**Knowing a Language**

**Knowledge of language is knowledge of the sound system of that language. Everyone**

**who knows a language can understand what is said to him, and can generate strings of words which convey meaning. Therefore, the meaning of a word is specified by semantic properties.**

**‘*What’s in a name? That which we call a rose by any other name would smell as***

***sweet.’*(Shakespeare, Romeo and Juliet, II, ii)**

**Thus, attributing names to things is an act that implies linguistic creativity. Sentences, as words, have sense.**

 **Knowledge of Language**

 **Knowing a language involves knowing the pragmatic meaning of the**

**sentences since language is a communicative system. According to Searle (1969),**

**speaking a language is ‘performing acts’, and he says that *‘the purpose of language is communication in much the same sense that the purpose of the heart is to pump blood*.’**

**The Concept of Language ‘Usage’ and Language ‘Use’ in English Language**

**Teaching**

**The distinction between ‘usage’ and ‘use’ was introduced in Widdowson (1989).**

**Accordingly, language is used to perform communicative acts rather than to construct correct sentences. Usage is separated from context and it allows us to judge whether a sentence is correct in English or not. Usage is related to the appropriateness of sentence or utterance.**