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Abstract

Rereading the Sociology of Knowledge as a Study of Humanity and Verbal Behavior

―As a Foundation of the Study of Language for Second Language Education

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Based on the anthropological necessity entailing three moments of dialectics of the society, i.e. externalization, objectivation and internalization, the sociology of knowledge advocated by Berger and Luckmann (1966) and Berger (1967) offers language educators with important insights on humanity and its verbal behavior. The paper begins with the brief explication of the sociology of knowledge, and proceeds to the discussions on humanity and verbal behavior within the sociological theory. It also touches on the basic phenomenological perspective of the theory, which places language at the center of our world-building activities. While pointing out the three dimentional nature of utterance including situated action, situation-transcending historical aspect and aspect of code system, the paper concludes that language educators need to pay attention to the nature of language discussed in this paper in planning, designing and implementing language teaching.