in language learning including acquisition, standardization and the globalization of English. This book, written by two experienced teachers and authors, this book is indeed a resource material not only for students but for teachers and all who are lovers of English Language. This paper cannot exhaust all the wisdom found in this book and so will take the scheme as follows: Basic concepts,[[1]](#footnote-1) Some Aspects of English,[[2]](#footnote-2) for the purpose of this course and the interest of the student, this paper would revisit Urmila Rai’s book: English Language: Communication Skills, his aspect of letter writing and others then draws a conclusion.

***Some Basic Concepts Of English***

***Phonetics and Phonology***: These are two important aspects of English Language. To begin studying introduction to English, there would be a good thing to start off by considering how human beings are made to communicate with one another through the help of speech. And in doing this, the key attention would be on the sounds. The study of sounds that one produces when engage in spoken communication is known as PHONETICS. The human body contains a complex set of equipment called ORGANS OF SPEECH, which enables them to produce spoken language. With the help of the lungs, which sounds travels up the windpipe, past the vocal cords and then into and out of the mouth, all sounds are produced. In three ways, Phoneticians[[3]](#footnote-3) investigate the production of speech: through auditory phonetics,[[4]](#footnote-4) through acoustic phonetics[[5]](#footnote-5) and through articulatory phonetics.[[6]](#footnote-6) For one to be able to learn about articulatory phonetics as a foundational area for English language study it is study, it is really important for one to text out speech sounds practically oneself to get to clutches with exactly the articulators work.

In the act of investigating speech sounds, phonology, which is closely related to discipline to phonetics should be considered. As a common way of drawing a distinctive between the two disciplinary[[7]](#footnote-7) areas, phonology can be perceived as investigating sounds as an abstract system, whereas phonetics focuses on the actual sounds as they are spoken by specific individuals during particular speech events. That is, one should put in mind that in order to have a phonetic exploration of speech in English, one needs to draw upon the phonological system of the English language so as to fulfil this task successfully. Within phonology, the term *phoneme* refers to a set of abstract units which today form the sound system of a language. Phonemes in English language can only exist as abstract entities.

The book has presented much detailed on how sounds could be perceived. Articulators are the specific parts of the vocal tract that are responsible for sound production. An individual speaker has a number of articulators: lips, teeth, tongue, alveolar ridge, hard palate, soft palate, uvula and vocal cords. Among these, the most important articulators are our lips and tongue. All these articulators have special function in the body as far as producing speech sound is concern.

It is vital to know that all sounds start in the lungs and then get manipulated on their way through the oral tract. It is interesting that consonant and vowel sounds vary quite significantly in how they are produced. Consonant are formed when the airflow stemming from the lungs is obstructed at some point. The lips and the tongue are mostly responsible for the obstruction which then results in consonant sounds being realized.

Experts (Phoneticians) have devise a three-part system in order to describe consonant sounds: place of articulation (this is where the air stream become obstructed), manner or articulation or how it is obstructed or manipulated and lastly, is the sound voiced or voiceless?

***Morphology And Lexicology***: With the simplest understanding, “morphology” has to do with the study, formation and relationship of words in the same language. It analyses the structure of words and parts of words such as stems, root words, prefixes and suffixes. Other aspects like looking at parts of speech, intonation and stress, and the ways context can change a word’s pronunciation and meaning. Most non-linguists would say that a ***word*** is the smallest amount of meaningful language, a unit made up only of individually meaningless sounds (spoken) or letters (if written); Most linguists would agree that phonemes (speech sounds) and graphemes (written letters) in themselves usually do not have a meaning: the phonemes /t/, /a/, the diphthong /ai/, the cluster /lt/, the grapheme and ‘g’, and the digraphs (two-letter groups) ‘th’ and ‘gh’ are meaningless in isolation. Words are syntactically independent; they can appear in different positions in a sentence, changing their order with respect to other elements even when the other of elements inside each word stays the same. Morphology is divided into two areas: inflection and word-formation (note: the latter area increasingly the concern of the field known as lexicology.) Inflections are when a bound morpheme is added whose main purpose is to alter the grammatical category of the free morpheme. Example: the free morpheme “look” can be connected to other bound morphemes to produce “looks” as plural (look + s, as the third person verb form). “Look + ing = looking, making the present participle, look +ed = looked, making the past participle of the word look. The addition: “s” “ing” and “ed” are suffixes because they follow the root word. We have some which are “infixes,” this is where the bound morpheme occurs in the middle of the root word; in modern terms, they are preserved in modern usage as strong forms of the past tense. Examples: bring becomes br**ou**ght, run becomes r**a**n and steal becomes stole.

***Semantic and Pragmatics***: These are closely related terms in language study. Semantics refers to the construction of meaning in language while pragmatics connotes the meaning constructed in a specific interactional context. Pragmatics could simply refer to the meaning in interaction whereas semantics is concern with abstract study of conventional meaning within language structure. These two disciplines of language study are firmly linked and to establish a clear distinction between them is difficult as they tend to blur into one another. Let us see some more traditional terms and foundational elements of semantics; this paper considers the two as interrelated.

A very imperative discrepancy in semantics and a valuable principle for our exploration of the traditional role of semantics in English language is to define the ***sense*** and ***reference*** of linguistic expressions. Sense and reference, being a crucial components form part of the foundation of every facet of study within semantics. ***Sense*** refers to the central meaning of a linguistic form and how it relates to other expressions within English language. Reference refers to the interactions between language and the world, in particular, specific entities that are being focused upon. Let us consider the noun phrase ‘morning star’ and ‘the evening star.’ Both can be seen as having the same reference to the planet Venus but clearly have different senses. In a context, one may easily get the meaning. Sense is more difficult to explain than reference, as it does not refer to a particular person or thing. To have a clear understanding of sense in a linguistic form always define the central meaning. Example, it is easier to compare a dong to a cat in a context for more understanding. A key concept in defining reference is the term referring expression, denoting a word or phrase that specifically defines a particular entity in the world.

**Speech Act Theory**: It is a foundational part of the study of pragmatics. It was developed by J. L. Austin as an attempt to explain the processes of how meanings are constructed within conversation. Austin characterizes a three-part system for describing different components of speech acts: ***locution, illocution*** and ***perlocution***. The former (locution) tells us what the speaker literally utters, and drawing upon semantic terminology, consists of sense and reference. Illocution is the force of what has been said, defined by social convention in context in which it is uttered. Perlocation is the actual effect of the utterance: exactly how it is interpreted by the hearer(s).

***Grammatical Part***: Every learner tries to have the rules of a language interiorized and it should be admitted that it is not always easy to fish these rules out because they are always numerous. These rules are known as grammars. There are broad matters of consensus about what any grammar needs to account for. What this paper has taken into consideration is seeing the constituent structure of a sentence. The well-formed clauses is a complete and meaningful unit in a sentence and this unit stands as the subject of the verb ‘combine’ that follows it. Moreover, a well-formed clauses’ is the theme of the sentence; that is, the starting argument for the propositional material that attaches to it afterwards. Most scholars agree that there are five types of phrasal category in English:

Noun Phrase (NP) the well-formed clause

Verb Phrase (VP) Combine

Adverbial Phrase (AdvP) in proper ways

Prepositional Phrase (PrepP) in sentences and texts and discourse

Adjectival Phrase (AdjP) well-formed

In explaining the above and giving a summary to what the book has presented, one would be convinced to say that, the phrase constituent is defined by its head, so an NP is defined by the main noun within it. Example: A beautifully decorated cakes fit with no difficulty into boxes and cartons and little papercups. The noun here is CAKES. Having the noun in a Phrase, the most important thing is that that noun should be the head. There might be other words but the noun is the most important thing. Moreover, with the example, the NP has two pre-modifiers, which are first a determiner THE and the second an adjectival phrase BEAUTIFULLY DECORATED. A simple formula to determine this is: NP---(det)(mod) N (qual) meaning that: A noun Phrase is constituted by an essential noun as its head, with optional determiner such as THE, A, SOME, THIS and an optional modifier such as adjective and an optional qualifier (another adjective).

The VP (verb phrase) in the same example is FIT. Note that a verb is the essential head in VP which can have an auxiliary preceding it and an optional completor following it. (VP—(aux) V (compl).

The adverbial phrase (AdvP) in the example is WITH NO DIFFICULTY. This is an adverb because it modifies the verb FIT or describes the manner in which the verb is acted out. On the surface, it looks like the prepositional phrase (PrepP) that follows it: INTO BOXES this is because both the PrepP and AdvP in the sentence are constituted by a preposition (WITH, INTO followed by another NP. In the AdvP, the embedded NP is constituted by a pre-modifying adjective NO and a noun DIFFICULTY and the PrepP is constituted by three further NPs, each constituted ether by a single noun BOXES, CARTONS or a premodified noun in **NP** LITTLE PAPPERCUPS connected by the conjunction AND. The most common AdvP form consists simply of a lexical adverb; that is, a single word derived from an adjective by ending in “ly” (note: fast, tomorrow, seldom…are also adverbs.

The Adjectival Phrase is contained in the first NP “beautifully decorated.” (it has the modifying adjective BEAUTIFULLY and the head adjective DECORATED.

Looking at that classical example, the PrepP at the end actually consists of three prepositional phrases: “into boxes and /into/ cartons and /into/ little papercups.” The two last prepositions are omitted because the whole combined phrase is governed by the first preposition /into/.

***Principles of Letter Writing***

One of the oldest medium of sending messages is through letters. Modern media of transmission like fax and e-mail have high speed and can transmit the written word instantaneously. Written messages are used for requesting and giving information, contacting potential customers, making and answering complaints, and maintaining relations with customers and members of the public. Most messages are short compositions and you must make the most effective use of every sentence and every word. Careful planning can help you write a good message.

Almost all business messages can be written on a framework of four points:

1. Introduction (this point takes one or two sentences)

2. Giving the required information (constitutes the main content of the message and may need more than one paragraph)

3. Action or Response from the writer (this and the fourth can be the ending and it takes a sentence.)

4. Closing.

***Composing A Letter***

At the stage of composing, give attention to the language and style. Consider the recipient; a good deal depends on how much the recipient knows, what is the relation between the sender and the receiver, what is the receiver attitude to the issue being discussed in the letter. Some or All these can influence the recipient’s response.

***Opening and Closing a Letter***: The first and last paragraphs are important places in a short composition like a letter. Do not begin by repeating what is said in the subject like or end by making a flat statement. Each of them has a definite function. Examples of opening sentence are:

* We are extremely sorry to learn from your letter dated June 22, 2022 that you were not able to get good photographs
* We are glad to say that we can deliver your items a week earlier as you requested in your letter of the 22nd June, 2022

Note, the materials for this course have categorically stated that showing interest in the reader’s desires creates goodwill at the beginning of the letter. The sentence has to indicate the subject of the letter if there is no subject line; that is, it may have to refer to any previous communication on the subject, like telephone talk or letter or visit. If there is, the opening sentence must not be repeated. Avoidance of referring to your letter should be done.

Closing Sentence: Let us consider the following:

* We shall let you know the result as soon as the test is completed.
* Our representative will visit you on the 15th at 10am.
* We are sure you will take advantage of this offer and place your order before 9th

A firm, persuasive and convincing argument can be spoilt by a weak ending like: //we hope you will see the point//we trust the matter is now clear.//

In the final letter after which there will be no further correspondence on the topic, the last sentence conveys a friendly goodwill message like:

1. We wish you all success in your new academic career.
2. We sincerely regret the inconvenience which was caused to you .

***Conclusion***

This course has been a tough but an interesting one. It has really given a great input to of which the student is grateful. Fifteen pages paper is but small to contain all the resource or important facts received in this course. The student is of the interest of revisiting this course every now and then to update himself and also for proper transmission of knowledge to others.

**Bibliography**

*.*

Adams, D.: The Hitch Hiker’s Guide to the Galaxy, Longdon, 1979

Aijmer, K. : Conversational Routines in English: Convention and Creativity, Harlow, Longman, 1996

Aitchison, J. : The Articulate Mammal: An Introduction to the Mental Lexicon, 3rd edn. Wiley Blackwell, Oxford, 2003.

Archer, M. Realist Social Theory: A Morphogenetic Account, Cambridge University Press, Cambridge, 1988

Austin, J. L. : How to Do Things with Words, Oxford University Press, London, 1962.

Brown R., Cazden, C. and Bellugi, U. : The Child’s Grammar from 1-3, in J. P. Hill (ed.) The Second Annual Minnesota Symposium on Child Psychology, Minneapolis, University of Minnesota Press, 1968.

Urmila Rai: *English Communication Skills*, Glogal Media, 2010.

Agee, W. K., R. H. Ault and E. Emery, eds, *introduction to Mass Communication*, New York: Harper and Row, Publishers, 1979.

Ellis, R.: *Individual differences in second language learning,* A. Davies & C. Elder*, the handbook of applied linguistics*, Oxford, 2004.

Graus, J., & Coppen, P.: *Student teacher beliefs on Grammar instruction*, Harvard, 2016.

Lightbown, P. M., & Spada, N.: How Languages are Learned (4th ed.), Oxford University Press, New York, 2013.

1. With the numerous introduction given to about 13 basic concepts in the book, this paper may limit itself to few. [↑](#footnote-ref-1)
2. This paper choose its words “some” because the student would not be able to exhaust all the thirteen given. [↑](#footnote-ref-2)
3. Individuals who conduct research on speech sounds. [↑](#footnote-ref-3)
4. This refers to how speech sounds are perceived [↑](#footnote-ref-4)
5. This refers to how speech sounds re made up of physical properties. [↑](#footnote-ref-5)
6. How speech sounds are produced by the organs of speech known as articulators. [↑](#footnote-ref-6)
7. Phonetic and phonology [↑](#footnote-ref-7)