

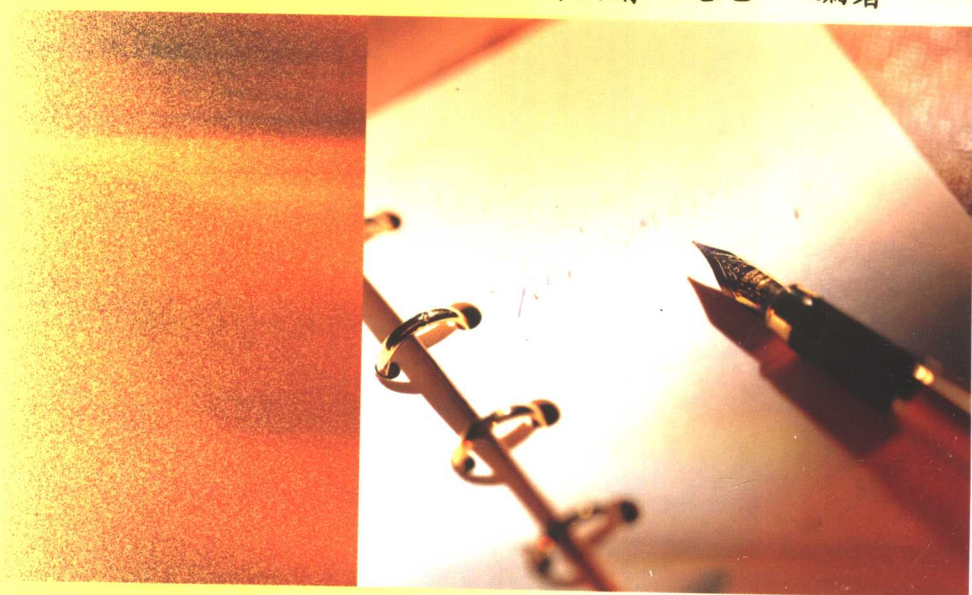


高等学校英语专业系列教材

新编语言学教程

LINGUISTICS: A New Coursebook

刘润清 文旭 编著



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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序

由北京外国语大学刘润清教授和西南大学文旭教授共同完成的新著《新编语言学教程》即将付梓。师徒两人友情合作，一东一西，一老一壮，堪为佳话。

润清教授是我多年老友，我们一起主编过北京大学出版社1988年版的《语言学教程》。90年代初他在百忙中为北京大学英语系研究生讲授“语言学研究方法”课程。2000年北京大学出版社决定修订《语言学教程》，润清教授虽未参加修订，仍给了我们多方面的支持。如今他的新著问世，既令人高兴，也给了我们学习的机会。

自上世纪80年代以来，在我国外语院系中开设语言学课程，一直为王佐良、许国璋、李赋宁等先生在世时所倡导，并是外语专业教学大纲中所规定的主要课程之一。经过20年的摸索和实践，语言学，特别是英语语言学教材百花齐放，展现在我们眼前的《新编语言学教程》更是绚丽多彩。

历史经验也告诉我们，由于我国大学分布地区不一，教学层次不尽相同，学生基础呈现很大差异，一本教材很难满足不同需求。润清教授让我为《新编语言学教程》作序时，将本教材定位为面向基础相对薄弱的院校，未免谦虚，但却体现了一纲多本的积极思想。

《新编语言学教程》的另一个特点是在编排上除提供课文、练习、思考题、文献索引和推荐阅读外，每一章还提供两篇短文，供学生在课外阅读。在每篇短文前，编者均给出提示，概括选文的主题，并提出阅读时应当思考的问题。这有利于学生的自主性学习。

深信本教程将受到英语专业广大师生的喜爱。

胡壮麟

2006年元月7日

北大清华蓝旗营小区

前 言

本书是为英语专业高年级学生编写的“语言学导论”新教材，也可用作报考语言学硕士的学生备考用书。

我们编写本书的理念主要有以下几点：

第一，注重趣味性。我们感到，语言学教程与其他课程的教材不同，有其明显的特点。语言学本身不易学：术语多、学派多、分支多、发展快，许多学生一开始学就被诸多生词给吓跑了。所以说，语言学的教材不好编，课也不容易上好，搞不好就倒了学生的胃口。我们的观点是：为了引发学生的兴趣，我们要改变板着脸孔教语言学的做法，要把这门课讲得富于趣味性；宁可牺牲一些术语，宁可放弃一些理论或观点，也要让学生读得懂，听得懂，因为读不懂、听不懂的材料，再怎么完美也是无所作为的。另外，这毕竟是一本入门性的教材，不要企图让学生一口吃成个大胖子。上来就把人家的胃口倒了，就没人再回来学了。

第二，想尽一切办法，使复杂的问题简单化。编教材和讲课的一个共同要求，是一个“情”字。一本教材的读者成千上万，每个人在上面浪费一个小时，加起来就是成千上万个小时。要让读者读懂，就不要在术语和概念上兜圈子，不要每章、每节都从定义开始，然后解释概念，最后举例说明。这种呈现知识的方式虽然很规范，但并不符合人的认知规律。人们更经常采用的认知路径是从特殊到一般，从具体例子到概括归纳。因此，我们应该尽可能从语言现象开始，先把现象分析透彻，再引入术语和理论概念。我们认为，在一切理论介绍中，例子都是十分宝贵的，有时可以说是一例值千金。在介绍理论时，我们尽量不引用那些晦涩的原文，而是把中国学生不易读懂的句子用浅显的英语讲出来。我们深知，这样做并不容易。英语中也有“*It's difficult to be easy!*”的说法。但是为了取得理想的学习效果，我们认为这是必须要下的功夫。

第三，内容取舍要合理。这里要考虑的因素很多。首先，要对教材和学生进行准确定位。“语言学导论”是英语专业本科三、四年级开的一门课，有些学校开一年，有些只开一个学期。一部分学生只是涉猎一下语言学，以

后就不再学了；一部分学生会报考语言学方向的研究生。上述因素决定了教材的内容不能太多、太难，最好要有一定的自由度。其次，在内容的取舍上，我们征求了多位老师的意见，最后决定只介绍最基本的内容，但附上一些补充阅读材料。所谓“最基本的内容”就是最起码的知识，最常见、最常用的知识，最少有争议的知识。我们是经过多次忍痛割爱之后，才选定了现有的章节。每次删减，都是战胜了贪多求全的思想才得以实现的。

那么，如何实现这些编写理念呢？首先，在动笔前和在编写过程中，我们多次征求同行和学生的意见。可以说，本书从内容到形式，都包含了很多师生的智慧。在内容的取舍和练习题的设计上，我们参考了多所学校近几年招收语言学硕士时采用的试卷。这不仅能帮助我们更好地判断什么内容应在教材中有所反映，而且也可使我们设计的练习更加充实和实用。从这个意义上讲，本书既是一本语言学导论课的适宜教材，又可作为报考语言学硕士的学生备考用书。

我和文旭曾多次商议章节内容。文旭写的第一稿，我逐字逐句读过、改过，有时整段整段地重写。这个过程共重复了三次，最后成了目前的样子。尽管我们为实现上述理念尽了最大的努力，但我们深知自己在学科内容的把握和语言表达上存在很大的局限性。因此我们诚恳地希望本书的读者能不吝赐教，以便在再版时加以改进。

壮麟兄在百忙之中为我们写序，我在此表示衷心感谢。

刘润清

2005年6月1日

中国外语教育研究中心

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Chapter 1

Introduction

1.1 Linguistics

1.1.1 Definition of linguistics

Linguistics is jokingly dubbed “rich men’s game”. But actually, it is the game of everybody, because all of us are involved in language and more or less related to linguistics. Every normal person is using language all the time one way or another, for even when he/she is not speaking or writing, he/she may be talking to himself/herself or thinking in language. So nobody is too far away from language. However, not many people ever stop and ask what language is. For that reason, linguistics is not very familiar to many people. *Linguistics* can be defined as the scientific or systematic study of language. It is a science in the sense that it scientifically studies the rules, systems and principles of human languages. It deals with a wide range of linguistic phenomena, analyzes them, and makes general statements about them. Therefore, in its operations and statements, linguistics is always guided by the three canons of science: (i) exhaustiveness: it strives for thorough-goingness in the examination of relevant materials; (ii) consistency, that is, there should be no contradiction between different parts of the total statement; (iii) economy: other things being equal, a shorter statement or analysis is to be preferred to one that is longer or more complex.

The subject matter of linguistics is all natural languages, living or dead. For living languages it is concerned with the study of both their spoken and written forms, while for dead languages with the study of their written forms. Linguistics as a branch of science, a pilot science as it is usually said, tries to answer the



following basic questions: "What is language?" and "How does language work?" You may say that they are simple questions that everyone can answer. However, if you want to be scientific in your answers, you will find they are far from easy. Since we use language every day without thinking, we do not bother to ask what it actually is. We need a separate branch of science to tell us what language is and how it works. Linguistics studies the origin, growth, organization, nature and development of language and discovers the general rules and principles governing language. It employs scientific methods to observe, record and analyze all the phenomena related to language. It tries to explain how language has become what it is and why it works the way it does. Young as it is, linguistics has offered many descriptions of language and explanations or theories about it. Today it is still growing and generating many sub-disciplines.

Linguistics has two main purposes. One is that it studies the nature of language and tries to establish a theory of language, and describes languages in the light of the theory established. The other is that it examines all the forms of language in general and seeks a scientific understanding of the ways in which it is organized to fulfill the needs it serves and the functions it performs in human life.

1.1.2 Linguistics versus traditional grammar

Some people probably think that linguistics is only a new name for traditional grammar. But that is not the case. Traditional grammar is usually based on earlier grammars of Latin or Greek and applied to some other languages, often inappropriately. For example, some grammarians stated that English had six cases because Latin had six cases. Traditional grammar emphasizes such matters as correctness, linguistic purism, literary excellence, the use of Latin models and the priority of the written language. Although there has been a trend towards using grammars which incorporate more modern approaches to language descriptions and language teaching, some schools still use traditional grammars.

Linguistics differs from traditional grammar at least in three basic ways.

First, linguistics describes languages and does not lay down rules of