

## PROLOGUE

*Amongst the many daily idiosyncrasies we share,  
language is certainly the one we revel in the most.*

*V. Šutanovac*

Language as we know it today can be regarded as the pinnacle of the process we may term as the *education of our communicative senses*. It is a multifaceted idiosyncratic trait that helps us make sense of and address the external world, and each other, through active usage and communication. Yet, even though it is an idiosyncrasy all humans share, we quite often manage to misaddress and missense one another.

In order to unravel this mystery, as well as the anatomy of our *shared idiosyncrasy*<sup>1</sup>, it is much more prolific to take as an onset point the *procedural* instead of *declarative*. Or, in linguistic terms, the *applied*, i.e., what we have come to know in the course of time as the *language in use* (Wittgenstein 1958), instead of the *formally prescribed*. Internalising such a view essentially enables us to establish a crucial *in vivo* perspective. A perspective which will, in turn, facilitates any subsequent investigation of any variety of *language in action* in such a way as to allow us to get to the crux of *language game(s)* (Wittgenstein 1958) and learn *how to do things with words* (Austin 1962) proper, so as to avoid the missense and misaddress, be it in informal or specific-purpose linguistic context.

## REFERENCES

- Austin, J. L. *How to Do Things With Words*. Paperback: Harvard University Press, 2005.
- Wittgenstein, L. *Philosophical Investigations*. New York: Macmillan Publishing Co., 1958.

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<sup>1</sup>i.e. Language