



普通高等教育“十一五”国家级规划教材

An Introduction to
Linguistics

新编语言学导论

□ 文秋芳 衡仁权 编著



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XINBIAN YUYANXUE DAOLUN

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总 序

随着全球化进程的加速发展，高等教育，特别是英语专业教育在新的历史转型期的文化交融层面越来越肩负着日益重要的社会责任。因此，为了培养具有扎实的英语基本功、相关的专业知识和文化知识、较强的英语综合应用能力和创新思维的人才，为不断深入的大学英语教学改革培养和提供师资，我们立足于中国语境，用全球化的理念和视角进行教材设计，策划了“高等学校英语专业立体化系列教材”。

实现这一具有时代意义的战略任务需要广大英语工作者树立执著的敬业精神，制订科学的、高水平的、切合实际的英语专业教学大纲，编写出版能充分体现大纲要求的有关课程（必修和选修）的配套教材，以及开发为课堂教学和学生自主学习服务的、与新型电子化教学仪器设备配套的教学软件系统。由高等教育出版社策划并陆续出版的“高等学校英语专业立体化系列教材”作为“普通高等教育‘十一五’国家级规划教材”，就是为实现英语专业教学改革这一历史任务服务的。

为实现以上目的和任务，本系列教材注重以下方面：

1. 注重培养学生的跨文化交际能力和文化鉴赏与批判能力。在教材设计时体现“全球视野，中国视角”的理念。这就是说，本系列教材在保持各门课程的思想性和批判性的优良传统外，既向学生提供西方文化背景知识，也引导学生鉴赏和学习我国的优秀文化传统。要让学生在多元文化的背景下，熟悉掌握中外文化的共同点和差异。在这个基础上，培养学生的鉴别和比较能力，启发和诱导学生进行创新思维。

2. 科学安排，系统设计。经过多年来对教学模式改革的探讨，我国英语专业教学已总结出良性的教学规律，一般将4年的教学过程分为两个阶段，即：基础阶段（一年级和二年级）和高年级阶段（三年级和四年级）。按照此教学规律，本系列教材分为基础阶段教材和高年级阶段教材，同时悉心设计基础阶段和高年级阶段的衔接。基础阶段的主要任务是传授英语基础知识，对学生进行全面的、严格的基本技能训练，培养学生实际运用语言的能力、良好的学风和正确的学习方法，为进入高年级学习打下扎实的专业基础。高年级阶段的主要任务是在继续打好语言基础的同时，学习英语专业知识和相关专业知识，进一步扩大知识面，增强对文化差异的敏感性，提高综合运用英语进行交际的能力。同时，根据《高等学校英语专业英语教学大纲》的课程设置，本系列教材将课程分为英语专业技能课、英语专业知识课和相关专业知识课三种类型。全面培养学生的语言能力、思维能力、终身学习能力，拓宽学生的知识面，同时帮助学生树立正确的人生观和价值观。

3. 时代性。这不仅表现在选材方面能反映当代人民的生活内容，更主要的在于对它的“立体化”要求。21世纪的教材不再拘泥于传统的纸质教材，而是能培养学生多元识读能力

(multiliteracy) 的基于多媒体 (multimedia) 的多模态 (multimodality) 教材。本系列教材在建设传统纸质教材的同时启动建设一个开放性、超文本化的网络系列课程, 构建全国英语专业英语自主学习体系, 使优秀教学资源共享, 充分体现“以人为本”的教学理念。本系列教材采用立体化配套, 将各种多媒体手段运用到教学中来, 这是英语专业教学发展的需要, 也将为我国英语专业教学改革和发展作出重大贡献。

4. 可教性。在编写过程中, 反复强调教材的可教性。在选材上, 讲究趣味性, 让学生喜欢学。在内容安排上, 融入当代先进的模块化教学思想, 力争让学生在较少的课时内学到该学的内容。在习题设计上, 做到有针对性、形式丰富, 便于教师和学生课内课外操作。充分体现教学过程以学生为中心的教学理念, 通过教师与学生互动、学生之间互动的教学活动, 把语言、文学、文化、翻译等方面的教学内容转化成为学生能掌握的技能 and 知识, 着力培养学生分析问题和解决问题的能力, 传授基本研究方法, 增强学生的研究意识和问题意识, 同时提高学生的学术素养, 提升学生的综合素质。

5. 适用性。本系列教材汇集了全国著名大学的一批专家, 凝聚了他们多年教学经验的精华, 体现了我国英语专业教学的最新理念。入选系列教材的初稿均在不同重点高校教学中使用过至少三轮以上, 深受学生喜爱, 能够真正反映当前英语专业教学改革的思路和教学的实际情况。

综上所述, 本系列教材反映了当代新的教学理念。为此, 编委会也做出了大量努力。一方面, 编写工作中强调协同性: 在编写策划层面, 出版社与编委会之间、编委会与编写者之间反复协商, 制订计划, 讨论样章; 在使用者层面, 充分考虑到师生之间以及学生之间的互动和协作。另一方面, 教材致力于构建良好的英语学习平台, 为学生的自主性学习、独立思考和创新思维创造条件, 同时向作为教学各个环节的咨询者、组织者、监督者的教师提供指导。

多年以来英语专业教材, 特别是高年级教材的出版比较零散, 一直缺乏相对配套完整的系列教材。我们深信本系列教材的出版对于推动英语专业的教学改革和建设, 对于进一步提高英语专业人才的培养质量将起到积极的作用。同时, 我们衷心希望听取广大师生的意见和建议, 使本系列教材不断完善。

“高等学校英语专业立体化系列教材”编委会

2007年10月

Preface

The first edition of this book, published in 1995, has become one of the most widely used textbooks on English linguistics in China. However, a great deal has happened in the field of linguistics since then. In planning this new edition, we have therefore made substantial changes.

We have divided the book into three main parts: Part I Language system, Part II Language use and Part III Language learning. The first part has kept the essentials of the original book, and Part II and Part III have been specially written for this new edition. The new edition can serve as a textbook for university undergraduates majoring in English. It can also be used by postgraduate students as a textbook for an introductory linguistic course.

To be readily comprehensible, the whole book is presented in a very simple and clear style. At the end of each chapter there are study guides to help learners consolidate what they have learned:

(1) Summary. Each chapter contains a summary that highlights the main points discussed in the chapter. This can be used as an outline of the main points to be reviewed.

(2) Suggestions for study. This section includes suggestions for reading the chapter. These suggestions highlight difficulties students might come across, ways to overcome them and requirements they will be expected to meet after studying the chapter concerned. Students are advised to read these suggestions before proceeding with the chapter. Thus this section can be regarded as an advance organizer for what is to be learned.

(3) Exercises. At the end of each chapter, a series of exercises are provided. Generally speaking, there are two kinds of exercises. The first kind is theory-oriented. It helps students review theoretical concepts, principles, etc. The second kind is practical work which includes various types of problems for learners to solve for the purpose of developing their basic skills of linguistic analysis.

(4) Mini-research project. Each chapter concludes with a mini-research project which encourages learners to learn how to conduct a small project for investigating language system and language use.

Special thanks should be extended to Su Jing who helped proof-read earlier versions of the text.

Wen Qiufang
Heng Renquan

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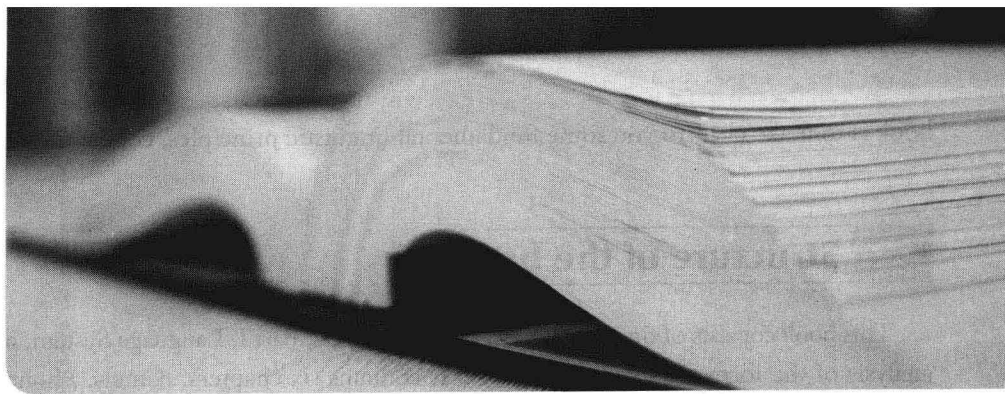
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Introduction

1. Linguistics and English linguistics

Linguistics, as a cover term, concerns itself with both language and languages. When it deals with language, it aims at developing a theory that describes the rules of human language in general. When it studies one particular language, it attempts to establish a model that describes the rules of this particular language, such as Chinese, English and French. In John Lyons' term, the former is called **general linguistics** and the latter, **descriptive linguistics**. Although general linguistics and descriptive linguistics have different goals, they explicitly or implicitly depend on each other. General linguistics provides descriptive linguistics with a general framework in which a particular language can be analyzed and described. Very often, it may supply several different frameworks for descriptive linguists to choose from. Depending on their different views on language, they may follow one model exclusively or combine two or more models. Their resulting descriptions of particular languages, in turn, supply empirical evidence which may confirm or refute the model(s) put forward by general linguists. Suppose that the general linguist formulates a hypothesis that all languages have nouns and verbs. The descriptive linguist might refute this with the data collected from a particular language in which verbs are not available. Thus, general linguistics and descriptive linguistics are complementary to each other.

English linguistics is a kind of descriptive linguistics. It deals with a particular language—English, for the purpose of constructing a model to represent unconscious linguistic knowledge possessed by a fluent English speaker. In order to fulfill this purpose, the English linguist cannot avoid using the principles, concepts and methods introduced in general linguistics. In fact, his description of English is an instance of applying a general theory. One of the purposes of this

book is to make clear to you some fundamental linguistic principles, concepts and methods.

2. Structure of the book

This book consists of three parts with twelve chapters. Part I, Language System, presents a general analysis of the formal system of language. It contains six chapters, namely, Phonetics, Phonology, Morphology, Syntax, Semantics, with Chapter One functioning as a brief introduction to some design features of language and distinctions between some important concepts in linguistic study. Part II, Language Use, is composed of three chapters, namely, General Principles of Communication, Intercultural Communication, and Language Variety. This part aims at a full account of some general principles guiding the appropriate use of language and common issues concerning intercultural communication. Also discussed in this part are different language varieties along varied dimensions. Part III, Language Learning, comprises the last three chapters, namely, Major Issues in Second Language Acquisition, Factors Affecting Second Language Learning, and Developing an Intercultural Communicative Competence. This part starts with a general discussion of some major issues in second language acquisition, followed by an account of some factors generally thought to affect second language learning. It concludes with an introduction of a new model of language competence, i.e., the Model of Intercultural Communicative Competence.

Language System

Overview

It goes without saying that speakers of a language are able to produce and understand an infinite number of utterances, including many that are novel and unfamiliar. At the same time, they are able to recognize that certain utterances are not acceptable and simply do not belong in their language. This ability, which is a kind of abstract and implicit knowledge in the mind of a native speaker about his language, is often referred to as **linguistic competence**.

In investigating linguistic competence, linguists focus on the mental system that allows human beings to form and interpret the sounds, words, and sentences of their language. Linguists call this system a grammar and often break it down into subcomponents, as shown below (O'Grady, Dobrovolsky & Aronoff, 2005, p. 5).

Components	Domains
Phonetics	→ The articulation and perception of speech sounds
Phonology	→ The patterning of speech sounds
Morphology	→ Word formation
Syntax	→ Sentence formation
Semantics	→ The interpretation of words and sentences

This part consists of six chapters. Chapter One, **What Is Language**, defines language and discusses its design features. Chapter Two, **Phonetics**, is the study of speech sounds of all human languages. It deals with questions like how speech sounds are produced, transmitted and perceived. Chapter Three, **Phonology**, is the science that deals with the sound system of a language. It determines what sounds can be used to differentiate the meanings of words. The sounds that can keep the meanings of words apart are called phonemes. Phonology is also concerned with the ways the phonemes are combined to form a sound sequence. Chapter Four, **Morphology**, examines word formation and the internal structure of words. It tells us that a word can be further divided into smaller units called morphemes. The morphemes which are used to form a word appear to be arranged in a linear order, but actually they are arranged hierarchically. Morphology also shows us how to analyze the hierarchical structure of a word. Chapter Five, **Syntax**, is concerned with how words are combined to form phrases and how phrases are combined by rules to form sentences. It has as its focus the structural description of English sentences and the generation of the sentences as well. Chapter Six, **Semantics**, is the study of the meaning of words and sentences. It determines what semantic properties are needed to define the meaning of words. It also sets up rules that can differentiate semantically ill-formed sentences from semantically well-formed ones.