

Introduction to Contemporary Linguistics

当代语言学导论

郑超 编著

重庆大学出版社

内容提要

本教材以生动的表述, 风趣的举例, 明快的文笔将当代语言学各个领域的理论奥妙娓娓道来, 旨在让学生熟悉这门学科的研究对象、方法和成就, 及其哲学渊源、文化底蕴和科学走向。全书共分 15 章, 每章后面编有两类练习题, 第一类侧重复习基本理念, 第二类具有一定挑战性, 启发独立思考, 培养科研能力。练习之后介绍一位有突出贡献的语言学家, 并推荐一批有影响的书籍。全书后面附有术语解释与汉译, 方便学习与复习。

本书配有专门设计的学习网站, 作为与读者交流互动的平台和与时俱进的信息源。网址为: www.lintroduction.com。本教材适用于大学英语专业本科或研究生阶段的语言学导论课程, 可供一个学期的教学。

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前 言

语言学是英语语言文学专业学生必修的一门学问,全国英语专业8级考试从年起已经增加了语言学方面的内容。作者所在的广东外语外贸大学(以下简称广外大)拥有国家文科基地——外国语言学与应用语言学研究,科研、教学力量雄厚,作者本人长期担任语言学导论课程的教学,秉承前辈专家们的学术传统,逐渐摸索出自己的教学风格。2002年重庆大学出版社组织编撰大学英语专业系列教材,广外大推荐将本人的教学思路发展成语言学导论课程的教材。教材稿成形后,作为内部讲义,已经试用4年,受到学生肯定,在使用中又经过了逐年仔细修订。

教材的体例和特色:

本教材突出反映了当代语言学的理论概貌和前沿进展,注意以生动的表述,风趣的举例,明快的文笔将当代语言学各个领域的理论奥妙娓娓道来,旨在让学生熟悉这门学科的研究对象、方法和成就,及其哲学渊源、文化底蕴和科学走向。

全书用英语编写,穿插有少量汉语例句。共分为3大部分,15章。

教学内容主要包括:

第1部分:含第1章“人类的语言”和第2章“语言科学”。内容主要为介绍当代语言学的来龙去脉,回顾两千年来东西方对语言本质的探索与思考,突出介绍柏拉图、亚里士多德、荀子、索绪尔、乔姆斯基、韩礼德的语言观,语言学研究方法,三个研究层次(观察、描写、解释),语言学各分支间的关系等。

第2部分:含第3章“语音与语音体系”,第4章“词的构造与标记”,第5章“短语结构”,第6章“从形式到意义”,第7章“从意义到功能”,第8章“交际中的功能结构”和第9章“意义与使用”,介绍语言学各主要分支,包括语音学、音系学、形态学、句法学、语义学、功能语法、语用学等,注意各分支间的衔接,并且将一般语言学导论

教材中不专门提到的功能语法的核心内容,以一章篇幅插在语义学与语用学之间介绍,显得恰如其分,试用时受到学生欢迎。

第3部分:含第10章“语言的本能”,第11章“语言的约定”,第12章“语言的习得”,第13章“第二语言”,第14章“共性与差异”和第15章“环球语言”,各有侧重地综合介绍心理语言学、神经语言学、社会语言学、语言习得、语言类型学、应用语言学、批判应用语言学等跨学科领域的重点内容。

每章自成一体,不是对诸多理论条条框框式的罗列,而是引导学生从不同视点,如科学与文化,形式与功能,意义与使用等,纵览语言学这一“大观园”,感受到科学探索的脉搏和理性思维的节律,内容繁而不杂,追求“小景之中,形神自足”,“择焉虽精而语焉犹详”(冯友兰语)的境界,在深入浅出、化解难点上具有自己的风格。

每章后面编有两类练习题,第一类侧重复习刚学过的概念、定义、定律,以翻译、填空、答问、写摘要为主,第二类为一组挑战性的思考题和论述题,启发独立思考,融会贯通所学知识,培养科研能力。

此外,每章的练习之后另辟出一栏,介绍一位在该领域有突出贡献的语言学家或语言哲学家,他们分别是索绪尔、叶斯帕森、赵元任、布龙菲尔德、乔姆斯基、菲尔默、蒙太古、韩礼德、维特根斯坦、平克、拉波夫、伦内伯格、克拉申、格林伯格、威多逊。章末还附有相关领域的书籍介绍,重点推荐两三本适合初学者阅读的国内外佳作,以及数本虽有一定难度,但颇具钻研价值的专著。所推荐的国外文献大都是国内书店有售,高校图书馆也应有藏书的。全书后面附有术语解释与汉译,方便学习与复习。

本教材还有一个主要创新点,就是配有一个作者自行设计的学习网站。网站风格清新,操作简便,读者在任何地方都可以方便地点击进入。书中的每一章对应网站中的一个专题板块,板块中有作者的ppt授课演示稿,学生制作的ppt课堂发言稿,习题参考答案,作者答问,作者、各地教师、学生撰写的讨论性专题稿件,并展示有创见的学生作业(思考题和作文题),还有比书中更多的术语解释,学术流派、理论观点的介绍,参考文献推荐与综述,并提供与国内外相关网站的链接。这一学习网站将成为教材的自然延伸,成为交流互动的平台,成为永不闭幕的研讨会,以及和读者共享的信息源。网址为:www.lintroduction.com(网址记忆:introduction前面加linguistics的首字母l)。

综上所述,本教材在运用先进信息技术、提高兴趣、便利学习方面具有鲜明特色,主要用于大学英语专业本科或研究生阶段的语言学导论课程,可供一个学期的教学。

作者衷心感谢桂诗春教授的培养和指导,是桂先生把我领入语言学总论的广袤领域,手把手教我如何备课,如何做电脑演示课件,如何在教学中把握好各种理论的

精要,如何化解讲授中的难点;作者也十分感激宁春岩教授、何自然教授、李行德教授、王初明教授在他们各自曾执教的普通语言学、语言哲学、第一语言习得、第二语言习得等研究生课程中对自己的教导和指点,书中许多内容源于他们的深邃思想;同时,作者还要感谢广外大及其英文学院两级领导,尤其是担任丛书副总主编的陈建平副校长几年来对本书编撰的积极支持和热情勉励;最后对重庆大学出版社外语分社对自己的长期信任和温馨鼓励,说一声道谢。

广外大语言学博士生徐佳欢在本书编写过程中作了大量高效、细致的工作,包括编写部分练习题、编词汇表、收集资料、反复校阅书稿等,她扎实的语言学基础和英语实力给本书的学术质量增色不少。美国亚利桑那大学语言学博士,现在广外大任教的冯蔚老师给了作者不少颇有见地的指点,并帮助修改语音学与音系学部分,付出了很多时间和精力。广外大长期担任语言学研究和教学工作的王文心博士也在平时的交流中给了作者很多启发。美籍教师 Mrs Louise Gustafson 仔细校阅了全稿。还有广外大的一些老师,曾在广外大求学或来广外大作学术访问的各地学者,作者指导的研究生和广外大语言学专业的本科生们都对本书的试用提供了大量有价值的反馈,他们中主要有何晓炜教授、鲁守春博士、余盛明博士、龙翔副教授和贾婷婷、黄春兰、谢昌香、黄辉、李燕玲、朱海群、李雪莲、徐俊、韩艳梅、翁素贤、周沫、陈伟、王华、刘吉林、张波、陈向丽、罗雪梅、陈劲波等同学。尤其要提到的是作者曾指导的刘娟同学,本书第9.4节中一些生动的内容借鉴了她的优秀学士论文中的构思。广外大语言信息系的蒋铁海副教授指导一批学生为本书开发了学习网站,许多研究生、本科生参加了网站内容的创作和编辑,其中贡献较多的有李平原、翁向明、曾广斌、徐可人、李建辉、王姝、蒙洁群、陈松青、李巧郎、金天、赵文静、王英、房焱、方晓国、李倩、左传果、陈洁等同学。这本书正是所有这些同行和朋友们通力合作的结晶。

本课题得到了广外大外国语言学及应用语言学研究中心(教育部人文社科重点研究基地)资助,谨此致谢。

在本书的编撰过程中作者先后阅读了不下百种国内外学术著作,这些参考文献均在与书配套的学习网站中列出,其中一部分适合学生阅读的还在各章后面作了推荐,在此谨对文献作者们表示敬意。

作者期待通过这本教材结识更多的语言学爱好者,并通过我们的学习网站开拓更广的合作,让我们在砥砺、切磋之中分享求知的甘辛,共建友谊的虹桥,让我们去告诉更多的人,语言学是值得每个信息时代的地球人去探访、去珍爱的宝库。

总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素

质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月

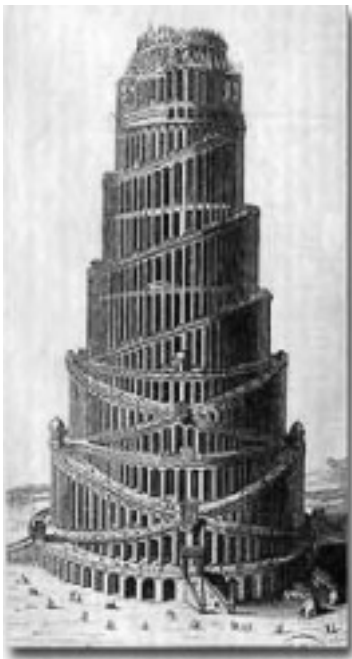
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The people of Earth, tired of pleasing a demanding God, decided to build a tall tower as an easy way to Heaven. Begun on the plains of Babel, the tower soon rose to great heights.

God, viewing the audacity of His people, confounded their language, creating chaos and confusion. Unable to understand each other, the people scattered throughout the Earth, prevented from building another tower to Heaven.

a story from the Old Testament



Chapter 1

Human Language

Human beings are capable of changing the world. Human beings are proud of their incomparable power and intelligence among all the creatures on earth. Then, what attribute does a human being possess that exemplifies this outstanding ability to cause change? It cannot be his muscle. Some other species are more muscular. It cannot be his sensory organs. Some other species excel at perceiving ultrasonic waves or infrared rays, which is beyond human inherent capability. Upon examination, human superiority lies in his unique endowment — the ability to talk, or rather, to communicate by means of language.

With language, people convey thoughts and feelings to each other, and transmit



their accumulated knowledge and beliefs to their children. Without language, other species are unable to formulate and exchange logical ideas, let alone figure out the mysteries of the world they inhabit, and change the world for any intended purpose.

The power of language has been duly noted since the remote antiquity. Ancient Jews, for example, credited their belief in language in the Talmud: “ God created the world by a word, instantaneously, without toil or pains ”. Mystical as it is, this piece of scripture points to “ the primacy of language in the way human beings conceive of the world ” (Widdowson, 1996) . In almost all ancient cultures we can find a mythology concerning the role of language: it facilitates gods to exercise their will; it satisfies the mortal desire to praise the Almighty; it also empowers earthlings to challenge the heaven (e. g. the myth of the Tower of Babel) . Indeed, language is a vehicle of power, for control, for creation, and for change.

The Cambridge Encyclopedia of Language uses the following description to highlight how central language is to human lives:

We look around us, and are awed by the variety of several thousand languages and dialects, expressing a multiplicity of world views, literatures, and ways of life. We look back at the thoughts of our predecessors, and find we can see only as far as language lets us see. We look forward in time, and find we can plan only through language. We look outward in space, and send symbols of communication along with our spacecraft, to explain who we are, in case there is anyone there who wants to know.

Language is our constant companion. Whether we are speaking or thinking, whether we are awake or in a dream, it always stays in our mind. It is so natural, so familiar to us that most of us seldom sit down to think about its essence, which is, actually, among the hardest puzzles for us to unravel. We are just beginning to explore how the human mind operates to organize the experiences and ideas of man into a verbal form anytime he speaks or thinks.

The study of human language is called linguistics. It is a widely practiced academic discipline, with boundless possibilities for application. Any college students



whose major is related to language should not ignore it. As a domain of science, linguistics plays an essential role in the information age. Just as the industrial age liberated human hands and sensory organs with fuel-driven machinery based on the development of mathematics, physics and chemistry, the information age will liberate the human brain and vocal organs with the development of artificial intelligence by virtue of the inspiration from linguistics. The purpose of this course is to familiarize beginners with the different branches, topics and focuses of linguistics, as well as reviewing the viewpoints of some important schools and influential researchers in the domain. This will help students lay the foundation of their academic career and pave the way for their specific research in the future.

Let's begin with an analysis of some major aspects of the discipline, along with how today's linguists think of their research object — language.



1.1 Language and languages]

Linguistics deals with human language as a whole or as particular languages. If we talk about language as a whole, it is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e. g. morphemes, words, sentences, utterances. If we speak of languages, e. g. the French language, the Korean language, they are particular systems of human communication used by people living in different parts of the world. What we are talking about now are just general descriptions of language and languages, but not their scientific definition. The exploration of “ what is language ” is one of the major tasks of modern linguistics, which has not approached a satisfactory answer yet.

Sometimes a language is spoken by most of the people in a particular country, e. g. Japanese in Japan, sometimes a language is spoken by people of different countries, e. g. English, and sometimes a language is spoken by only a part of the population of a country, e. g. French in Canada.

In some cases, there is a continuum from one language to another. A dialect of a Language on one side of the border may be very similar to a dialect of another Language on the other side if these two Languages are related. This is the case between



Sweden and Norway and between Germany and the Netherlands.

Any particular language is in essence a set of varieties. There are local varieties — dialects and accents (the former differ from each other in pronunciation, vocabulary, and even grammar; the latter only in pronunciation), social varieties — sociolects (= social dialects, used by people of different classes, ages, or sexes), historical varieties — temporal dialects (e. g. the 17th century English), stylistic or occupational varieties — registers (e. g. formal English, scientific English), and even individual varieties — idiolects. Usually a language has an officially declared or generally considered standard dialect (e. g. Putonghua in China, General American in the United States).

Recent centuries have seen a change of attitude in language studies, from prescriptive to descriptive. Prescriptivism is the view that one variety of language has an inherently higher value than others. Those who observe the rules of this favored variety are said to speak or write “correctly”. In the past, the unchanging form of Latin was held in high prestige in European education, and was regarded as a universal framework for other languages to adapt to. For instance, a prescriptive “rule” in English used to be that one should say *It is I* rather than *It is me*, because the verb *be* is followed by the nominative case in Latin, not the accusative. This “rule” is directly against the fact that people usually say *It is me* in modern English unless in some very formal situations. Moreover, *be* is followed by the accusative in some other languages, e. g. Arabic. These examples show that Latin rules are not universal — it is the prescriptivists who once attempted to impose the rules upon English.

Most of today's language researchers and teachers no longer support the opinion that behavior in a particular language should be prescribed. Instead, they turn to another tenet — descriptivism, which holds that usages of different varieties should be observed and recorded instead of being judged with some imposed norms. Unlike Latin, furthermore, a living language is never frozen, so its linguistic description should catch up with its development.

One approach in descriptivism is to investigate the knowledge of language in people's brains. It has been found that such knowledge, complex though it is, is equally shared by all human beings. Language (not in written form) has its own way



of development in a child's mind. The process of this development is remarkably unique.



1.2 Language and human beings

Suppose a creature from another planet finds our earth and visits it. He will encounter language wherever there are human beings. Human language as a terrestrial phenomenon may not arouse his attention at first, for any sounds from human mouths would be intermingled with other noises. If this alien creature is intelligent enough and fairly observant, he may gradually notice that the human oral sounds are different from all other sounds in that they are apparently produced when there is a need for communication, so he guesses they must be meaningful. We don't know how much time he will spend before he can successfully distinguish human language from meaningless noises, but we know it will not be an easy job.

However, even though our imagined visitor can recognize that human sounds are used for communication, he still cannot understand them. For him, what he has heard is just a string of voices. The string seems to be a continuum with different patterns of rhythm and tone variation, and occasional breaks. If he is an excellent space detective, he may conjecture that there must be a structural hierarchy behind the phenomena, and the rhythm and tone patterns and breaks may serve as clues to uncover it. So, he sets out to divide the string of voices into proper segments of different levels. For example, he hears a human being produce this string of sounds to another:

I like your necklace. It is really beautiful. Where did you buy it?

He can identify two tiny breaks in the string because human speakers usually make a brief stop between two sentences. Thus he may infer that the whole string consists of three groups of meaning. He takes the first group (I like your necklace) for further analysis. With the help of the rhythm and tone patterns, he will possibly find that this group is composed of four smaller units "I", "like", "your", and



“ necklace ”.

Gosh! Our cosmic guest has done some linguistic work! Linguists on the earth indeed analyze the internal structure of language in the same way, but the actual hierarchy discovered by them is more complex: between the sentence and the word there is another category — phrase. For instance, the words “ your ” and “ necklace ” comprise one phrase, which further merges with the word “ like ” into a larger (and higher) phrase. This analysis can guarantee the understanding (like what like your necklace) . If that outer space linguistic novice fails to figure out this phrasal structure but mistakes “ like your ” for a phrase, then he won't be able to make out the meaning of the whole group of sounds. Even if he has correctly analyzed the sentential hierarchy, he still needs to spend a huge amount of time and energy figuring out the arbitrary combination of sound and meaning for each constituent of the structure: What do “ I ”, “ like ”, “ your ”, and “ necklace ” stand for? Which of them is the name of something? Which denotes an action?... All he must decipher is knowledge of language, mainly involving the systematic internal structure of a sentence and the relationship between sounds and meaning. What an arduous job it is before he can understand a single sentence!

A newborn human baby faces the same situation. Everything in the human world is strange to him. He must screen language from all kinds of noises. He needs to break the string of sounds from his parents ' mouth into syntactic constituents. He ought to associate a sound combination with a definite meaning. If he is a cub of another species on the earth, to master so complex a knowledge system is totally impossible. But since he is a human baby, he is bound to succeed. He doesn't need to cudgel his brains to unravel the structural riddles of the language as the imagined space creature does. He exerts no conscious effort in decoding the language he is exposed to. In fact, he perceives the existence of language around him spontaneously since his cradle days and gradually picks up this language as his mother tongue as he grows. Human children generally produce single-word sentences (e. g. they may say “ Car ” when they want a toy car) between 12 and 18 months of age. Then, they start to form elementary phrases and two-word sentences (e. g. “ Want car ”) . By the age of two and a half, most children are able to make adult-like sentences such as “ Can I have that toy car,