张杰 著

Essential English Linguistics

英语语言学要略

Essential English Linguistics

安徽科学技术出版社

ESSENTIAL ENGLISH LINGUISTICS

英语语言学要略

张 杰 著

安徽科学技术出版社

图书在版编目(CIP)数据

英语语言学要略/张杰著. —合肥:安徽科学技术出版社,2006.6
ISBN 7-5337-3507-2

Ⅰ.英… Ⅱ.张… Ⅲ.英语-语言学 Ⅳ.H31

中国版本图书馆 CIP 数据核字(2006)第 069268 号

*

安徽科学技术出版社出版
(合肥市跃进路 1 号新闻出版大厦)
邮政编码:230063
电话号码:(0551)2833431
E-mail: yougoubu@sina.com
yougoubu@hotmail.com
网址: www.ahstp.com.cn
新华书店经销 合肥星光印务有限责任公司印刷

*

开本:850×1168 1/32 印张:8.5 字数:210 千
2006 年 6 月第 1 版 2006 年 6 月第 1 次印刷
印数: 3 000
定价:18.80 元

(本书如有倒装、缺页等问题,请向本社发行科调换)

Preface

Language is human-specific and very complex. Linguistics, the study of language, is thus made comprehensive and complicated accordingly. It is a scientific discipline describing language in its relevant theoretical and practical aspects and its relation to adjoining disciplines. Linguistics has characteristics of both the natural sciences and the social sciences. It comprises different areas of language study including phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, ethnolinguistics, psycholinguistic, computational linguistics, to name just a few. It has been advancing and developing very rapidly. New theories, concepts and insights have been continuously initiated and appear endlessly, making the study of language richer, broader and deeper.

There are many excellent introductions to linguistics already available in China either in Chinese or in English. But those Chinese linguistics textbooks mainly depend on Chinese data, especially Classical Chinese, which are usually rendered difficult to digest to students of English. Some of those English linguistics readers seem to be too comprehensive or lengthy and technical (because they aimed to embrace as many aspects of linguistic study as possible) and this can be quite daunting to the novice.

Essential English Linguistics, an introduction to linguistics in general, English linguistics in particular, is a linguistics reader intended for Chinese students of English who wish to do their linguistic course work in English. It is not so brief that it is not an academically oriented introduction. Neither is it so broad and technical that it cannot ease students of English into an

understanding of complex ideas. It covers essential concepts, theories and relevant background knowledge in English linguistics. The book is manageable and readable in the sense that it does not presuppose prior knowledge of linguistics. Students of English can both hereby learn linguistic basics and improve their English.

I began to learn linguistics when I was a student in Anhui University, but I was seriously involved and interested in linguistics in 1985 when I was on an advanced teachers training program in Beijing Foreign Studies University where we were taught linguistics by Professor Liu Runqing, Professor Deng Yanchang and Professor Hu Wenzhong. In 1990, I went to New Zealand to further study linguistics under the guidance of Professor Janet Holmes in Victoria University of Wellington. I have been teaching linguistics since 1988 and have enjoyed introducing English linguistics to students of English both in our school and in other places.

The book is mainly based on the lecture notes I have used for the past decade. Still, in preparing it, I have drawn heavily on a variety of publications both at home and abroad, most of which are listed in the references to which much gratitude I owe. I have also benefited from the help of the staff of Anhui Science and Technology Publishing House, particularly Yao Minshu and Yu Dengbing who have painstakingly edited every page I produced and wisely made my words more acceptable. I would also like to give my special thanks to Professor Wang Qingsong of Anqing Teachers College, without whose help, urge and encouragement, the book may still remain in the form of teaching notes.

Zhang Jie

Anqing Teachers College

此为试读,需要完整PDF请访问: www.ertongbook.com

Contents

Chapter One The Nature of Language 1
1. Understanding of language 1
2. Design features of language 2
2.1 Arbitrariness 4
2.2 Duality 6
2.3 Creativity 8
2.4 Displacement 9
2.5 Cultural transmission 10
2.6 What is language? 12
3. Functions of language 13
3.1 Phatic function 14
3.2 Directive function 15
3.3 Informative function 15
3.4 Interrogative function 16
3.5 Expressive function 16
3.6 Evocative function 16
3.7 Performative function 17
3.8 Interaction of language functions 17
4. The origin of language 19
4.1 The divine-origin theory of language 19
4.2 The invention theory of language 20
4.3 The evolutionary theory 22
4.4 The first language 23

Exercise 1 25

Chapter Two The Scope of Linguistics 27
1. What is linguistics? 27
2. The scope of linguistics 27
3. Some basic distinctions in linguistics 29
3.1 Descriptive and prescriptive studies 29
3.2 Synchronic and diachronic studies 29
3.3 Langue and parole 30
3.4 Competence and performance 31
4. Schools of linguistics 32
4.1 The American structuralist school 32
4.2 The transformational-generative school 33
Exercise 2 36

Chapter Three Phonetics38 .....
1. What is phonetics? 38
2. The articulatory apparatus 39
3. Classification of the English speech sounds 40
3.1 Classification of the English consonants. 41
4. Classification of the English vowels 45
5. Transcribing English vowels 48
6. Narrow and broad transcriptions 49
7. Cardinal vowels 49
Exercise 3 50

Chapter Four Phonology 52
1. Difference between phonetics and phonology 52
2. Some basic concepts 53
2.1 Phone 53
2.2 Phoneme 53
2.3 Allophone 54
2.4 Distinctive feature 54
3. Sound relations 55
3.1 Phonemic contrast 55
3.2 Complementary distribution 55
3.3 Free variation 55
3.4 Neutralization 56
4. Conditions of identifying phonemes 57
5. Phonological rules 58
5.1 Assimilation 59
5.2 Addition 60
5.3 Deletion 60
6. Suprasegmental features-stress, tone and intonation 61
6.1 Stress 62
6.2 Tone 62
6.3 Intonation 63
Exercise 4 64

Chapter Five Morphology 65
1. Morpheme 65
2. Allomorph 66

3. Types of morphemes 67
3.1 Free morpheme and bound morpheme 67
3.2 Derivational and inflectional morphemes 68
4. Morphological rules 68
5. Word formation 70
5.1 Compounding 70
5.2 Derivation 71
5.3 Conversion 72
5.4 Clipping 73
5.5 Acronymy 73
5.6 Blending 74
5.7 Backformation 74
Exercise 5 75

Chapter Six Syntax 77
1. Syntactic relations 78
1.1 Positional relation 78
1.2 Relation of substitutability 79
2. Basic patterns of word combinations 79
3. Immediate constituent analysis 82
4. Deep and surface structures 88
5. Syntactic rules 90
5.1 X-bar theory 90
5.2 Transformational rules 98
5.3 Constraints on movement 105
5.4 Parametric variation 108
6. A sketch of the minimalist approach to syntax 113
6.1 I-language 113

6.2 A minimalist theory of I-language ····· 114
6.3 Features and Full Interpretation ····· 115
6.4 Checking and derivation ····· 117
Exercise 6 ····· 125

Chapter Seven Semantics ····· 127
1. What is meaning? ····· 127
1.1 The referential theory ····· 127
1.2 The conceptual theory ····· 129
1.3 The contextual theory ····· 130
2. Kinds of meaning ····· 132
2.1 Lexical and structural meanings ····· 133
2.2 Leech's classification of meanings ····· 133
3. Sense relationships between words ····· 138
3.1 Synonymy ····· 139
3.2 Polysemy and homonymy ····· 140
3.3 Hyponymy ····· 141
3.4 Antonymy ····· 141
4. Sense relationships between sentences ····· 143
4.1 Entailment ····· 143
4.2 Presupposition ····· 144
4.3 Implicature ····· 145
5. Componential analysis ····· 146
6. Predication analysis ····· 148
Exercise 7 ····· 150

Chapter Eight Pragmatics ····· 152
1. Speech act theory ····· 153

1.1 Speech acts 154
1.2 Direct and indirect speech acts 156
1.3 The application of SAT 157
2. The cooperative principle 159
2.1 Maxims 159
2.2 Conversational implicature 162
3. The politeness principle 164
Exercise 8 166

Chapter Nine Sociolinguistics 169
1. The relationship between language and society 169
1.1 Language acts upon society. 170
1.2 Society acts upon language. 172
2. The study of the relationship between language and society sociolinguistics 175
2.1 Macrosociolinguistics 175
3. Microsociolinguistics 186
3.1 Speech event 186
3.2 Structure of speech 188
Exercise 9 189

Chapter Ten Language Acquisition 192
1. The biological foundations of language acquisition 192
1.1 The human brain 192
1.2 Brain lateralization 193
1.3 Linguistic lateralization 194
1.4 The language centers 195

此为试读,需要完整PDF请访问: www.ertongbook.com

2. First language acquisition ····· 198
2.1 Stages in first language acquisition ····· 198
2.2 The critical period hypothesis ····· 200
2.3 Interpretation of first language acquisition ····· 201
3. Second language acquisition ····· 202
3.1 Acquisition vs. learning ····· 202
3.2 Transfer and interference ····· 203
3.3 Error analysis ····· 204
3.4 Interlanguage and fossilization ····· 205
Exercise 10 ····· 207

Chapter Eleven The History of the English Language ·····
····· 210
1. English belongs to the Germanic branch ····· 210
2. The history of the English language ····· 211
2.1 The old English period (450～1100) ····· 211
3. The middle English period (1100～1500) ····· 217
3.1 The Norman French rule ····· 217
3.2 The features of Middle English. ····· 219
4. The Modern English period (1500～The present) ·····
····· 220
4.1 The Great Vowel Shift ····· 221
4.2 Other modern developments ····· 222
Exercise 11 ····· 223

Chapter Twelve Stylistics ····· 226
1. The concern of stylistics ····· 226
2. Stylistic description ····· 227

2. 1 Segmental features 228
2. 2 Graphological features 233
2. 3 Syntactic features 235
2. 4 Lexical and semantic stylistic features 239
3. Degrees of formality 244
Exercise 12 248
References 255

Chapter One The Nature of Language

1. Understanding of language

Whatever else we may do when we come together — whether we work, play, fight, quarrel, shop for food or make automobiles or play football we talk. We talk to our friends, our associates, our family members and our teachers. We talk to bus drivers and total strangers. We talk face to face and over the telephone. We also talk when there is no one to answer. Some of us talk aloud in our sleep. We talk to our pets and sometimes to ourselves. In short, talking is around us everywhere and anytime. As a result, hardly a moment of our waking lives is free from words and even in our dreams we talk and are talked to.

Despite the importance language has in our lives, we tend to take little notice of it at least not until something goes wrong as when a person grows up deaf, or experiences speech loss of one kind and another or simply has to communicate in a foreign country. We as normal langrage users take too many things for granted and seldom bother to ask ourselves what language is and how it is acquired and learned and how language is related to

thought and culture. Strangely enough, we know more about things around us, things like the sun and the moon, than things in ourselves.

It is true that language has been studied in the past, but it has been studied mainly as an adjunct to other disciplines such as philosophy and literary criticism. Only at the beginning of the 20th century has language been studied consistently as a discipline in its own right. Since than, considerable advances have been made for an understanding of the human language and linguistics is now like math in the academic world. This book introduces and discusses most of the major questions a linguist asks when investigating languages in general and the English language in particular.

2. Design features of language

Since a linguist is a person who regards language as the object of his investigation and studies nothing but language, then a natural question we should ask is what is language? What does it mean, for example, to know English and to know Chinese and Japanese?

What is language? Simple as it is, the question is hard to answer. We might say that language is a "tool for communication". But that does not tell us how language is different from traffic lights, secret codes or sign languages, for they have the same functions as those

performed by language. They are all tools for communication. We may also answer that language is " a system relating sound to meaning. " Yet that does not tell us how language is different from many animal communications systems, like that of birds and dolphins, for example. Dolphins can make low-pitched sounds like barking whistles and screams. They can remember sounds about as well as people can. Somehow these sounds are associated with meanings, for example, dog's barking indicating the coming of strangers, although scientists have been unable to discover this association. But one thing is clear that none of their sounds are really like human sounds. There is no evidence of a human type of language among dolphins. Then what is it that makes human language different from animal communication systems and other communication systems? There must exist some features about human languages that make languages different from other systems of communication. If these features that make language a language are thoroughly revealed and understood, then the question "what is language" is answered.

In the linguistic literature, a term design features is broadly used to refer to this defining properties of human language which distinguish human language from other systems of communication.

2.1 Arbitrariness

Since the time of Saussure (1857 ~ 1913), a Swiss linguist widely regarded as father of modern linguistics, sign is arbitrary. By arbitrariness, we mean that there is no motivated relationship between the sign and the object that it stands for. In other words, there are no logical and intrinsic connection between meanings and sounds or signs. The words or symbols or signs have been chosen for the message, arbitrarily not by reason. There is no reason, for example, why English should use the symbol horse and the sound sequence[hɔːs] to refer to the animal horse. Or why Chinese should use the sound "ma " and the symbol "馬、马" to refer to the same animal, and "cheval " in French, "Pferd" in German ,"losatʃ" in Russian ,"uma" in Japanese. There is clearly no necessary relationship between the string of sounds making of this word in these languages and the horse and even our idea of horses. Each language could equally and easily have chosen another set of sounds.

However, the relationship between sounds of meanings does not give the speakers of any language the freedom to choose any sounds he likes to refer to things, for this relationship is conventional. People speaking the same language must use the same set of sounds to refer to the same things. There could be little communication if each speaker chose his own sounds to express anything he

此为试读,需要完整PDF请访问: www.ertongbook.com