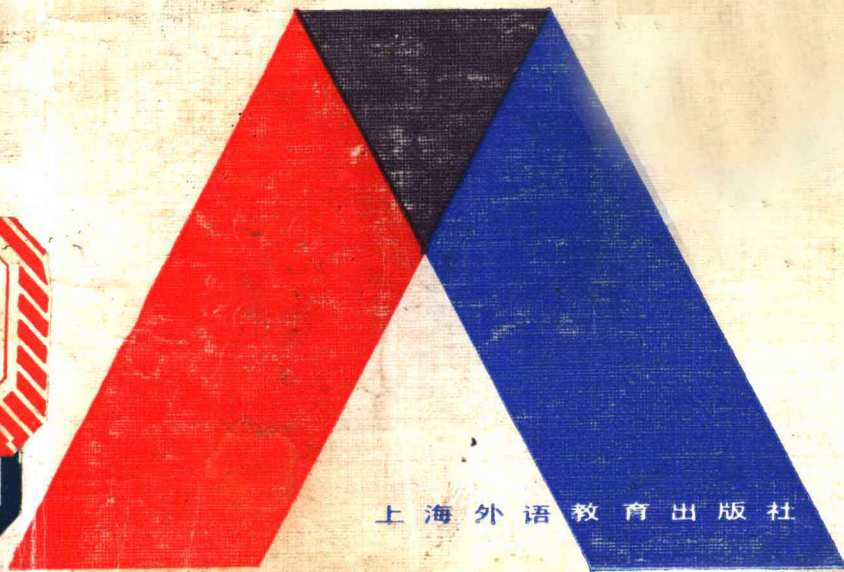


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**A CONCISE COURSE ON
LINGUISTICS FOR
STUDENTS OF
ENGLISH** (REVISED EDITION)

简明英语语言学
教程 修订版



上海外语教育出版社

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FOR

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(Revised Edition)

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戴炜栋 何兆熊 华 钧 编著

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初 版 前 言

近年来,各个大专院校的外语专业都陆续开设了一些必要的语言理论课程,加强了学生所学外语的理论基础,进一步扩大了知识面,促进了外语教学质量的提高,这是一个可喜的现象。

然而,随着这些课程的开设,产生了一个编写能适应教学需要的教材的问题。不言而喻,各门教材的质量在很大程度上对教学效果起着决定性的作用。因此,编写质量合乎要求的教材,已成为当前迫切需要解决的重要课题。

《简明英语语言学教程》为学生提供语言学的基础理论知识,介绍了几十年来语言研究的各个领域所取得的重要成果,并对语言研究的三个层次,即音系、句法、语义,以及英语的历史演变、语言与社会的关系、母语习得和第二语言的学习等分别作了简明扼要的阐述,有利于使学生获得进一步钻研语言理论所必备的基础知识,并通过所获得的知识,加深对英语的理解。全书体系比较完整,内容新颖,层次分明,文笔精炼,做到了深入浅出,循序渐进,是一本值得推荐的入门教材。

杨小石

一九八四年十月

初版序言

虽然人们对语言的研究可以追溯到远古时期，但一般都认为，本世纪初瑞士语言学家索绪尔《普通语言学教程》一书的出版，标志着现代语言学研究的开端。因此可以说语言学这一学科的历史不太长，但在最近的三、四十年间，这一学科取得了异乎寻常的发展。各国的学者从不同的角度、在不同的层次上、以不同的方法对语言进行了大量的研究，出版了大量的文献。随着语言研究的不断深入，语言学与其他学科，如心理学、社会学、哲学之间的关系日趋密切，从而使语言学逐渐成为一门跨学科的边缘性科学。对语言感兴趣并作出贡献的不仅仅是语言学家，同时也包括心理学家、社会学家和哲学家等。因此，一定的语言学基础知识，不仅对语言专业的学生来说是必不可少的，对某些其他专业的学生来说也是十分必要的。为了使我们的学生具备语言学的基础知识，对语言学的研究成果有所了解，我们为我系高年级学生开设了“简明英语语言学”这一课程。这是一门以语言学理论为指导，以英语语言为研究对象的课程。近年来，国外学者虽然撰写出版了多种语言学入门教材和介绍语言学的书籍，但或是由于过于偏重理论，或是由于文字深奥费解，例句涉及多种语言，或是由于专门术语繁多，这些介绍性的书籍往往使初学者望而生畏，产生对语言学的畏难情绪。为此，我们编写了这本简明教程，供初次接触语言学的中国学生使用。

本书的对象主要是英语专业高年级学生,以及具有同等水平的英语自学者。对具备一定英语水平,希望得到一点语言学基础知识的其他系科的学生,中学教师等等,本书也同样会有所帮助。

本书用英语编写。讲解过程中以英语为例。全书共分九章。前半部分介绍了音系、形态、句法和语义等语言理论研究的几个主要层次;后半部分涉及语言的变化、语言与社会的关系,语言的习得和第二语言的学习等问题。各章之间既存在有机的联系,又各自具有相对的独立性。

为了帮助初学者克服由于术语所造成的困难,书后附有英汉术语对照表。凡书中用黑体表示的术语,在该表中均能找到对应的汉译。由于目前许多术语尚无统一的标准汉译,该表中的汉译仅作参考。

在语言学研究中,出现了不少流派,对同一问题,各派学者往往持有不同的看法,对同一现象往往提出不同的模式加以解释。这完全是正常的现象。但作为一本入门教程,本书只能有选择地介绍较有影响、较有代表性的一家之言。

语言学是一门内容浩瀚的学科。要为初学者编写一本简明扼要的入门读本,绝非易事。我们尽自己的努力作了初步尝试。限于水平,谬误难免,尚祈读者不吝指正。

编 者

一九八四年十月于

上海外国语学院英语系

再版序言

我们这本《简明英语语言学教程》自初版至今已经两年有余了。在此期间,我国高等院校中语言学教学日趋普及,广大师生对这门课程的兴趣日趋高涨,因而对语言学教材的需求也有增无减。在国内已刊的为数不多的语言学教材中,这本教程由于内容精炼和文字简明而受到了比较广泛的欢迎和好评,对我们编者来说,这无疑是最大的勉励。但在初版的《教程》中存在一些文字欠妥之处,以及一些印刷错误,应予订正,内容也有进一步充实的必要。为使本教程更为完善,我们决定对此进行修订。

再版的《教程》全部保留了第一版所包括的九章,但对每一章都作了不同程度的修订。变动较大的是原书的第六章(Language change),第七章(Some topics in sociolinguistics)和第八章(Language acquisition)。Language change一章中增加了语言变化的原因;Language acquisition一章中增加了解释语言习得的两种主要理论;Some topics in sociolinguistics一章的内容有比较大的调整,突出了语言的各种社会变体这一部分内容,标题改为Language and society。此外,在新版中,我们还增加了两章:Pragmatics(语用学)和Language and culture(语言与文化)。语用学是语言学研究中的一个新兴领域,它是对语义研究的必然延伸,因此我们把这一章排在Semantics之后;语言与文化之间的密切

关系是不言而喻的,从广义上说,对这两者之间关系的研究可以纳入到社会语言学的范畴中去,因此,这一章按排在 Language and society 之后。这样,修订后的这本教程共有十一章。虽然篇幅比原书增加了,但它仍保留了原书简明的特点。

国家教委所属英语专业教材编审组于87年9月组织了对这本教程的审稿。审稿会由西南师范大学龙日金副教授召集,大连外语学院院长汪榕培教授担任主审,参加审稿的还有北京大学胡壮麟教授,北京师范大学钱瑗教授,中山大学肖洁汶副教授,上海师范大学黄次栋教授,四川大学周光亚副教授,上海机械学院戴炜华教授,北京语言学院王得杏副教授,吉林大学陈林华副教授。与会者一致肯定了这本教程,建议作为英语专业教材出版,同时对修订本书提出了许多宝贵的具体意见,我们谨借此机会对参加这次审稿会的全体专家表示衷心的感谢。修订版中还存在的缺点和错误,由我们编者承担全部责任。

在过去的两年多时间里,我们还收到不少全国各地读者的来信,其中有教师,有学生,也有自学者,他们在信中给我们提出了中肯的意见和建议,对我们表示了鼓励。由于时间关系,我们未能逐一作复,只能在此对他们热忱的支持一并致谢。

愿再版的《简明英语语言学教程》拥有更多的读者。愿更多的人从这本教程中得到裨益。

编者

一九八八年五月于

上海外国语学院英语系

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I. INTRODUCTION

1. Linguistics

1.1 What is linguistics?

Linguistics may be defined as the systematic (or scientific) study of language.

Linguistics tries to answer the basic questions "What is language?" and "How does language work?" It probes into various aspects of these problems, such as "What do all languages have in common?", "What range of variation is found among languages?", "Why do languages change?", "To what extent are social class differences reflected in language?", "How does a child learn to speak?" and so on.

A person who studies linguistics is usually referred to as a linguist. He does not need to be able to speak a large number of languages, though he must have a wide experience of different types of languages. He is usually a skilled, objective observer, who takes great interest in analysing and attempting to explain various linguistic phenomena. His task is basically to study and understand the general principles upon which all languages are built.

1.2 Linguistics vs. traditional grammar

Linguistics is not old school grammar with the addition of a few new terms. It differs from traditional grammar in several basic ways.

a) Linguistics is descriptive, not prescriptive.

A linguist is interested in what is said, not what he thinks ought to be said. He describes language in all its aspects, but does not prescribe rules of "correctness". He does not believe that there is some absolute standard of correctness concerning language use which linguists or school teachers should view as their duty to maintain. Instead, he would prefer to be an observer and recorder of facts, but not a judge. He might recognize that one type of speech appears to be more socially acceptable than others because of the influence of fashion. But this will not make him think that the socially acceptable variety can replace all the other varieties, or the old words are always better than new ones or vice versa. He will regard the changes in language and language use as the result of a natural and continuous process, not something to be feared.

b) Linguistics regards the spoken language as primary, not the written.

In the past, grammarians have overstressed the importance of the written word, partly because of its permanence. Before the invention of sound recording, it was difficult for people to deal with utterances which