Contents

How to Use This book xvii
Preface to the Second Edition xxi
List of Figures xxiii

1. Introduction to Linguistics 1
   1.1. Preliminaries 1
       1.1.1. The Subfields of Linguistics 1
   1.2. Approaches to Language 2
       1.2.1. Prescriptive vs. Descriptive 2
       1.2.2. Diachronic vs. Synchronous 6
       1.2.3. Competence vs. Performance 7
       1.2.4. Linguistics as a Science 9
   1.3. Exercises 10
       1.3.1. Words to Know 10
       1.3.2. Review 10
       1.3.3. Research Projects 10
   1.4. Further Readings 11

2. The Building Blocks of Language 13
   2.1. Overview 13
   2.2. The Sounds of Language 13
       2.2.1. The Phonetic Alphabet 14
       2.2.2. How Are the Sounds Produced in the Mouth? 18
       2.2.3. Sounds and Meaning 23
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3. Words and Their Parts</td>
<td>26</td>
</tr>
<tr>
<td>2.3.1. Morphemes and Words</td>
<td>26</td>
</tr>
<tr>
<td>2.3.2. Free vs. Bound Morphemes</td>
<td>27</td>
</tr>
<tr>
<td>2.3.3. Affixes</td>
<td>27</td>
</tr>
<tr>
<td>2.3.4. Inflectional vs. Derivational</td>
<td>28</td>
</tr>
<tr>
<td>2.3.5. Where Do New Words Come From?</td>
<td>29</td>
</tr>
<tr>
<td>2.3.6. Idioms and Phraseology</td>
<td>32</td>
</tr>
<tr>
<td>2.4. The Way Sentences Are Put Together</td>
<td>32</td>
</tr>
<tr>
<td>2.4.1. The Double Articulation of Language</td>
<td>32</td>
</tr>
<tr>
<td>2.4.2. Syntax</td>
<td>35</td>
</tr>
<tr>
<td>2.5. Types of Sentences</td>
<td>43</td>
</tr>
<tr>
<td>2.5.1. Recursion and Embedded Sentences</td>
<td>47</td>
</tr>
<tr>
<td>2.5.2. Syntax, Universal Grammar, and the Chomskian Program</td>
<td>49</td>
</tr>
<tr>
<td>2.6. Beyond the Sentence</td>
<td>51</td>
</tr>
<tr>
<td>2.6.1. Coherence and Cohesion</td>
<td>51</td>
</tr>
<tr>
<td>2.6.2. Conversation Analysis</td>
<td>53</td>
</tr>
<tr>
<td>2.7. Exercises</td>
<td>56</td>
</tr>
<tr>
<td>2.7.1. Words to Know</td>
<td>56</td>
</tr>
<tr>
<td>2.7.2. Review</td>
<td>56</td>
</tr>
<tr>
<td>2.7.3. Research Projects</td>
<td>58</td>
</tr>
<tr>
<td>2.8. Further Readings</td>
<td>59</td>
</tr>
<tr>
<td>3. How Do We Mean Things?</td>
<td>60</td>
</tr>
<tr>
<td>3.1. The Meaning of Words</td>
<td>60</td>
</tr>
<tr>
<td>3.1.1. Breaking Down Words</td>
<td>61</td>
</tr>
<tr>
<td>3.1.2. Meaning Relationships</td>
<td>63</td>
</tr>
<tr>
<td>3.1.3. Denotation and Connotation</td>
<td>64</td>
</tr>
<tr>
<td>3.1.4. Getting Rid of Ambiguity</td>
<td>66</td>
</tr>
<tr>
<td>3.2. The Meaning of Sentences</td>
<td>67</td>
</tr>
<tr>
<td>3.2.1. Pointers to the Context of Sentences</td>
<td>67</td>
</tr>
<tr>
<td>3.2.2. The Influence of Context</td>
<td>68</td>
</tr>
<tr>
<td>3.2.3. How Do We Mean What We Say?</td>
<td>68</td>
</tr>
<tr>
<td>3.3. Exercises</td>
<td>77</td>
</tr>
<tr>
<td>3.3.1. Words to Know</td>
<td>77</td>
</tr>
<tr>
<td>3.3.2. Review</td>
<td>77</td>
</tr>
<tr>
<td>3.3.3. Research Project</td>
<td>78</td>
</tr>
<tr>
<td>3.4. Further Readings</td>
<td>78</td>
</tr>
</tbody>
</table>
## 4. Sociolinguistics 80

4.1. What Do We Say? 80
4.2. How Do We Say Things? 82
   4.2.1. Face 82
   4.2.2. Forms of Address 83
4.3. Whom Do We Speak To? 88
   4.3.1. Language Contact 88
   4.3.2. Bilingualism/Diglossia 88
   4.3.3. Language Planning 90
   4.3.4. Code Switching 91
4.4. Exercises 92
   4.4.1. Words to Know 92
   4.4.2. Review 92
   4.4.3. Research Projects 93
4.5. Further Readings 93

## 5. Language Variation 95

5.1. Language and Dialect 95
   5.1.1. Dialectology 97
5.2. The Notion of Standard English 103
   5.2.1. Why Do Dialects/Accents Persist? 105
5.3. Exercises 106
   5.3.1. Words to Know 106
   5.3.2. Review 106
   5.3.3. Research Projects 107
5.4. Further Readings 109

## 6. Language and Social Groups 110

6.1. Social Class Dialects 110
   6.1.1. Labov’s Studies 111
   6.1.2. Social Networks 112
   6.1.3. Restricted vs. Elaborated Codes 113
   6.1.4. Caste 114
   6.1.5. Age 114
6.2. Register 116
6.3. Jargon 118
6.4. Slang 119
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5. Exercises</td>
<td>120</td>
</tr>
<tr>
<td>6.5.1. Words to Know</td>
<td>120</td>
</tr>
<tr>
<td>6.5.2. Review</td>
<td>121</td>
</tr>
<tr>
<td>6.5.3. Research Projects</td>
<td>121</td>
</tr>
<tr>
<td>6.6. Further Readings</td>
<td>121</td>
</tr>
<tr>
<td>7. Pidgins and Creoles</td>
<td>122</td>
</tr>
<tr>
<td>7.1. Languages of Wider Communication</td>
<td>122</td>
</tr>
<tr>
<td>7.2. Pidgins</td>
<td>123</td>
</tr>
<tr>
<td>7.2.1. Characteristics of Pidgin Languages</td>
<td>123</td>
</tr>
<tr>
<td>7.2.2. Types of Pidgins</td>
<td>124</td>
</tr>
<tr>
<td>7.3. Creoles</td>
<td>125</td>
</tr>
<tr>
<td>7.4. Theories of Pidgin and Creole Origins</td>
<td>126</td>
</tr>
<tr>
<td>7.4.1. Superstrate Theories</td>
<td>126</td>
</tr>
<tr>
<td>7.4.2. Substrate Theories</td>
<td>126</td>
</tr>
<tr>
<td>7.4.3. A Universalist Theory: The Bioprogram</td>
<td>127</td>
</tr>
<tr>
<td>7.5. Pidgins and Lectal Variation</td>
<td>127</td>
</tr>
<tr>
<td>7.6. Decreolization</td>
<td>128</td>
</tr>
<tr>
<td>7.7. Exercises</td>
<td>129</td>
</tr>
<tr>
<td>7.7.1. Words to Know</td>
<td>129</td>
</tr>
<tr>
<td>7.7.2. Review</td>
<td>129</td>
</tr>
<tr>
<td>7.7.3. Research Projects</td>
<td>130</td>
</tr>
<tr>
<td>7.8. Further Readings</td>
<td>130</td>
</tr>
<tr>
<td>8. African-American Vernacular English</td>
<td>132</td>
</tr>
<tr>
<td>8.1. Origins of AAVE</td>
<td>132</td>
</tr>
<tr>
<td>8.1.1. Dialectologist Hypothesis</td>
<td>132</td>
</tr>
<tr>
<td>8.1.2. Creole Hypothesis</td>
<td>134</td>
</tr>
<tr>
<td>8.1.3. Recent Debate about the Origins of AAVE</td>
<td>136</td>
</tr>
<tr>
<td>8.1.4. Divergence Hypothesis</td>
<td>138</td>
</tr>
<tr>
<td>8.2. A Grammatical Sketch of AAVE</td>
<td>139</td>
</tr>
<tr>
<td>8.2.1. Phonology</td>
<td>139</td>
</tr>
<tr>
<td>8.2.2. Tense and Aspect</td>
<td>140</td>
</tr>
<tr>
<td>8.2.3. Relative Clauses</td>
<td>142</td>
</tr>
<tr>
<td>8.2.4. Summary of Differences between AAVE and SAE</td>
<td>142</td>
</tr>
<tr>
<td>8.3. AAVE and Education</td>
<td>142</td>
</tr>
<tr>
<td>8.4. Exercises</td>
<td>144</td>
</tr>
<tr>
<td>8.4.1. Words to Know</td>
<td>144</td>
</tr>
<tr>
<td>8.4.2. Review</td>
<td>144</td>
</tr>
<tr>
<td>8.4.3. Research Projects</td>
<td>144</td>
</tr>
<tr>
<td>8.5. Further Readings</td>
<td>146</td>
</tr>
</tbody>
</table>
9. Language Policy

9.1. Multilingualism
  9.1.1. Introduction
  9.1.2. National and Minority Languages
  9.1.3. Diglossia
  9.1.4. Successful Minority Languages
  9.1.5. Language Rights

9.2. Language Planning and Policy
  9.2.1. The Situation in Some Nations
  9.2.2. Language Maintenance, Shift, and Death

9.3. Exercises
  9.3.1. Words to Know
  9.3.2. Review
  9.3.3. Research Projects

9.4. Further Readings

10. Language and Gender

10.1. Early Studies

10.2. Men, Women, and Conversation
  10.2.1. Characteristics of Women's Discourse
  10.2.2. Language and Power

10.3. Gender in Playgrounds/Classrooms

10.4. Language and Men

10.5. Lesbian and Gay Male Language Use

10.6. Sexist Language

10.7. Exercises
  10.7.1. Words to Know
  10.7.2. Review
  10.7.3. Research Projects

10.8. Further Readings

11. Literacy

11.1. The Written Word
  11.1.1. Literacy and Orality
  11.1.2. Writing Systems

11.2. Reading
  11.2.1. Reader, Text, and Meaning
  11.2.2. Reading Development in a First Language
  11.2.3. Spelling
  11.2.4. Teaching Methods
# Contents

11.3. Writing  
11.3.1. Product Approaches to Writing  
11.3.2. Process Approaches to Writing  
11.4. Contrastive Rhetorics  
11.5. Computer-Mediated Communication  
11.5.1. Genres of CMC  
11.5.2. Synchronous vs. Asynchronous CMC  
11.5.3. Writing and Speech Features  
11.5.4. Jargon of CMC  
11.5.5. Sociolinguistics of CMC  
11.5.6. How Different Is CMC from Non-CMC?  
11.6. Exercises  
11.6.1. Words to Know  
11.6.2. Review  
11.6.3. Research Projects  
11.7. Further Readings

12. First Language Acquisition  
12.1. Three Theories  
12.1.1. Behaviorism  
12.1.2. Innatism  
12.1.3. Interactionism  
12.1.4. Summing Up the Theories of Language Acquisition  
12.2. Learning a First Language  
12.2.1. The Preverbal Stage  
12.2.2. The Role of Conversation  
12.2.3. Stages  
12.2.4. Babbling  
12.2.5. First Words  
12.2.6. Under- and Overextension  
12.2.7. Development of Vocabulary  
12.2.8. Later Vocabulary Development  
12.2.9. The Two-Word Stage  
12.2.10. Learning Grammar  
12.2.11. Later Developments in Grammar  
12.2.12. Pragmatics  
12.3. Atypical Language Development  
12.3.1. Hearing Impairments
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.3</td>
<td>12.3.2.</td>
<td>Mental Retardation</td>
<td>209</td>
</tr>
<tr>
<td>12.3</td>
<td>12.3.3.</td>
<td>Autism</td>
<td>210</td>
</tr>
<tr>
<td>12.3</td>
<td>12.3.4.</td>
<td>Stuttering</td>
<td>210</td>
</tr>
<tr>
<td>12.3</td>
<td>12.3.5.</td>
<td>Aphasia</td>
<td>211</td>
</tr>
<tr>
<td>12.3</td>
<td>12.3.6.</td>
<td>Dyslexia</td>
<td>211</td>
</tr>
<tr>
<td>12.4</td>
<td>Exercises</td>
<td></td>
<td>214</td>
</tr>
<tr>
<td>12.4</td>
<td>12.4.1.</td>
<td>Words to Know</td>
<td>214</td>
</tr>
<tr>
<td>12.4</td>
<td>12.4.2.</td>
<td>Review</td>
<td>214</td>
</tr>
<tr>
<td>12.4</td>
<td>12.4.3.</td>
<td>Research Projects</td>
<td>214</td>
</tr>
<tr>
<td>12.5</td>
<td>Further Readings</td>
<td></td>
<td>215</td>
</tr>
<tr>
<td>13</td>
<td>Second Language Acquisition</td>
<td></td>
<td>217</td>
</tr>
<tr>
<td>13.1</td>
<td>Transfer and Interlanguage</td>
<td></td>
<td>217</td>
</tr>
<tr>
<td>13.1</td>
<td>13.1.1.</td>
<td>Developmental Sequences</td>
<td>219</td>
</tr>
<tr>
<td>13.1</td>
<td>13.1.2.</td>
<td>Order of Acquisition</td>
<td>220</td>
</tr>
<tr>
<td>13.2</td>
<td>L1 = L2?</td>
<td></td>
<td>221</td>
</tr>
<tr>
<td>13.3</td>
<td>Krashen and the Monitor Hypothesis</td>
<td></td>
<td>221</td>
</tr>
<tr>
<td>13.3</td>
<td>13.3.1.</td>
<td>Acquisition and Learning</td>
<td>222</td>
</tr>
<tr>
<td>13.3</td>
<td>13.3.2.</td>
<td>Monitor Hypothesis</td>
<td>222</td>
</tr>
<tr>
<td>13.3</td>
<td>13.3.3.</td>
<td>Natural Order Hypothesis</td>
<td>223</td>
</tr>
<tr>
<td>13.3</td>
<td>13.3.4.</td>
<td>Input/Comprehension Hypothesis</td>
<td>223</td>
</tr>
<tr>
<td>13.3</td>
<td>13.3.5.</td>
<td>Affective Filter Hypothesis</td>
<td>223</td>
</tr>
<tr>
<td>13.4</td>
<td>Instructed SLA</td>
<td></td>
<td>224</td>
</tr>
<tr>
<td>13.5</td>
<td>Input and Interaction</td>
<td></td>
<td>225</td>
</tr>
<tr>
<td>13.5</td>
<td>13.5.1.</td>
<td>Interaction</td>
<td>225</td>
</tr>
<tr>
<td>13.5</td>
<td>13.5.2.</td>
<td>Interlanguage Talk</td>
<td>226</td>
</tr>
<tr>
<td>13.5</td>
<td>13.5.3.</td>
<td>Output</td>
<td>226</td>
</tr>
<tr>
<td>13.6</td>
<td>Individual Differences and SLA</td>
<td></td>
<td>227</td>
</tr>
<tr>
<td>13.6</td>
<td>13.6.1.</td>
<td>Intelligence</td>
<td>228</td>
</tr>
<tr>
<td>13.6</td>
<td>13.6.2.</td>
<td>Aptitude</td>
<td>228</td>
</tr>
<tr>
<td>13.6</td>
<td>13.6.3.</td>
<td>Motivation</td>
<td>228</td>
</tr>
<tr>
<td>13.6</td>
<td>13.6.4.</td>
<td>Attitude</td>
<td>229</td>
</tr>
<tr>
<td>13.6</td>
<td>13.6.5.</td>
<td>Personality Factors</td>
<td>230</td>
</tr>
<tr>
<td>13.6</td>
<td>13.6.6.</td>
<td>Learning Styles and Strategies</td>
<td>231</td>
</tr>
<tr>
<td>13.7</td>
<td>Exercises</td>
<td></td>
<td>232</td>
</tr>
<tr>
<td>13.7</td>
<td>13.7.1.</td>
<td>Words to Know</td>
<td>232</td>
</tr>
<tr>
<td>13.7</td>
<td>13.7.2.</td>
<td>Review</td>
<td>232</td>
</tr>
<tr>
<td>13.7</td>
<td>13.7.3.</td>
<td>Research Projects</td>
<td>232</td>
</tr>
<tr>
<td>13.8</td>
<td>Further Readings</td>
<td></td>
<td>232</td>
</tr>
</tbody>
</table>
14. Language and Literature 234

14.1. Casual vs. Elaborated Language 234
14.1.1. Arrangement of Sounds 235
14.1.2. Figures of Thought 239

14.2. Narrative 243
14.2.1. Narrative Functions 244
14.2.2. Narrator, Narratee, and Their Implied Relatives 244
14.2.3. Points of View 245

14.3. Exercises 249
14.3.1. Words to Know 249
14.3.2. Review 249
14.3.3. Research Projects 250

14.4. Further Readings 250

15. Linguistics in the Professions 252

15.1. Language and the Law 252
15.1.1. Legal Language 252
15.1.2. Language in Court 253
15.1.3. Legislation on Language 254
15.1.4. Forensic Linguistics 255

15.2. Language and Medicine 256
15.2.1. Discourse 256
15.2.2. Social Factors 257

15.3. Translation 258
15.3.1. Quality of Translation 258
15.3.2. Testing Translation 260
15.3.3. Problems with Translation 261
15.3.4. Machine Translation 263

15.4. Language in Education 263
15.4.1. Teacher Talk as a Register 263

15.5. Lexicography 264
15.5.1. Dictionaries 264
15.5.2. Types of Dictionaries 265
15.5.3. Issues in Lexicography 268

15.6. Speech Pathology 269

15.7. Exercises 270
15.7.1. Words to Know 270
15.7.2. Review 270
15.7.3. Research Projects 270

15.8. Further Readings 272
16. The Nature of Language  274

16.1. Features of Language  274
  16.1.1. The Double Articulation of Language  274
  16.1.2. Productivity  274
  16.1.3. Arbitrariness  275
  16.1.4. Interchangeability  275
  16.1.5. Displacement  275
  16.1.6. Discreteness  276
  16.1.7. Specialization  276
  16.1.8. Cultural Transmission  276

16.2. The Birds and the Bees  276
  16.2.1. The Bees’ Dance  276
  16.2.2. Birds’ Vocalizations  277
  16.2.3. Apes  277

16.3. Language and Culture  278
  16.3.1. Language and Thought  278
  16.3.2. Critical Discourse Analysis  281

16.4. Sign Language  282
  16.4.1. Introduction  282
  16.4.2. Sign vs. Gesture  282
  16.4.3. Universality of Sign Language  282
  16.4.4. Arbitrariness of the Sign  283
  16.4.5. Sign as a System of Language  283
  16.4.6. Language Variation  285
  16.4.7. Language Acquisition  285
  16.4.8. Conclusion  286

16.5. Exercises  286
  16.5.1. Words to Know  286
  16.5.2. Review  287
  16.5.3. Research Projects  287

16.6. Further Readings  287

17. Historical Linguistics  289

17.1. The History of English  290
  17.2. Old English (OE): AD 450 to 1100  291
    17.2.1. OE Phonology  292
    17.2.2. OE Morphology and Syntax  292
  17.3. Middle English (ME): AD 1150 to 1500  295
    17.3.1. The Grammar of ME  296
17.3.2. The Literature of ME
17.3.3. Dialects of ME
17.4. Modern English: AD 1500 to Present
  17.4.1. Additions to the Lexicon
  17.4.2. The Great Vowel Shift
  17.4.3. Morphology in the Renaissance Period
  17.4.4. The Augustan Age and the Move toward Standardization
  17.4.5. Recent Morphological and Lexical Developments
17.5. English as a World Language
  17.5.1. American English
  17.5.2. World Englishes
17.6. Diachronic Linguistics
  17.6.1. The Comparative Method
  17.6.2. Language Families
  17.6.3. The Indo-European Family
  17.6.4. The Language Families of Africa
  17.6.5. Asia and the Pacific
  17.6.6. The Americas
  17.6.7. Isolates
  17.6.8. Nostratic/Proto-World
17.7. Exercises
  17.7.1. Words to Know
  17.7.2. Review
  17.7.3. Research Projects
17.8. Further Readings
18. Pedagogical Grammar
  18.1. History of Grammar
    18.1.1. The Greeks
    18.1.2. The Romans
    18.1.3. The Middle Ages
    18.1.4. The Renaissance
    18.1.5. Scientific Linguistics
  18.2. Pedagogy of Grammar
    18.2.1. Types of Grammars
    18.2.2. Grammar Pedagogy
    18.2.3. Cognitive Grammar
  18.3. The Reed-Kellogg Diagramming System
    18.3.1. The Diagramming System
## Contents

18.4. Exercises  
18.4.1. Words to Know  
18.4.2. Review  
18.4.3. Research Projects  
18.5. Further Readings  

19. English Grammar  
19.1. The Basic Components of Sentences  
19.2. The Verb  
19.2.1. Types of Verbs  
19.2.2. Voice  
19.2.3. TMA System  
19.2.4. Number  
19.3. The Noun  
19.3.1. Number  
19.3.2. Gender  
19.3.3. Case  
19.4. Minor Parts of Speech  
19.4.1. Modifiers  
19.4.2. Pro-forms  
19.4.3. Determiners  
19.4.4. Conjunctions  
19.4.5. Prepositions  
19.4.6. Interjections  
19.4.7. Particles  
19.5. Phrase-Level Grammar  
19.5.1. Noun Phrases  
19.5.2. Verb Phrases  
19.5.3. Other Phrasal Constituents  
19.6. Sentence-Level Grammar  
19.6.1. Complex Sentences  
19.6.2. Marked Sentential Patterns  
19.7. Exercises  
19.7.1. Review  
19.7.2. Research Project  
19.8. Further Readings  
19.9. Answers to Research Project  

Glossary  
Bibliography  
Index