

# Linguistics

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# LANGUAGE & LINGUISTICS

## philology?

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Features of Language  
Knowledge of Language  
Language and Linguistics  
Branches of Linguistics  
Descriptive-Prescriptive Attitude  
School of Linguistics  
Types of Grammar

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- The need of communication.
  - 'Language' is superior than other tools (non-verbal human communication)
    - WHAT IS LANGUAGE THEN?
      - A complex phenomenon
      - A number of theories about "language"
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# THE ORIGIN OF LANGUAGE

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- ❑ MONOGENESIS: 18th C. Gottfried Wilhelm Leibniz: all ancient and modern languages branched off from a single proto-language. *But it cannot explain that human language arose simultaneously at many different places.*
  - ❑ POLYGENESIS: Present language families derive from many original languages.
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# THE ORIGIN OF LANGUAGE

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## □ **5 theories from The Danish Linguist Otto Jespersen (1860-1943)**

- 1. speech arose through Onomatopoeic words but few of these exist in language
  - 2. speech arose through people making instinctive sounds caused by pain, anger or emotions. For ex. Interjections
  - 3. universal use of sounds for words of a certain meaning-sound symbolism- *For example -mam is supposed to reflect the movement of the lips as the mouth approaches to the food. And bye-bye or ta-ta show the lips and tongue respectively "waving" good-bye.*
  - 4. speech arose as people worked together, their physical efforts produced communal, rhythmical grunts which in due course developed into chants, and thus language.
  - 5. If any single factor was going to initiate human language, it would arise from the romantic side of life-sounds associated with love, play, poetic feeling, perhaps even song. (Crystal, 1987)
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# Definitions formulated by some linguists/linguistician

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- ❑ **Bloch and Trager (1942):** “A *language is a system of arbitrary vocal symbols by means of which a social group co-operates*”.
  - ❑ **Noam Chomsky(1957):** “*Language is a set of finite number sentences, each finite in length and constructed out of a finite set of elements*”
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□ **Michael Halliday (2003):** "*A language is a system of meaning- a semiotic system*"

■ **Reconsider the following quotations**

□ "*speech breaks silence to say something; however, silence can say more than speech*".

□ "*Word is spoken to that who does not understand*".

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- **Muharrem Ergin(1990):** *“Language is a natural means to enable communication among people, a living entity that it has its own peculiar laws, by means of which alone can it develop, a system of contracts whose foundation was laid in times unknown, and a social institution interwoven with sounds”.*
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# Features of Language

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- The important features that all human languages have in common (not solely English).
  - Design features of language by American linguists Charles Hockett:
    - 1. Use of sound signals
    - 2. Arbitrariness
    - 3. The need for learning
    - 4. Duality of *patterns*
    - 5. Displacement
    - 6. Creativity (*productivity*)
    - 7. Patterning
    - 8. Structure dependence
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# 1. Use of sound signals

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- ❑ Non-verbal communication is not as widespread as the use of sounds: bees-dance
  - ❑ The use of sounds by: dolphins, birds, cows, monkeys, humans....
  - ❑ Sound signals have advantages: can be used in the dark, at some distance, leave the body free for other activities.
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## 2. Arbitrariness

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- ❑ Animal communication: a strong link between the signal and message: *an animal wishes to warn off an opponent may simulate an attacking attitude-cats*
  - ❑ In human language: the reverse is true. Mostly no link between the signal and the message. The symbols used are **arbitrary**.
  - ❑ No intrinsic connection: *elephant, fil, elefant. Nor is the phrase: "these bananas are bad"*.
  - ❑ Onomatopoeic words are exceptions: *miav, miuow...*
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# 3.The need for learning

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- ❑ Most animals automatically know how to communicate without learning= Genetically inbuilt. (*Genetically inbuilt to develop in human*). Bee-dancing is the same in colonies in different part of the world.
  - ❑ Human language is culturally transmitted. A human being brought up in isolation doesn't acquire language. Also there is innate predisposition towards language in a new-born child. This latent potentiality is activated by long exposure to language.
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## 4. Duality (*double articulation*)

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- ❑ A cow has under ten vocal signs
  - ❑ A chicken has around twenty, dolphins have between twenty and thirty.
  - ❑ Most animals can use each basic sound only once. That is, the number of messages an animal can send is restricted to the number of basic sounds.
  - ❑ Human language has a stock of sound units(phonemes) between 30-40.
  - ❑ Each phoneme is meaningless in isolation and become meaningful only when it is combined with other phonemes.  
Meaningless: f, g,d,o meaningful: fog,dog,god
  - ❑ first layer: sounds, second layer: sound combinations(larger units)
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# 5. Displacement

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- **Animals: communicate in the immediate environment only.** *For ex. A bird utters its danger cry when danger is present like baby' emotional cries of pain, hunger...*
  - *Human language can cope with any subject whatever, and it does not matter how far away the topic of conversation is in time and space.*
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## 6. Creativity (*productivity*)

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- Animals: have a very limited messages they can send and receive.
  - Humans: can produce novel utterances.
  - A person can utter a sentence which has never been said before.
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# 7. Patterning

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- Animal communication system: no internal organization within the system.
  - language: humans do not juxtapose sounds and words in a random way. Instead ring the changes on a few well-defined patterns.
  - Four possible arrangement of **a, b, s, t**= bats, tabs, stab, bast **but not**: sbat, abts, stba (unpronounceable)
  - Three combinations of **burglar, loudly, sneezed, the**=  
*\*the burglar sneezed loudly, \* loudly sneezed the burglar, \* the burglar loudly sneezed **but not** \* the loudly burglar sneezed, \* sneezed burglar loudly the.*  
*Also \* a burglars or burglars sneezes aren't permitted.*
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# Continues..

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- ❑ Bats= **a** could be replaced by **e** or **i** **but not** h **or** z. \*bhts \*bzts
- ❑ Burglar= replaced by **cat, butcher, robber, ... but not** into, amazingly, they. \*the into sneezed they \*the amazingly sneezed loudly
- ❑ the - burglar - sneezed - loudly
- ❑ A - robber - coughed - softly
- ❑ That - cat - hissed - noisily.
- ❑ **(like game of soccer=goal keeper, striker...)**

# 8. Structure dependence

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- The grammar is **structure-dependent** in that the rules must refer to the **structure** of the language in order to adequately perform some operation. A **structure-independent** grammar has been ruled out as a possible characterisation of natural language through examples such as (1), (2) and (3):[\[2\]](#)
    - (1) Fred has seen Bill. Has Fred seen Bill?
    - (2) The man who was sleeping is here. \*Was the man who sleeping is here?
  - Although it appears that [English](#) question formation is merely a matter of moving the first verb one finds from the left of the sentence to the beginning, examples such as (2) disprove the notion. The rule exemplified in (1) is **structure-independent**, in that its description must refer to the sentence **structure**: move the initial auxiliary [verb](#) of the main [clause](#) ahead of the subject [noun phrase](#).
  - **structure-dependency: Structure-dependency is a restriction on [movement](#) in human languages that makes it depend on the structure of the [sentence](#), rather than on its linear order. A [principle of Universal Grammar](#).**
  - ([www.wikipedia.org](http://www.wikipedia.org))
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# Minor features of Language

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- ❑ Language reveals patterns of how mind works.
  - ❑ Language is a means for mental and social development.
  - ❑ Language is a property of the individual as well as of the society.
  - ❑ Language is a predictor of social identity.
  - ❑ Language is a predictor of social identity
  - ❑ Language is used for cultural preservation and transmission
  - ❑ Language can be used by some to exert their power over others.
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# Continues..

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- ❑ The direction of changes in language is not predictable.
  - ❑ Language is not monolithic but varied. It exhibits variations (e.g. Dialects)
  - ❑ Self-talk can be regarded as a form of language
  - ❑ We talk in our minds: inner speech. Using language for thinking
  - ❑ We cannot help but to process and understand what we hear
  - ❑ Language, unless recorded, flies away the moment we speak it.
  - ❑ All the language have the same potential for development.
  - ❑ Language facilitates abstract thought (i.e. Thinking)
  - ❑ Language is adaptable & flexible to accommodate new communicative needs.
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# 3Ds of Language

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- Dimensions of language as used in oral communication
  - 1. FORM: sound, word, sentence(accurate?)
  - 2. MEANING: what does it mean?
  - 3. USE: where, when with who to use it?(appropriate?)
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# 1. Form of Language

*-components of language as a form-*

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- 1. PRONUNCIATION: sounds
  - 2. WORDS: combinations of sounds; morphemes
  - 3. GRAMMAR: combination of words
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# Similarities & differences between oral and written language

*put tick to the following columns expressing suitable quality-*

	RESOURCES	ORAL	WRITTEN
1	Sounds		
2	Intonation		
3	Vocabulary&syntax		
4	Body language		
5	Gesture&posture		
6	Short&broken expressions		
7	Planning		
8	Interaction with addressee		
9	recordability		

~~Should a linguistic focus on oral language or written language? Why?~~

# Knowledge of a language

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## □ “I know English?”

- identifying individual sounds correctly.
- Knowing the combinations of sounds. *For example: beg is permitted but bge is not permitted.*
- Knowing the formation and division of words. *Clear-ly.*
- *Combination of words at sentence level.*
- *Decoding all above system: understanding the meanings of words, phrases, sentences.*
- *Using language in communicative context.*

- **Label each of the above explanations with one of the terms: syntax, morphology, pragmatics, semantics, phonetics and phonology**
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# Continues..

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- Knowing a language means having moderate level of speaking and listenings skills. And also expressing ideas in written mode.
  - You are **illetterate** if you cannot convert your speech into writing.
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# What is Linguistics?

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- ❑ Normal conversation uses 4,000 or 5,000 words an hour.
  - ❑ A radio talk, where there are fewer pauses uses as many as 8,000-9,000 words per hour.
  - ❑ A person reading at a normal speed covers 14,000 or 15,000 words per hour.
  - ❑ Per day, the total could be as high as 100,000.
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- Therefore, the use of language is an integral part of human being.
  - Children all over the world start putting words together at approximately the same age, and follow remarkably similar paths in their speech development.
  - All languages are similar in their basic structure, whether they are in Africa, Austria, Turkey...
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## Linguistics tries to answer the basic questions

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- ❑ What is language?
  - ❑ How does language work?
  - ❑ What do all languages have in common?
  - ❑ What range of variation is found among languages?
  - ❑ How does human language differ from animal communication?
  - ❑ How does a child learn to speak?
  - ❑ How does one write down and analyse an unwritten language?
  - ❑ Why do languages change?
  - ❑ To what extent are social class differences reflected in language? So on..
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- The scientific or logical examination of any aspect and property of language.
  - Lyons(1968): “Linguistics is the scientific study of language by means of controlled and empirically verifiable observations with reference to some general theory of language structure”.
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– how does linguistics work?- what steps does it follow to be scientific?  
How does it reach its findings and conclusions?

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- 1. Introspection: intuition
  - 2. Observation
  - 3. Description
  - 4. Hypothesizing
  - 5. Experimentation
  - 6. Modeling
  - 7. Theorizing
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# Important distinctions in linguistics

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**1 Speech and writing**

**2 Descriptive vs. prescriptive**

**3 Synchronic vs. diachronic**

**4 langue vs. parole**

**5 Competence and performance**

**6 Functionalism and formalism**

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# 1.Oral Language Vs Written Language

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- ❑ Language was first in spoken mode
  - ❑ Speech is not the same as writing or vice versa.
  - ❑ Carefully organising ideas in mind while writing.
  - ❑ Ideas bore in mind instantly and spontaneously in speech
  - ❑ However oral language is richer than written language..
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# 2 Descriptive vs. prescriptive

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They represent two different types of linguistic study.

**Descriptive**---to describe the fact of linguistic usage as they are, and not how they ought to be, with reference to some real or imagined ideal state.

**Prescriptive**---a term used to characterize any approach which attempt to lay down rules of correctness as to how language should be used.

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# 3 Synchronic vs. diachronic

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**Synchronic** (linguistics)---languages are studied at a theoretic point in time: one describes a ‘state’ of language, disregarding whatever changes might be taking place.

**Diachronic**----languages are studied from point of view of their historical development – for example, the changes which have taken place between Old and Modern English could be described in phonological, grammatical and semantic terms.

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# 4 langue vs. parole

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**Langue**--- the language system shared by a community of speakers

**Parole**--- the concrete act of speaking in actual situations by an individual speaker.

□ **Langue** ([French](#), meaning "[language](#)") and **parole** (meaning "[speech](#)") are [linguistic](#) terms used by [Ferdinand de Saussure](#). *Langue* describes the social, impersonal phenomenon of language as a system of [signs](#), while *parole* describes the individual, personal phenomenon of language as a series of [speech acts](#)\* made by a linguistic subject.[\[1\]](#) ([wikipedia.com](#))

□ \*The extension of speech acts is commonly taken to include such acts as promising, ordering, greeting, warning, inviting someone and congratulating.

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# 5 Competence and performance

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**Competence**---- a person's knowledge of his language, the system of rules which he has mastered so that he is able to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities.

**Performance**---the actual realization of language knowledge, language seen as a set of specific utterances produced by language speakers, as encountered in a corpus.

D. H. Hymes: communicative competence

M. A. K. Halliday: Linguistic potential and actual linguistic behavior

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# 6 Functionalism and formalism

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- Functionalism or functional linguistics refers to the study of the form of language in reference to their social function in communication. It considers the individual as a social being and investigates the way in which she/he acquires language and uses it in order to communicate with others in her or his social environment.
  - Representative: M. A. K. Halliday, Systemic functional grammar
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- Formalism or formal linguistics is the study of the abstract forms of language and their internal relations. It fixes on the forms of languages as evidence of the universals without considering how these forms function in communication and the ways of social life in different communities.
  - Representative: Noam Chomsky, Transformational-generative grammar
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# How does linguistics differ from traditional grammar?

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- Linguistics is descriptive not prescriptive: do not prescribe rules of "correctness".
  - Language changes all the time: linguists do not judge but observe this:  
different to -----different  
from
- Linguists regard the spoken language as primary not the written.
  - Writing systems are derived from the vocal sounds

# How does linguistics differ from traditional grammar?

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- Linguistics does not force languages into a Latin-based framework.
    - in the past, text books assumed that Latin provides a universal framework into which all languages fit. *For example: 'for John' is in dative case. But it is not true as English does not have a Latin-type case system.*
    - *Latin tense division is natural for all language: threefold distinction: 1 present, 2 past, 3 future = simple, progressive, perfect, perfect progressive. However, in some languages expressing the duration of an action is more important.*
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# Who is a linguist(linguistician)?

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- Anyone who studies a language with a purpose to describe and explain any topic related to language.
  - Not always need to form a theory. But it will be sufficient to produce a body of observations that are systematic, or even to systematically state what is already known for description or pedagogical purposes.
  - Observers rather than participants
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# Continues..

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- Misconceptions about linguists:
    - Capable of speaking many languages
    - Confused with translators and interpreters
    - But they can write a grammar of a language she cannot speak.
    - A linguist is interested in all languages of the world.
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# CORE FIELDS OF LINGUISTICS

*-THE COMPONENTS OF MICROLINGUISTICS-*

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## □ MICROLINGUISTIC INVESTIGATION

–an analytic approach to the language–

- Phonetics: production and perception of sounds
  - Phonology: use of sounds in language
  - Morphology: word formation
  - Syntax: sentence structure
  - Semantics: meaning of words and how they combine into sentences.
    - Phonology, syntax and semantics are 'bread and butter' of linguistics. Together they constitute the grammar of a language.
    - Phonology+syntax+semantics=grammar or sometimes morphology+syntax=grammar
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# MACROLINGUISTIC INVESTIGATION

-a

holistic approach to the language-

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- **Pragmatics:** which link language with external world
  - **Sociolinguistics:** the study of language and society
  - **Historical linguistics:** the study of language change: 2Ds: diachronic and synchronic change. Till F. De Saussure, diachronic approach
  - **Psychological linguistics:** the study of language and mind
  - **First language acquisition**
  - **SLA**
  - **Applied linguistics** (Educational linguistics, speech pathology, application of linguistics to language teaching)
  - **Anthropological linguistics:** the study of language in cross-cultural setting.
  - **Computational Linguistics:** the use of computers to simulate language and its workings=fuzzy logic, artificial intelligence
  - **Stylistics:** the study of language and literature= text linguistics
  - **Philosophical linguistics:** the link between language and logical thought.
  - **Linguistics typology:** the study of different language types. For ex: *isolating(analytic) chinese: one morpheme one word, no affixes, agglutinating, inflecting: Latin, Greek, English. Deep/depth change according to the function in a sentence.*
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# APPROACHES TO LINGUISTIC STUDIES

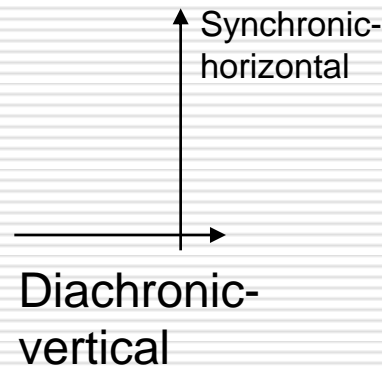
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- **1. Prescriptive Linguistics:** how the recent use of language should be like. *what should Turkish or English be like? What forms should people use?*
    - *She is fatter than 'me' = replacing with "I"=prescription*
  - **2. Descriptive Linguistics:** just describing how languages are currently used, written or spoken. Without judging language use as correct/incorrect, right/wrong, good/bad. *What is Turkish/English? What are their forms? How do they function in various situations?*
  - Use of written or spoken corpus.
  - Depends on the objective observations of the linguists.
  - **Shortly,**
    - prescriptivists=how should a language be used?
    - Descriptivists: what are languages?, How are they used by speakers?
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# 3. Diachronic and synchronic Linguistics

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- ❑ Synchronic study: exploring contemporary use
- ❑ Diachronic study: examining of a linguistic phenomena or describing the language change over time (Historical Linguistics)



## 4. Reference Grammar

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- ❑ Includes almost all rules in a language.
- ❑ Used for getting specific details of a language and learning how particular features function. –sound patterns, morphological, syntactical rules, etc.
- ❑ Randolph Quirk, et al(1985). *A comprehensive Grammar of the English.*
- ❑ *Muharrem Ergin . Türk Dilbilgisi*

# 5. Pedagogical Grammar/Linguistics

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- ❑ Designed for language teaching purposes
- ❑ For syllabus designers and language teachers
- ❑ Based on usefulness and ease of learning
- ❑ Exercises, explanations, descriptions.
- ❑ The contents and the priorities change from one context to the next as different needs arise.
- ❑ It prescribes the teaching of the most learnable aspects of grammar, pronunciation and vocabulary.



## 6. Theoretical Grammar/Linguistics

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- ❑ Primary concern: explaining the quest 'what is language?' not just English but all languages.
  - ❑ Identifying and determining the basic constructs common to all human languages.
  - ❑ Developing models of language to present a compact and efficient explanations.
  - ❑ Linguistic universals\* are sought in phonology, grammar and semantics.
  - ❑ Examples for universals: all languages have vowel as /a/. Or every language has a subject I, you, he...
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- Bu sunu ařađıdaki kaynaklardan yararlanılarak hazırlanmıřtır.
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■ TEŐEKKÜRLER

□ TURGAY HAN

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