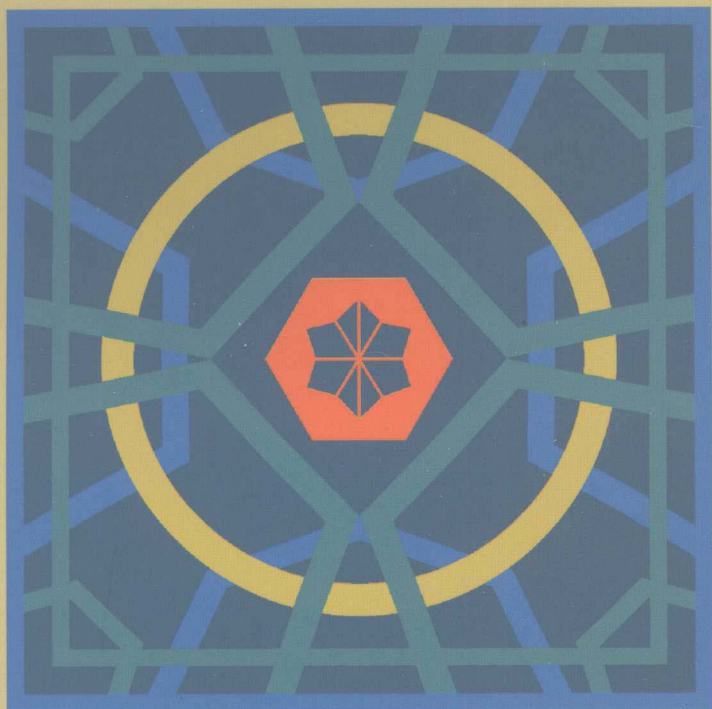


高等学校英语专业教材

实用英语语言学教程

A PRACTICAL COURSE IN ENGLISH LINGUISTICS

主 编 刘满堂



陕西科学技术出版社

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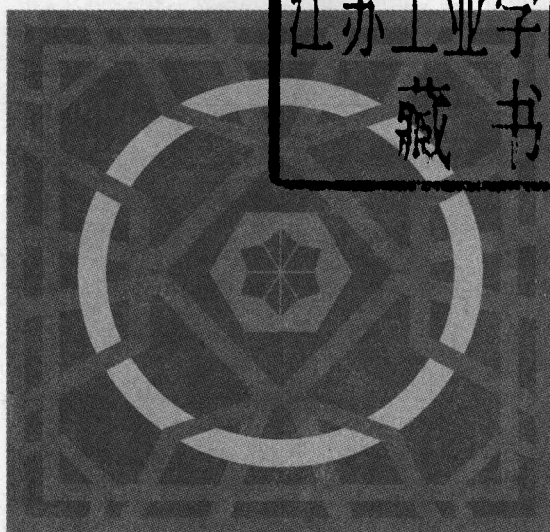
主 编 刘满堂

副主编 张慧军

编 者 刘满堂 张慧军 王瑾丽

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前 言

《实用英语语言学教程》是供“语言学概论”课程使用的新编教材。“语言学概论”是我国普通高等师范院校、外语院校和高职高专院校英语教育专业高年级阶段开设的一门专业必修课,它是构建英语学科系统的基本知识、基本理论、基本技能,培养学生学科综合素质的重要课程之一。课程的具体要求是:比较全面、比较系统地了解语言学,特别是英语语言学领域的研究成果,以及最主要、最有影响的语言学理论和原则,从而加深对语言这一人类社会普遍现象的理性认识,并具备一定的运用语言学理论解释语言现象、解决具体语言问题的能力,提高自身的语言修养和学习语言的能力,为日后从事英语语言教学和研究打好基础。

对于英语教育专业的学生而言,在学习专业基础课程和选修课程,了解和掌握英语语言基础知识和理论知识,培养和发展英语语言运用技能的基础上,必须学习语言学课程,对语言和语言的本质特征、语言学理论的发展及其趋势等要有所了解,并能自觉地利用语言学方面的知识指导将来的英语教学。对英语语音、词汇、语法、语意和语用等方面的知识,不仅要知其然,而且要知其所以然。学习和掌握语言学知识对语言教师有两大作用,一是能使自己更好地理解 and 认识人类语言的本质,提高自身的语言素养和语言运用能力;二是能在教学活动中自觉地遵循语言学习的规律,选择并使用符合语言运用规律的教学方法,不但能明确“教什么”,还能知道“如何教”。

本教材主要根据省属地方普通高等师范院校和高职高专院校“语言学概论”课程的教学以及学生的学习情况进行编写。在教材内容选取方面,我们认为教材内容不宜过多,难度不宜过大,教材内容必须注重系统性和实用性,必须注意合理的取舍,力争把语言学的基本概念、基本知识、基本框架和基本理论等介绍给学生。在语言表述方面,我们力求语言简练、生动、明快,突出趣味性,使学生学习起来比较容易理解和接受。在教材编写中,我们力求体现现代语言学和英语语言学的新动向和新发展,力求吸收语言学研究的最新成果。

本教材可以作为省属地方普通高等师范院校、外语院校、成人高等师范院校、广播电视大学和高职高专院校英语教育专业“语言学概论”课程的教材,也可以作为广大中小学英语教师、自考生、研究生和研究人员的参考书。

本教材每章由课文、练习、推荐阅读书目和网站以及语言学家简介组成。全书共 12 章,按课程开设一个学期,每周四课时,平均六课时讲完一章的模式设计编排

教材内容。每章开头选用著名语言学家、哲学家或名人的名言,帮助学生理解和把握各个语言学分支的研究范围和本质,同时增加学生学习的兴趣。每章的语言学家简介可以作为教学内容,也可以让学生自己阅读,主要目的是帮助学生了解国内外语言学界一些著名语言学家的生平、研究兴趣和成果以及主要观点。全书各章课文中的语言学术语用黑体字体标出,书后附有英汉术语对照表,以便学生查阅。

本教材编写工作的具体分工如下:

刘满堂:第一、十一和十二章、语言学家简介、英汉术语对照表;张慧军:第五、六和十章;王瑾丽:第四、七章;秋杰:第八、九章;张莉娟:第二、三章。全书由刘满堂负责统稿。

在编写过程中,我们参考和吸收了国内外众多专家、学者的研究成果,在此谨向他们表示衷心的感谢。

国际著名语言学家、香港教育学院英语系主任 Kirkpatrick 教授在百忙中抽出时间审阅本教材的部分章节,并撰写了富有指导性的序言,我们对他表示衷心的感谢。

本教材的编写、出版和发行,得到了陕西教育学院教改立项(2007JGB03)经费的大力支持,得到了陕西教育学院领导、外语系领导和教务处领导的鼓励和支持,也得到了陕西科学技术出版社的鼎力支持,责任编辑认真、仔细地审阅书稿,提出了许多宝贵的修改意见,编者在此一并表示诚挚的谢意。

由于编者水平有限,教材中难免存在疏漏和不当之处,恳请广大读者指正。

编者

2008年5月

Preface by Professor Kirkpatrick

English is the world's international language. In addition to native speakers in countries such as Britain, American and Australia, English has speakers from all over the world. These are people, like the readers of this book, who have learned English as a second or later language as they realise its importance as the language of international communication. We do not know the exact numbers, but we can assume that some 400 million people are learning English in China alone. This means that there are more learners and users of English in China than there are native speakers of English.

Given its position as the international language, it is important that people learn about English, especially those who are training to be English teachers. This is just one reason why this book is so valuable, as it explains in elegant and clear terms how the systems of English work. There are useful chapters on the sound system of English, on how English words are formed and on the syntax of English. The book also describes how signs, words and languages convey meaning. There are also chapters on 'Applied Linguistics' which explain how English is used in society, how English is learned and the relationship between language and culture.

The book is specifically written for university students specializing in the English language and those who are studying to become language teachers. Each chapter therefore includes a range of practical exercises and discussion questions designed to help the readers review and reflect on the main points of each chapter.

In any study of English in today's world, it is crucial to consider the implications of the development referred to above, namely that there are now more multilingual users of English than there are native speakers of English. This means that the majority of today's English speakers use it to communicate with people for whom English is a learned language. Some specific examples may help make the significance of this clearer. The world's four fastest growing economies are Brazil, China, India and Russia. The combined population of these four countries is not far short of 3 billion people. The language these people most commonly use to communicate with each other is English.

A second development worthy of consideration is the development of new varieties of English. In addition to the traditional 'older' varieties such as British and American English, a large number of newer varieties of English have developed, and many of these can be found in Asia. The Indian sub-continent is home to several varieties of

English, from the English of Pakistan in the north to Sri Lankan English in the south. Southeast Asia is also home to several varieties; Malaysian, Filipino and Singaporean are three well-known examples. It seems inevitable that another new variety of English will soon emerge, namely Chinese English.

These two points—the role of English as the international language and the development of new varieties of English—serve to illustrate two inter-related fundamental characteristics of language: language is constantly changing; and language is characterized by variation. The presence of this constant change and variation makes life difficult for language teachers, as teachers like to have something concrete and specific to teach. Reading this book will help its readers understand the dynamic nature of the systems of language and the causes of change and variation. This understanding will be of great value to students of language and to those studying to be language teachers.

The great majority of readers of this book will be speakers of *Putonghua*, another of the world's great languages. Being bilingual in *Putonghua* and English gives you an extraordinary advantage in today's world. In your enthusiasm to learn and study English and about English, however, I urge you not to neglect the rich treasury of linguistic scholarship written in Chinese. Many great Chinese scholars have contributed to the study of linguistics. Their work should be consulted alongside the works of those scholars who write in English. An understanding of the linguistic and rhetorical systems of Chinese and how these compare with those of English is also crucially important for Chinese-English bilinguals and language teachers.

In closing, may I wish readers of this book who are about to embark on a study of language as much enjoyment and excitement as I have been fortunate enough to have experienced in my own studies. Language is fundamental to us all and is one of the phenomena that distinguish human beings from other forms of life. An understanding of how language works is thus crucial to an understanding of how human beings operate. This book will help readers achieve that understanding.

Professor Andy Kirkpatrick
Head, Department of English
Hong Kong Institute of Education
08/04/08

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1 LANGUAGE AND LINGUISTICS

A Preview

The gift of language is the single human trait that marks us all genetically, setting us apart from the rest of life. (Lewis Thomas, *The Lives of a Cell*)

Nature is full of patterns or perceived relationships and regularities; the cycles of the seasons or of the migration of birds; the rhythms of the planets or of the human body; the symmetry of the snowflake or of a butterfly's wings. Some of these patterns become puzzles when they call for an explanation. When we find an explanation, we often uncover hidden relations that are themselves patterns. In exploring these patterns and puzzles, we make sense of our experience and search for a hidden order in our experience.

Language, like the rest of nature, is full of patterns and puzzles, and fascinating to study in many ways. It is a medium for self-expression, a vehicle for thought, a means of communication and an intricate system that provides a glimpse into the nature of the human mind. And like all complex systems of nature, it is full of mysteries. Over a long period of time, linguists have created reliable explanations for many of the mysteries of language. Their explanations have led to a better understanding of the nature of human language.

In this course, we will take you through a journey of some of these puzzles and explanations. The purpose of the journey is to get a flavor of how to explore the mysteries of language.

1.1 Language

1.1.1 What is language?

Language is an essential ingredient of humanity. The capacity for language, like the capacity for mathematics and for music, is unique to the human species. Without language, there would have been no human civilization, no science and

almost none of the accomplishments that characterize the human species. In learning something about human language, we learn something about ourselves.

Language has been studied for many years and from different perspectives. Ancient Greek philosophers elaborated on its proper use and purpose, modern scholars analyzed how it is produced and perceived. Everything that has so far been said about language can be ascribed to a certain general conception of talking about this issue. There are four such different approaches to talking about language: treating it as a social fact, as a natural behavior, as a mental organ or as an abstract object.

Language as a social phenomenon was first described by Ferdinand de Saussure who claimed that providing only historical description of languages (as it was done at his time) should not be the only approach to this complex entity. He maintained that crucial information about language can be obtained from its common users, who in most cases do not possess practically any theoretical knowledge about their native tongue and yet are competent speakers. Moreover, as Saussure assumed, language use reflects the contemporary structure which should enable synchronic language analysis (language used at a given point in time) in addition to diachronic analysis concerned with the past linguistic forms. The social aspect of using language, or speech, was called **parole** by Saussure, while the underlying knowledge of linguistic structure was known as **langue**.

Another view on language, mainly language as behavior, was partially derived from the behaviorist psychology and philosophy. Linguists representing this attitude focused on different languages used by various people rather than on linguistic universals, as they assumed that linguistic data is best gathered by observation of human behavior and interaction. Apart from that, it was assumed that meaning of sentences is not observable, thus it must be analyzed referring to introspective judgments. What follows this assumption is the definition of language provided by linguists who represent this approach. They maintain that language is the totality of utterances that can be made in a speech community.

According to the third approach to language started by Noam Chomsky, language is a mental organ. Having noticed certain similarities among languages, Chomsky expressed the view that they cannot be explained by environmental factors or be accidental and there needs to be a special mental ability embedded in human brains. He defined language by means of generative grammar: a finite set of rules which would