

西方语言学原版影印系列丛书 19



# 语言的结构 与运用

(第四版)

LANGUAGE  
Its Structure and Use  
Fourth Edition

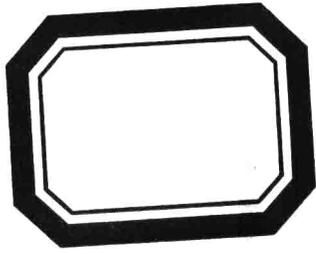
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[美] Edward Finegan 著



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# Language

Its Structure

and Use Fourth Edition

Edward Finegan

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# 总 序

胡壮麟

“西方语言学原版影印系列丛书”是北京大学出版社外语编辑部建立以来的一个新产品,具有重大意义。随着国内高等教育的发展,这几年来本科生、硕士生和博士生的招生名额都扩大了,教材建设再次提上了日程。除组织国内老师自行编写外,从国外直接引进仍不失为一个有效途径。语言学是一门领先科学,因此本丛书的有些内容对其他专业的老师和学生、研究者,甚至业余学习者也有很高参考价值。例如,像有关语料库、认知语言学的著作除外语老师外,计算科学、统计学、认知科学、词典编辑等专业的研究人员和师生也有一读之必要。

北大版“西方语言学原版影印系列丛书”的问世是意料中的事。早在2002年1月北京大学出版社已出版过“西方语言学丛书”,从剑桥大学出版社引进了六卷本《英语语言史》,Robert D. van Valin 和 Randy J. Lapolla 的《句法:结构、意义与功能》,Andres Radford 的《最简方案:句法理论与英语结构》……共七种,在外语界独树一帜。经过两三年的摸索,经验更丰富了,视野更扩大了。这表现在选题方面语言学和应用语言学并重,这更符合研究生专业目录中有关“语言学和应用语言学”的基本要求。我们的学生既要有理论知识,也要有如何运用有关理论的知识,只有这样,才能将所学的专业知识更好地为国家建设服务。

另一点值得我们考虑的是,全面掌握语言学和应用语言学的专业知识固然是保证教学质量的一个方面,我们还要让高等学校的学生经常站在本学科的前沿,接触本学科的最新成果,掌握本学科的最新动向。这也是保证教材质量,从而保证所培养学生质量的一个重要方面。因此,本丛书既引进有关学科在各时期的经典著作,更注意引进21世纪的新著。长江后浪推前浪,许多经典著作最初也是以新著的形式问世的,其作者的年龄往往属于新生代。因此,时代意识是本系列丛书的一大特征。

为了实现这一目标,本丛书采取灵活的出版发行方式,既可系统成套出版,也可成熟一本,出版一本。这样,只要国外有好的新著出版,北京大学出版社根据该书的质量和国内的需要,及时引进。这在信息爆炸的今天,尤为重要。我们还认为,这套丛书的建设与广大读者的监督和支持是分不开的。

## 2 总序

我们欢迎读者对本丛书不足之处提出宝贵意见,我们更欢迎读者和业内行家向我们推荐有引进价值的著作!

2004年5月  
北京大学蓝旗营

# 导 读

林 立

《语言的结构与运用》(第四版),美国南加州大学爱德华·法恩根教授编著,2004年由汤姆森出版公司出版。它是一本畅销的教材。本书是一本普通语言学入门教程,适合我国语言学、应用语言学方向的大学生和研究生或者语言学研究者的研读。目前,在我国已经有多种普通语言学教程流行,但引进本书仍不失为明智之举,因为本书有自己独到之处。

## 一、本书主要特点与结构

从本书的书名《语言的结构与运用》可以推论出本教程的语言观。作者把语言看作一个“三位一体”的系统:语言的表现形式(expressions)、意义(meaning)和语境(context)。语言的表现形式包括单词、短语、句子、发音;意义即这些形式的意义(senses)和指称对象(referents);语境指在特定环境下形式所传达的信息(message)。语法将语言的表现形式与意义连接起来,语境将语法和对语法的理解连接起来。只有既关注语法又关注语境才能了解语言。这正是作者的观点,他把本书的主要目标定位于帮助读者认识语言结构和语言在社会交往中的功能。

语言研究与信息技术结合。作为信息时代的语言学研究,它无疑要刻上时代的痕迹。本书每一章末尾都安排一部分内容专门讨论计算机与该章相关的内容。第一章(“语言与语言学”)里的这个部分介绍计算语言学(computational linguistics)和语料库语言学(corpus linguistics)。在第二章(“语言的形态系统”)中的这个部分介绍利用计算机研究词汇。还有计算机与语音学、计算机与音位学、计算机与句法研究等等专题。实际上,计算机对语言学研究的贡献是多方面的,从实际的词汇研究到检验语言学理论,从对文本的语音人工合成到语音识别,从追踪语言变化到方言研究。除了提供常规的纸介资源(参考书目),本书还提供了丰富的、带注释的网络资源(相关网址)。

本书虽然是语言学入门的教程,但是,它所提供的信息量非常大,超越一个学期课堂教学所能够覆盖的容量,如此丰富的内容为学生和教师提供了广阔的选择空间。由于篇幅的限制,一本入门之作,不可能面面俱到,在选择介绍什么、不介绍什么方面,作者花费了一番气力,做了精心的遴选。语言学的发展速度可以说是日新月异,本书提供作者对语言学的认识是当前人们对语

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言的认识,许多新的认识使人眼前为之一亮。但是,作者也意识到还有许多关于语言的难题仍有待进一步研究,他期望学习本书的且有志于语言研究的学生继续现在语言学家的工作。

深入浅出,例证丰富。一位评论者说,法恩根的写作风格对读者十分友好,他力图使学生理解语言学内容,而不用行话炫耀自己的学识。另一位评论者对本书的评价是:脉络清晰、覆盖面广、易于理解、例证恰当、逻辑性的呈现顺序,这一切都十分出色。在世界约 7000 种语言中,本书提及的语言约 300 种,提及汉语的地方就有近 50 处。

作为语言学入门的书,作者并不只对语言学作具体的介绍,还注重语言学方法的介绍、前沿问题和研究成果的介绍,使学生从系统地接触语言学的时刻起,就能够跟上语言学的最新发展。

每一章的基本结构是一致的。包括:

- 读前思考(What Do You Think?):利用日常生活中的情景,提出一些思考问题,达到激活相关图式、激发兴趣的目的,并使学生意识到本章内容的重要性。
- 正文(Text):章节的核心内容。
- 应用题(Try It Yourself):分布在章节中的学习任务,让学生应用刚刚学过的概念。
- 计算机与语言学(Computers and Linguistics):阅读短文,跟本章内容相关的计算机应用,说明技术如何推动语言学研究,以及可以达到的目的。
- 本章小结(Summary):以简明扼要的陈述总结本章要点,使学生可以注意重点,澄清某些专业性较强的内容。
- 读前思考解答(What Do You Think? Revisited):对读前思考内容做出通俗易懂的应答。
- 练习活动(Exercises):提供充分的学习任务。
- 语言教育者的任务(Especially for Educators and Future Teachers):适合未来教师和教育工作者的练习,涉及中、小学课堂的语言研究的具体问题。这一栏目是本书又一特色之一。
- 其他资源(Other Resources):提供与本书内容相关的网络资源和音像资源目录,帮助学生深入学习与研究。
- 相关阅读(Suggestions for Further Reading):与各章内容相关的加以注释的参考文献目录。
- 扩展阅读(Advanced Reading):超越本章内容的扩展性阅读书目。

● 参考书目 (References): 作者使用的参考书目。

## 二、本书的主要内容

第一章是全书的总论,定义语言,阐述与语言相关的问题,介绍语言学及其分支。几个小节的标题用问题形式:世界上有多少种语言?美国有官方语言吗?什么是人类语言?动物有语言吗?什么是语言学?其他小节也有特色,如:“语言作为有规律的结构系统”、“言语作为有规律的语言运用”。符号的任意性和非任意性、语言和方言、语言交际的模式也是这一章讨论的问题。

### 第一部分 语言结构 (Language Structures)

这个部分共含六章:词汇与形态学、语音学、音位学、句法学、语义学、语言类型学。其呈现顺序是词汇与形态学先于语音学和音位学。这种安排是出于为学生考虑,语言学入门的学生感觉词汇比语音更容易接近与理解,不必涉及复杂的国际音标系统。

这部分的六章是普通语言学的基础部分,给学生提供对语言学领域的深入剖析。使用本教材时,教师们通常先讲授这六章的内容,其他部分(第二、第三部分)可以根据时间、学生的需求和兴趣进行选择。

- 词汇与形态学:在这里读者可以了解到掌握一个词意味着什么,词汇是如何发展的,同时也学习词、词素,以及构词的知识。
- 语音学:从拼写与语音的差异入手,到描述具体的音素。
- 音位学:介绍语言的语音系统;首先从儿童习得母语的角度入手,展开讨论;还涉及语音在词中的结构。
- 句法学:这一章探讨如何把词素和词构成短语和句子。特别研究语言的创造性一面,即有限的语法可以产生无限的句子。
- 语义学:研究语言的各种意义,包括语言意义、社会意义、情感意义;词义、句义、话语意义。
- 语言类型学:介绍为什么要研究语言的普遍现象;解释语义的普遍现象、音系的普遍现象、句法和形态方面的普遍现象。

### 第二部分 语言使用 (Language Use)

该部分包含五章:语用学、言语行为和会话研究、语域和语体研究、方言学、书面语系统。对语用学、言语行为理论、语域进行全面独特介绍。这部分紧接上一部分讨论的语言结构(词结构、短语结构、句结构),重点探讨如何使用那些结构进行社会交往。本部分先用实例介绍信息结构 (information structure) 的概念。句法结构和语义结构以句子为基础,信息结构则要考虑话语 (discourse),即一系列句子,非孤立的单句。本书将语用学定义为研究信息结构的语言学分支。通过分析信息结构的基本分类,为解释话语是如何构建的

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奠定基础。这部分的讲解深入浅出,概念清楚易懂,也是某些传统语言学教程忽略的内容。传统结构主义语言学偏重词汇结构、句法结构等。而本书将句法结构、语义结构和信息结构的关系阐释得十分清晰:句法结构由两种因素驱动:语义结构和信息结构,即句法结构必须清楚其成分的语义角色,也必须通过信息结构。

- 语用学:本章介绍信息结构,不仅句法和语义可以决定句子结构,信息结构也能起作用。本书把语用学定义为研究语言信息结构的语言学分支。
- 言语行为和会话研究:本章重点涉及如何在语境下使用、如何解释句子(交际能力)。介绍了言语行为、言语事件、会话原则、会话结构等概念。
- 语域和语体研究:本部分研究语言在不同社会情景下的变体。
- 方言学:本章描述使用语言的不同群体间的变体,包括地区方言、民族方言、社会方言。
- 书面语系统:本章介绍书写系统的发展,介绍不同书写系统(象形文字、音节文字、语标文字、拼音文字);还有正词法的内容。

### 第三部分 语言变化、语言发展和语言习得(Language Change, Language Development and Language Acquisition)

该部分包括三章:历史语言学、英语发展、语言习得(第一语言习得、第二语言习得)。它们回答三个方面的问题:一、语言怎样随时间而变化;二、语言之间如何相互联系;三、儿童和成人如何习得语言。前两章给学生提供语言的历史变迁。

- 历史语言学:重点讨论语言变化、语系、印欧语系、语言原型理论、语言接触等内容。
- 英语发展:介绍英语发展的各个阶段及语言特征。
- 语言习得:值得指出的是,关于第一语言习得的研究,本章介绍母语习得的原则、特征、成年人的语言输入;儿童如何习得语音、词汇;语言习得的研究方法。关于第二语言习得研究的介绍,作者在众多因素中只选择阐释两个重要因素:动机和态度,指出在学校课堂里的第二语言学习越来越被当作一种社会和心理现象,而不是智力和教育现象。

本书的其他部分还有:

- 词语解释(Glossary):文本中的重要概念定义或描述,在文本中为黑体字。
- 索引(Index)
- ★ 语言索引(Index of Languages)

★ 互联网索引 (Index of Internet Sites)

★ 有声资源索引 (Index of Videos)

纵览全书,可以看出这是一本全面系统、信息量大、通俗易懂、注重基础概念、紧跟学科发展前沿的语言学入门教程。想要进入语言学殿堂的读者,一定不会失望。

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## A SPECIAL WORD TO STUDENTS

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For hundreds, even thousands, of years, philosophers, rhetoricians, and grammarians have analyzed the uses to which people put language in their everyday lives and the linguistic and social structures supporting those uses. The nineteenth and twentieth centuries proved rich in linguistic insight, as philologists at first and then linguists and cognitive scientists broadened and deepened our understanding of the singularly human trait that is language. In recent decades, as space explorers revised our views of the satellites of Uranus and microbiologists plumbed the recesses of DNA in the Human Genome Project, linguists too have generated a burst of insight into the representation of language in the mind and into the interactions between language use and community social structures. In this book you will uncover a glimpse of language as we now understand it.

Despite the impressive pace at which investigators have gained insight into human language, tough questions remain unanswered and many arenas remain unexplored or underexplored. Far more remains to be discovered about language than is now known, and an abundance of intellectually exciting and socially useful work remains to be achieved by today's college and university students, who are tomorrow's investigators. Today, we understand a good deal more about the structures and functions of languages than we knew when you were born. For those of you wanting to contribute to our understanding of the human mind and of human social interaction, rest assured that what is now known will be dwarfed by what is discovered during your lifetime—and some of you will make those discoveries. For those wanting simply to grasp what we now know about language, this book will be equally useful. You are invited to dive in and raise your own questions about language and its role in your life and the lives of people around you.

“A stitch in time saves nine” is one of the helpful proverbs I first heard in school, and “Look before you leap” was another. One proverb involving language proved false. It said, “Sticks and stones may break my bones, but words will never hurt me.” Most of us learn early in life how powerful a tool language is and how it can be used for good or ill. It can delight and enlighten us, and it can also inflict injury. Pivotal in all human lives, language is as central to your social interactions as it is to your cognitive pursuits. You'll want to learn as much about it as you possibly can.

In reading *Language: Its Structure and Use*—LISU for short—you'll see occasional words in **boldface** type. When an important concept is first discussed (not

necessarily when it is first mentioned), the term for it is set in boldface to highlight its significance and alert you that the term is defined in the Glossary. There, you'll find definitions or characterizations of terms whenever you need to refresh your memory. To learn more about topics that interest you, check out the Suggestions for Further Reading at chapter ends. You'll also find lists of videos and Internet addresses. For more, go to the LISU Web site at <http://english.wadsworth.com/finegan-frommer/>.

## A WORD TO INSTRUCTORS

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LISU includes more chapters than can be covered in a one-semester course. Typically, instructors cover the first six chapters and then select among the others according to their students' needs and interests. In this edition, as in the previous one, the chapter on morphology appears before those treating phonetics and phonology. That organization succeeds partly because novices find words more tangible and accessible than sounds and partly because morphology can be discussed without phonetic symbols, whose alien character at the gateway can be daunting. The existing chapter sequence invites instructors to teach morphology before phonology, but to teach phonetics and phonology before morphology, simply postpone the section on "The Interaction of Morphology and Phonology" (pages 129–134) until you've completed your morphology unit.

Each chapter contains sections on computers and language, Internet and other resources, and separate exercises for English and for other languages. Aiming prospectively to engage students with quotidian situations in which a chapter's contents may play a role, each chapter opens with a few puzzlers under the rubric, "What Do You Think?" Then, preceding the exercises at the end of the chapter, there are brief responses to the puzzlers in "What Do You Think? Revisited." You may wish to encourage your students to think about the puzzlers and check the "Revisited" section *before* studying the chapter. The questions and nontechnical answers may whet some students' appetite for what lies ahead in each chapter.

In other ways, too, I've tried to make LISU more interactive. The new "Try it yourself" sections straightforwardly apply what has just been explained in the text and encourage students to check their own understandings. Exercises designated "Especially for Educators and Future Teachers" may be of special interest in pedagogical contexts, but most will also prove helpful to students aiming for careers in other professions—as professionals and as parents of tomorrow's school children. Probably all students have experienced highly effective and less effective approaches to language analysis and language teaching in their own schooling, so dialogue between experienced students and future teachers may prove stimulating to both.

In this edition, all chapters have been revised for greater clarity, and whole sections sometimes omitted in the interest of a trimmer presentation. At the suggestion of reviewers, I have replaced the discussion of ideal languages in the introductory chapter with other topics of interest, including the important matters of standard and non-standard language varieties, multilingualism, and English-only or English-plus programs. At the same prompting, I have eliminated discussion of syntactic

constraints from Chapter 5 and expanded on syntactic functions. Chapter 11 on dialects omits several maps from older atlas projects and incorporates treatment of the major vowel shifts affecting English in North America. It draws on the *Atlas of North American English* to illustrate the Northern Cities Shift, the Southern Shift, and mergers in the *cot~caught* and *pin~pen* word classes. I hope students will be drawn into analysis of dialect variation by examining these familiar North American features.

## **A WORD ABOUT PHONETIC TRANSCRIPTION**

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Settling on a phonetic transcription in an introductory textbook is complicated. For one thing, custom in the United States favors a modified version of the International Phonetic Alphabet. For another, the considerable variation in published and Internet sources makes it desirable for students to recognize that in any given treatment they must determine just what the symbols stand for. Of course, it is precisely to avoid that problem that many linguists favor the IPA, more or less strictly. Still, there is variation, and from time to time, the IPA itself also changes. As in all matters linguistic, prescription yields to practice. For the tables in this edition, I have adhered closely to IPA representation. While generally preferring IPA symbols once they have been introduced in Chapter 3, I sometimes use alternative symbols after that and indicate what the symbols represent. It is my hope that in this fashion students will be better prepared for real-world practice, including the ordinary use of dictionaries.

## **WORKBOOK AND ANSWER KEYS**

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To accompany this edition of LISU, a third edition of *Looking at Languages: A Workbook in Elementary Linguistics* has been prepared by Paul Frommer and me. It is useful in helping students review, apply, and extend basic concepts. New spoken-language files to accompany many of the exercises in the workbook are available on the LISU website: <http://english.wadsworth.com/finegan-frommer/>. The textbook and workbook have separate answer keys, which, besides answers to exercises, contain occasional suggestions on other matters. The keys are available only from the publisher.

## **ACKNOWLEDGMENTS**

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I have relied on many scholars whose work provided a footing from which to address the topics taken up here. References in each chapter only hint at the range of scholarship I've invoked, and I am indebted as well to the many whose work is not cited. I am grateful to colleagues and student readers of earlier editions who have offered helpful comments, including Michael Adams and his students, John Algeo, Joseph Aoun, Anthony Aristar, Dwight Atkinson, Robin Belvin, Doug Biber, Betty Birner, Dede Boden, Larry Bouton, Leger Brosnahan, William Brown, Paul Bruthiaux; Ron Butters and his students, Allan Casson, Steve Chandler, Bernard Comrie,

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For hauling me over assorted word-processing challenges and for a generous dose of patience, almost endless good cheer, and countless unspoken blessings I am especially thankful to my partner Julian Smalley.

## A FINAL WORD TO ALL READERS

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From students, instructors, and all other readers, I welcome comments and suggestions at [Finegan@USC.edu](mailto:Finegan@USC.edu).

—Edward Finegan  
Los Angeles

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