

Language Files

Language Files

FIFTH EDITION

PHONETICS
PHONOLOGY
MORPHOLOGY
SYNTAX
SEMANTICS
PRAGMATICS
PSYCHOLINGUISTICS
ANIMAL COMMUNICATION
LANGUAGE ACQUISITION
HISTORICAL LINGUISTICS
SPEECH ACTS
MEANING
ACOUSTICS
CREOLES
ASL
PIDGINS
DIALECTS
AMBIGUITY
ADVERTISING
LANGUAGE CONTACT
SOCIAL VARIATION
SIGNED LANGUAGES
CONTEXT
SPEECH SYNTHESIS
LANGUAGE CHANGE
WRITING SYSTEMS

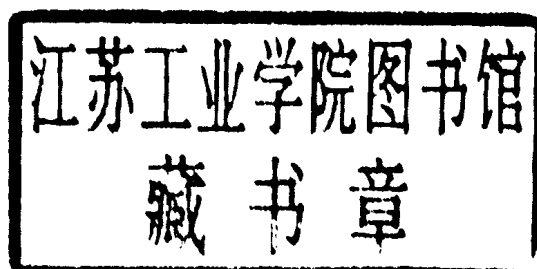
Department of Linguistics • Ohio State University

Language Files

Materials for an Introduction to Language

**Department of Linguistics/The Ohio State University
Monica Crabtree and Joyce Powers, Compilers**

Fifth Edition



**Ohio State University Press
Columbus**

Copyright © 1991 by the Ohio State University Press.
All rights reserved.

ISBN 0-8142-0525-9

Printed in the U.S.A.

9 8 7 6 5 4 3

Language Files

Editors of Previous Editions

**Carolyn McManis
Deborah Stollenwerk
Zhang Zheng-Sheng
Annette S. Bissantz
Keith A. Johnson
Carol Jean Godby
Rex Wallace
Catherine Jolley
Deborah B. Schaffer
John W. Perkins
F. Christian Latta
Sheila Graves Geoghegan**

PREFACE TO THE FIFTH EDITION

Language Files began as a collection of readings and exercises which OSU graduate teaching assistants and faculty members developed for use in our introductory undergraduate course "Introduction to Language." This collection was originally used as a supplement to other introductory textbooks, but in recent editions Language Files has been expanded enough to become useful as the main text of the course. In fact, this edition contains more material than could probably be covered in a quarter or even a semester, and so provides flexibility in course design: instructors and students have a variety of topics from which to choose.

In this edition we have attempted to make this text a more comprehensive introduction to the field of linguistics. As a result, we have added the following new files:

- 12 Primate Studies
- 26 Suprasegmental Features
- 27 Phonetic Detail and Narrow Transcription
- 51 Lexical Categories
- 52 Phrasal Categories
- 53 Subcategories
- 81 Theories of Language Acquisition
- 82 The Innateness Hypothesis
- 140 Visual Languages: True Language?
- 141 American Sign Language
- 151 Color Terms
- 152 An Official Language for the U.S.?

We have also clarified and expanded numerous existing files. Among those which have been substantially revised are File 6 on arbitrariness, Files 28 and 29 on acoustic phonetics, File 73 on language in advertising, File 88 on adult language processing, Files 112 and 113 on pidgin and creole languages, and File 154 on speech synthesis. Furthermore, we have added new exercises to several files, and have rearranged the ordering and, in some cases, the assignment of files to sections. Students have often found particular kinds of exercises difficult, so we have added problems to several exercise sets, the answers to which appear in the back of the book, so that students can get some extra practice on their own.

Many people have participated in the development of this text, and we would like to acknowledge and thank them. Arnold Zwicky is responsible for the original concept of the Files and is among its first authors. The first collection of files was assembled by Sheila Graves Geoghehan in 1977; it was subsequently revised by John W. Perkins (1978), F. Christian Latta (1978), Deborah B. Schaffer (1979), Carol Jean Godby, Rex Wallace, and Catherine Jolley (1982), Annette S. Bissantz and Keith Johnson (1985), and Carolyn McManis, Deborah Stollenwerk, and Zhang Zheng-Sheng (1987). We are also grateful to the numerous people, students and faculty at OSU and elsewhere, who have contributed to the writing of the Files. For their help in the various aspects of preparing this fifth edition, we would particularly like to thank Benjamin Ao, Mary Beckman, Ken DeJong, Brad Getz, Jeannette Holpp, Brian Joseph, Claudia Kurz, Gina Lee, Mark Libucha, Rick Neighbarger, Joel Nevis, Steve Nichols, Jane Rauschenberg, Hilary Sachs, Laurie Stowe, Uma Subramanian, Maria Swora, and Charles Yocom. We would also like to thank the staff at OSU Press. Additionally, though it is not possible to mention all the names of those colleagues at other universities who have kindly offered corrections and suggestions for revisions over the years, we are nonetheless grateful for their contributions.

Monica Crabtree
Joyce Powers
Linguistics Department
The Ohio State University

ACKNOWLEDGEMENTS

The editors and publisher are grateful to the following sources for permission to reprint material appearing in:

File 11: from Fromkin, Victoria and Rodman, Robert, "The Birds and the Bees" from *An Introduction to Language*, 2nd Edition, Holt, Rinehart and Winston, NY; chpt. 3, pp 41-45

File 33: from Cowan, William and Rakusan, Jaromira, *Source Book for Linguistics* (1980) (new edition published by John Benjamins B.V., Amsterdam; Akmajian, Demers and Harnish, *Linguistics: An Introduction to Language and Communication*, MIT Press, Cambridge, MA. Pearson, Bruce L., *Workbook in Linguistic Concepts* (1977), Alfred A Knopf (Random House), New York. *An Introduction to Language and Communication*, MIT Press, Cambridge, MA Gleason, Henry Allan, Jr., *Workbook in Descriptive Linguistics* (1965); Holt, Rinehart & Winston (Harcourt Brace Jovanovich) Orlando, FL. O'Grady, William and Michael Dobrovolsky *Contemporary Linguistics: An Introduction* (1989); Saint Martin's Press (MacMillan), New York. Sammallahi, Pekka, *Norjansaamen Ita-Enontekion murteen aanneoppi*, (1977); Suomalais-Ugrilainen Seura. Helsinki. Ladefoged, Peter, *Preliminaries of Linguistic Phonetics*, (1971); The University of Chicago Press, Chicago, IL.

File 45: from Cowan, William and Rakusan, Jaromira, *Source Book for Linguistics* (1980) (new edition published by John Benjamins B.V., Amsterdam. Nida, Eugene A., *Morphology: The Descriptive analysis of Words*, 2nd edition (1949); The University of Michigan Press, Ann Arbor, MI. Pearson, Bruce L., *Workbook in Linguistic Concepts*, (1977) ; Alfred A Knopf (Random House), New York. Akmajian, Demers and Harnish, *Linguistics: An Introduction to Language and Communication*, MIT Press, Cambridge, MA Gleason, Henry Allan, Jr., *Workbook in Descriptive Linguistics* (1965); Holt, Rinehart & Winston (Harcourt Brace Jovanovich) Orlando, FL.

File 60: Adapted from material by William Baedeker and Thomas Ernst

File 82: from *The Articulate Mammal: an Introduction to Psycholinguistics*, (1976), by Jean Aitchison; Hutchison & Co., London.

File 86: "Table 4.1 Developmental Milestones in Motor and Language Development," from *Biological Foundations of Language* (1967), Lenneberg, Eric H.; John Wiley and Sons, Inc., pp 128-30.

File 87: from *Psychology and Language* by Herbert H. and Eve V. Clark, (1977) by Harcourt Brace Jovanovich, Inc.

File 91: A tree diagram of Indo-European languages from Jeffers, Robert J. and Lehiste, Ilse, *Principles and Methods for Historical Linguistics* (1979); The MIT Press, Cambridge, MA.

File 94: from Columbus, Frederick, *Introductory Workbook in Historical Phonology* 5th edition, (1974); Slavica Publishers, Cambridge, MA.

File 114: from Albert H. Stoddard, *Animal Tales Told in the Gullah Dialect* (1949); reproduced by kind permission of Albert H. Stoddard III.

File 121: from Carver, Craig M., *American Regional Dialects* (1987); The University of Michigan Press, Ann Arbor, MI.

File 122: from Reed, Carroll, *Dialects of American English* (1967); The University of Michigan Press, Ann Arbor, MI.

File 133: from *Styles and Variables in English*, ed. by Shopen, Timothy and Williams, Joseph M. Published under the auspices of the Center for Applied Linguistics by Winthrop Publishers (Prentice-Hall).

File 140: excerpt from *Signing: How to Speak with Your Hands*, by Elaine Costello, (illustrated by Lois A. Lehman) copyright 1983, by Elaine Costello. Used by permission of Bantam Books, a division of Bantam, Doubleday, Dell Publishing Group, Inc.

File 141: from Edgar H. and Susan P. Shroyer *Signs Across America*, (1984), Gallaudet College Press, Washington, D.C. some excerpts (as noted) from *Signing: How to Speak with Your Hands*, by Elaine Costello, (illustrated by Lois A. Lehman) copyright 1983, by Elaine Costello. Used by permission of Bantam Books, a division of Bantam, Doubleday, Dell Publishing Group, Inc.

File 151: from Gleason, Henry Allan, Jr., *An Introduction to Descriptive Linguistics* (1961), pp 4-5; Holt, Rinehart & Winston, Inc. (Harcourt Brace Jovanovich, Inc. Orlando, FL.

TABLE OF CONTENTS

Introduction

1	Course Objectives	1
2	Major Subfields of Linguistics	5
3	Speech and Writing	7
4	What Do You Know When You Know a Language?	9
5	Prescriptive vs. Descriptive Rules of Grammar	13
6	Arbitrariness in Language	17
7	On Terminology	23
8	Taking Exams	25

Animal Communication

10	True Language?	31
11	The Birds and the Bees	35
12	Primate Studies	39

Phonetics

20	The Sounds of Speech	45
21	Articulation and Description of English Consonants	49
22	Articulation and Description of English Vowels	55
23	Sagittal Section Exercises	59
24	Exercises in Description and Transcription	61
25	Natural Classes	65
26	Suprasegmental Features	69
27	Phonetic Detail and Narrow Transcription	73
28	Acoustic Phonetics Overview	77
29	Acoustic Characteristics of Sound	83

Phonology

30	The Value of Sounds: Phonemes	89
31	Phonological Rules	95
32	How to Solve Phonology Problems	101
33	Phonological Analysis Problems	107
34	Sound Substitution and Phonotactic Constraints	117
35	Implicational Laws	121

Morphology

40	The Minimal Units of Meaning: Morphemes	127
41	Exercises in Isolating Morphemes	131
42	The Hierarchical Structure of Words	133
43	Word Formation Processes	137
44	How to Solve Morphology Problems	143
45	Morphology Problems	147
46	Morphological Types of Languages	157

Syntax

50	Linear Order, Hierarchical Structure, and Ambiguity	163
51	Lexical Categories	171
52	Phrasal Categories	179
53	Subcategories	185
54	Phrase Structure Rules	189
55	Transformations	201
56	Word Order Typology	207

Semantics		
60	What is Meaning?	211
61	Meaning Relationships	215
62	Semantic Composition	219
Pragmatics		
70	Meaning and Context	223
71	Speech Acts	225
72	Rules of Conversation	233
73	Language in Advertising	237
74	Discourse Analysis	241
Psycholinguistics		
80	Language and the Brain	247
81	Theories of Language Acquisition	253
82	The Innateness Hypothesis	257
83	The Acquisition of Phonology	261
84	The Acquisition of Morphology and Syntax	267
85	The Acquisition of Word Meaning	271
86	Milestones in Motor and Language Development	275
87	How Adults talk to Young Children	279
88	Adult Language Processing	285
89	Errors in Production and Perception	289
Historical Linguistics		
90	Language Change	295
91	The Family Tree and Wave Models	297
92	Sound Change	301
93	The Comparative Method	307
94	Reconstruction Problems	313
95	Morphological Change	317
96	Adding New Words to a Language	321
97	Syntactic Change	323
98	Semantic Change	327
99	Problems on Language Change	331
The History of English		
100	A Chronological Table of the History of English	333
101	English Borrowings	337
102	Germanic Consonant Shifts	339
103	Major Sound Changes in Old, Middle, and Modern English	341
Language Contact		
110	A Source of Change	349
111	Pidgin Languages	351
112	Creole Languages	359
113	Gullah: The Tar Baby	363
Regional Variation		
120	The Origin of American Dialects	367
121	Isoglosses	369
122	Map of Major American Dialects	371
123	Variation at Different Levels of Linguistic Structure	373
124	Variation Samples	375
125	Transcription of Key Words on Tape of American Dialects	379

Social Variation		
130	Social Factors in Language Variation	381
131	Two Case Studies	383
132	Differences between Standard American English and Black English	387
133	Speech Styles	393
134	Slang	397
Visual Languages		
140	True Language?	399
141	American Sign Language	403
Language in a Wider Context		
150	The Whorf Hypothesis	413
151	Color Terms	417
152	An Official Language for the United States?	419
153	Language and Computers	423
154	Speech Synthesis	425
155	Writing Systems	431
Answers to the Practice (Zero) Problems		437
Index		443

INTRODUCTION: COURSE OBJECTIVES

FILE 1

The thing we want you to draw from this course is a broad understanding of human language: what it is, what it's used for, and how it works. The purpose of this course is *not* to teach you to speak or write better, but the course should enable you to recognize an uninformed statement about language when you hear it. Five years after this course is over, after you may have forgotten all the definitions and phonetic symbols you will have learned in it, we hope the course will have left you with a sharper ear for language, a deeper understanding of its nature, and a livelier interest in all its manifestations.

The more immediate objectives of this course are:

1. To lead you to examine your own linguistic beliefs and attitudes.
2. To make you aware of both the diversity of language systems and their fundamental similarities.
3. To give you a reasonable taste of most of the subfields of linguistics: phonetics, phonology, morphology, semantics, syntax, pragmatics, historical linguistics, psycholinguistics and sociolinguistics.
4. To equip you with some tools and techniques for linguistic analysis and to give you some practice in using these to discover the organizing principles of a language.
5. To acquaint you with the basic concepts necessary to further pursue linguistic studies, if you wish to

GENERAL CONCEPTUAL GOALS

Below is a list of some very general principles of human language that will be explained and illustrated throughout this course. Though the full significance of these characteristics won't be apparent to you at the beginning of the course, they are the underlying themes of many of the lectures you will hear and the assignments you will read.

1. Every language is enormously complex.
2. Despite this enormous complexity, every language is systematic, often in ways that are hidden and surprising. (General statements of the systematic relationships in a language are called rules.)
3. Not only is language systematic, but it is systematic on many levels, from the system of sounds to the organization of discourses.
4. This systematicity is sometimes hard to see, for at least two reasons:
 - (a) the very complexity of language obscures the patterns and regularities, and
 - (b) in actual speech, there are hesitations, errors, changes in midstream, interruptions, confusions, and misunderstandings.
5. Language varies systematically from person to person, area to area, situation to situation. There is variation at every level of structure. Speakers are not consciously aware of most of this variation.
6. Languages are diverse, often astonishingly so. There are surprising differences in the way individual languages are organized.

7. Despite this diversity, there are a great many universal properties of languages, that is, there are characteristics shared by all languages as well as characteristics no language can have.
8. Some properties of a language are arbitrary, in the sense that they cannot be predicted from other properties or from general principles.
9. It is not easy for speakers of a language to reflect on their speech; although a great many complex rules govern our speech, we are no more aware of them than we are of the principles that govern ball-throwing or bicycle-riding.
10. The attitudes that people hold about their language and other languages, or about their own speech and other people's, can be very different from the facts about them. These attitudes are often based on nonlinguistic factors, and make an important field of study on their own.
11. Speech is the primary manifestation of language, and writing is only a secondary one.
12. Although children learn their first language, they cannot really be said to be taught it. They intuit the rules of their language from what they hear, guided by certain implicit assumptions about what language is like.
13. All languages change as time passes, whether speakers desire change or not; often they are not aware of it.
14. Linguists try to give accounts of the properties of a language that are both as precise and as complete as possible.
15. Linguists try to determine the ways in which all languages are alike and the ways in which they differ.

THERAPEUTIC GOALS

People have all sorts of beliefs about language, only some of which have been supported by the research of linguists. One of the incidental functions of this course is to correct misconceptions about particular languages and about language in general. Some of these misconceptions are harmless, while others are not; some of these beliefs could lead you to spend a great deal of time trying to change things that can't be changed or don't need fixing, and some can be used as instruments of prejudice against various groups. Here is a random list of misconceptions. Look the list over carefully. Some of the items you will readily perceive as misconceptions, and will be able to explain why they're misconceptions. Others you may recognize as misconceptions without really being able to explain why. And still others you'll probably agree with. You may wish to refer to this list as the course progresses. At the end of this course, we hope you'll be able to look at this list and be able to provide a cogent explanation of why these are misconceptions.

1. Writing is more perfect than speech.
2. Women generally speak better than men.
3. There are 'primitive' languages with only a few hundred words.
4. French is a clearer and more logical language than English or German.
5. People from the East Coast talk nasally.
6. Homosexuals lisp.
7. People who say *Nobody ain't done nothin'* can't think logically.
8. Swearing degrades a language.
9. Kids need to study for years in school to learn to speak their language properly.
10. Some people can pick up a language in a couple of weeks.
11. It's easier to learn Chinese if your ancestry is Chinese.
12. Native Americans all speak dialects of the same language.
13. Some words, like *sapphire*, are naturally more beautiful than others, like *runt* or *stupid*.
14. The only reasonable way to arrange words in a sentence is to start with the subject and follow with the verb.
15. English is a simpler language than Latin or Greek.
16. Every language distinguishes singular nouns from plural nouns by adding an ending in the

plural.

17. The only ways deaf people can communicate are by writing, by reading lips, and by spelling out English with their fingers.
18. People all over the world indicate 'yes' or 'no' by the same gestures of the head that we use.
19. Many animals have languages much like human languages.
20. You can almost always recognize Jews and Blacks by the way they talk.
21. Correct spelling preserves a language.
22. International relations would get better if everyone spoke the same language.
23. Japanese, Chinese, and Korean are dialects of the same language.
24. The more time parents spend teaching their children English, the better their children will speak.
25. There were once tribes of Native Americans that had no spoken language but relied solely on sign language.
26. Sloppy speech should be avoided whenever possible.
27. Eskimos don't have a general word for *snow*, therefore they can't think abstractly.
28. The more words you know in a language, the better you know the language.
29. Nouns refer to people, places, or things.
30. *It's me* is ungrammatical, bad English and ought to be avoided by educated speakers of English.

INTRODUCTION: MAJOR SUBFIELDS OF LINGUISTICS

FILE 2

Listed below are some of the major subfields of linguistics and the aspects of language with which each is especially concerned.

Anthropological Linguistics. The study of the interrelationship between language and culture (particularly in the context of non-Western cultures and societies).

Applied Linguistics. The application of the methods and results of linguistics to such areas as language teaching; national language policies; lexicography; translation; language in politics, advertising, classrooms, and courts; and the like.

Historical Linguistics. The study of how languages change through time; the relationships among languages.

Morphology. the study of the ways in which words are constructed out of smaller units which have a meaning or grammatical function.

Neurolinguistics. The study of the brain and how it functions in the production, perception, and acquisition of language.

Phonetics. The study of speech sounds; how they are produced in the vocal tract (articulatory phonetics), their physical properties (acoustic phonetics), and how they are perceived (auditory phonetics).

Phonology. The study of the sound system of language; how the particular sounds used in each language form an integrated system for encoding information and how such systems differ from one language to another.

Pragmatics. The study of how the meaning conveyed by a word or sentence depends on aspects of the context in which it is used (such as time, place, social relationship between speaker and hearer, and speaker's assumptions about the hearer's beliefs).

Psycholinguistics. The study of the interrelationship of language and cognitive structures; the acquisition of language.

Semantics. The study of meaning; how words and sentences are related to the (real or imaginary) objects they refer to and the situations they describe.

Sociolinguistics. The study of the interrelationships of language and social structure, of linguistic variation, and of attitudes toward language.

Syntax. The study of the way in which sentences are constructed; how sentences are related to each other.

