普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编　戴炜栋

新编简明英语语言学教程

A New Concise Course in Linguistics for Students of English

主编　戴炜栋
何兆熊

第2版
Second Edition

上海外语教育出版社
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总　序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教

材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

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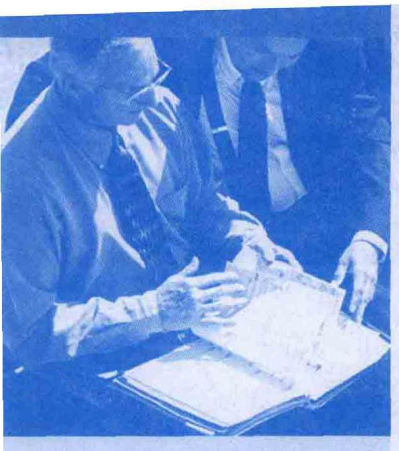


A New Concise Course in Linguistics for Studensts of English (Second Edition)

第二版前言

经过近一年的努力，《新编简明英语语言学教程》(第二版)终于付梓，与读者见面了。

《新编简明英语语言学教程》(第二版)的前身是《简明英语语言学教程》(1984 年)。上海外国语大学是国内率先给本科生开设语言学课程并编写出版语言学教材的学校之一。《简明英语语言学教程》在系统介绍语言学基础理论知识的同时，考虑到了教学实践的需求，在编写中突出了“简明、易懂、实用”的特点，兼之语言流畅、内容丰富，涵盖了语言学的主要分支和理论，问世以后受到了广大教师和学生的欢迎。该书累计印刷 24 次，出版近 20 万册。

在此基础上，我们编写了《新编简明英语语言学教程》(2002 年版)。《新编简明英语语言学教程》秉承了《简明英语语言学教程》的“简明、易懂、实用”的特点，在介绍语言学各领域一些最新研究成果的同时，力求做到简明扼要，方便使用。该书在出版后得到许多教师与学生的欢迎，并被列入“普通高等教育‘十五’和‘十一五’国家级规划教材”和“新世纪高等院校英语专业本科生系列教材”。自 2002 年发行以来，该书已累计印刷了 34 次，逾 45 万册。

弹指一挥间，几年又过去了，而语言学在此期间发展迅速。一方面，语言学各分支向纵深发展；另一方面，语言学与众多的学科建立起联系，向跨学科发展已成了语言学发展的一个潮流。随着语言科学的发展，语言学的应用范围越来越广，语言学的重要性日益彰显。在此

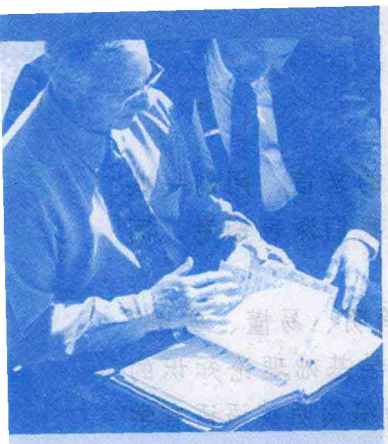
期间，我们也曾收到了一些教师和读者的来信，问询一些内容，或指出个别文字上的不足，在此我们深表谢意，同时也深感再次修订该书已迫在眉睫。

在修订的过程中，我们依然坚持“简明、易懂、实用”的特点。在内容上，我们主要注重语言学基础理论知识的更新和充实，不求大而全。第二版的《新编简明英语语言学教程》在第一章、第三章、第六章、第七章、第十章和第十二章都增加了新的内容，作了一些比较大的改动，个别章节如第三章的框架结构有较大调整，其他章节作了个别文字勘误和改进。对练习作了一些更新和增补，其目的是希望学生能够尝试应用所学的理论知识对一些语言素材进行分析，在使学生对语言和语言学有更多感性认识的同时，培养他们独立分析问题和解决问题的能力。此外，第二版教程增加了一个新的部分，即在每个章节的后面，有选择地附上三、四个阅读书目，有的是专著中的章节，有的是学术论文，希望在培养学生语言学学习兴趣的同时，既为广大的教师提供一些课外补充材料，也为一些爱钻研的同学深入学习提供一定的方便。

自1984年以来，国内高等院校陆续为本科生开设了语言学课程，2000年教育部颁布的英语专业教学大纲则把语言学课程列入英语专业高年级的专业必修课，其重要性不言而喻。然而语言学是一门理论性强、与其他课相比较为抽象的课程。我们希望该书能一如既往地为众多的同学提供简单明了、内容时新的入门知识，培养学生的学习兴趣，方便教师在教学中使用，能够继续为语言学教学作出一点绵薄的贡献。

在《新编简明英语语言学教程》(第二版)问世之际，我们衷心地希望广大的教师与读者一如既往地支持和使用这本书。由于我们学识有限，修订过程中的一些不足之处，恳请广大师生不吝赐教，指正批评。

戴炜栋　何兆熊
上海外国语大学
2009年夏



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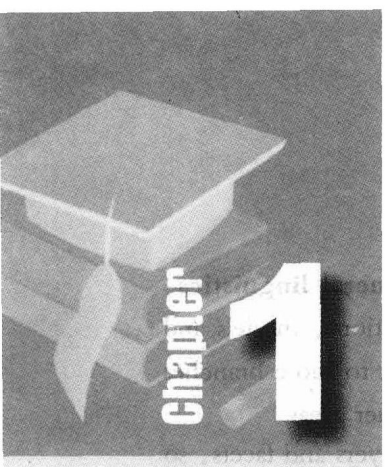
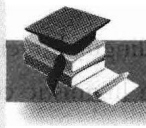


INTRODUCTION



1.1 What is linguistics?

1.1.1 Definition

Linguistics is generally defined as the **scientific study of language**. It tries to answer the basic questions "What is language?", "How does language work?", and "What rules there are that govern the structure of language?" It probes into various problems related to language such as "What do all languages have in common?", "What range of variation is found among languages?", "What makes language change?", "To what extent are social class differences reflected in language?", "How does a child acquire his mother tongue?", and many others.

Linguistics studies not any particular language, e.g. English, Chinese, Arabic, and Latin, but it studies languages in general. It is a scientific study because it is based on the systematic investigation of linguistic data, conducted with reference to some general theory of language structure. In order to discover the nature and rules of the underlying language system, what the linguist has to do first is to observe and collect language facts, which are found to display some similarities, and generalizations are made about them; then he formulates some hypotheses about the language structure. But the hypotheses thus formed have to be checked repeatedly against the observed facts to fully prove their validity. In linguistics, as in any other discipline, data and theory stand in a dialectical complementation; that is, a theory without the support of data can hardly claim validity, and data without being explained by sometheory remain a muddled mass of things.

1.1.2 The scope of linguistics

The study of language as a whole is often called **general linguistics**. This deals with the basic concepts, theories, descriptions, models and methods applicable in any linguistic study, in contrast to those branches of study which relate linguistics to the research of other areas.

Language is a complicated entity with multiple layers and facets, so it is hardly possible for the linguists to deal with it all at once. They have to concentrate on one aspect of it at a time. This has given rise to a number of relatively independent branches within the area of linguistics.

What first drew the attention of the linguists were the sounds used in languages. The study of sounds used in linguistic communication led to the establishment of **phonetics.**

Then, as linguists became interested in how sounds are put together and used to convey meaning in communication, they developed another branch of study related to sounds called **phonology**.

The sounds used in linguistic communication are represented by symbols, i.e. morphemes. The study of the way in which these symbols are arranged and combined to form words has constituted the branch of study called **morphology**.

Then the combination of words to form grammatically permissible sentences in languages is governed by rules. The study of these rules constitutes a major branch of linguistic studies called **syntax**.

But the ultimate objective of language is not just to create grammatically well-formed sentences. In most general terms language is used to convey meaning. The study of meaning is known as **semantics**.

Language communication does not occur in a vacuum; it always occurs in a context. When the study of meaning is conducted, not in isolation, but in the context of language use, it becomes another branch of linguistic study called **pragmatics**.

The study of all these aspects of language forms the core of linguistics.

Then, language is not an isolated phenomenon; it is a social activity carried out in a certain social environment by human beings. Naturally, in the course of time the study of language has established close links with other branches of social studies, resulting in some

interdisciplinary branches of linguistic study.

Language and society are closely connected. The language a person uses often reveals his social background, and there exist social norms that determine the type of language to be used on a certain occasion; and language changes are often caused by social changes. The studies of all these social aspects of language and its relation with society form the core of the branch called **sociolinguistics**.

Psycholinguistics relates the study of language to psychology. It aims to answer such questions as how the human mind works when we use language, how we as infants acquire our mother tongue, how we memorize, and how we process the information we receive in the course of communication.

Findings in linguistic studies can often be applied to the solution of such practical problems as the recovery of speech ability. The study of such applications is generally known as **applied linguistics.** But in a narrow sense applied linguistics refers to the application of linguistic theories and principles to language teaching, especially the teaching of foreign and second languages.

1.1.3 Some important distinctions in linguistics

1) Prescriptive vs. descriptive

Prescriptive and descriptive represent two different types of linguistic study. If a linguistic study aims to describe and analyze the language people actually use, it is said to be **descriptive**; if the linguistic study aims to lay down rules for "correct and standard" behaviour in using language, i.e. to tell people what they should say and what they should not say, it is said to be **prescriptive**.

Modern linguistics is mostly descriptive. It differs from earlier studies of language normally known as "grammar" in that the latter is based on "high" (religious, literary) written language. It aims to set models for language users to follow. On the other hand, modern linguistics is supposed to be scientific and objective and its task is to describe the language people actually use, be it "correct" or not. Modern linguists believe that whatever occurs in the language people use should be described and analyzed in their investigations.

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