

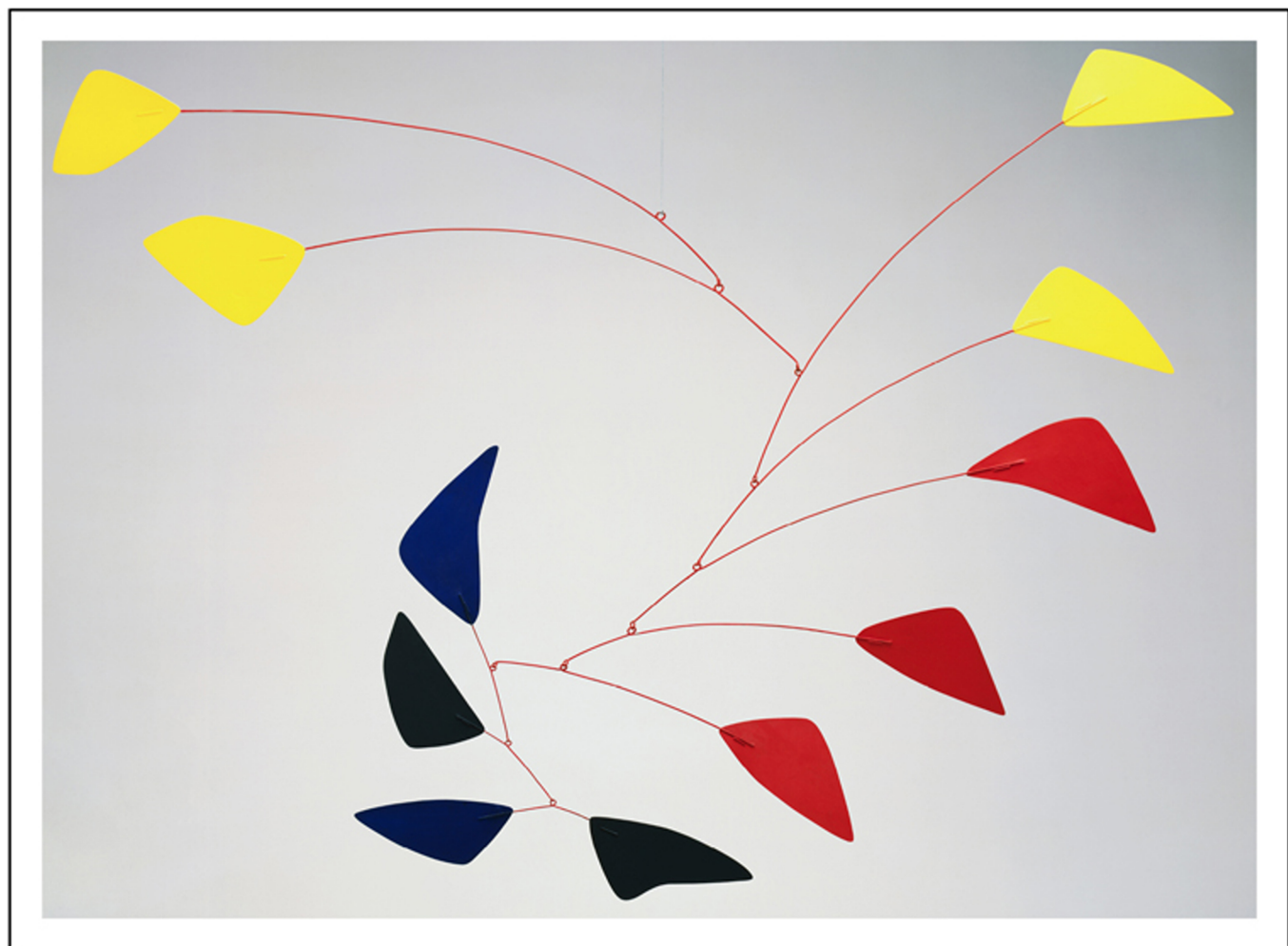
VICTORIA FROMKIN

ROBERT RODMAN

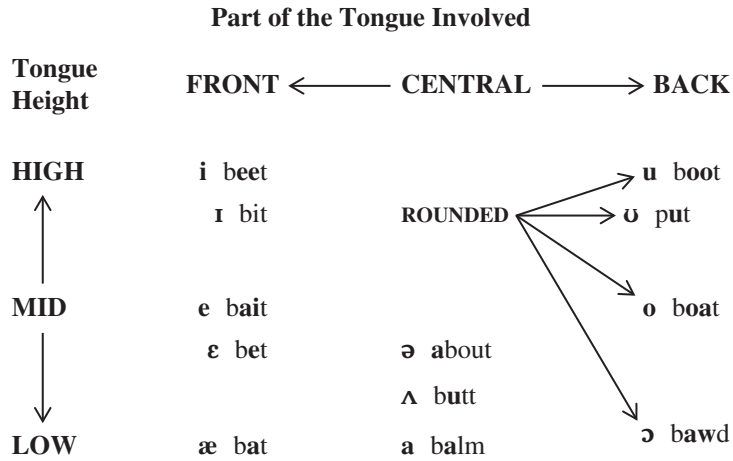
NINA HYAMS

AN INTRODUCTION TO LANGUAGE

TENTH EDITION



Classification of American English Vowels



A Phonetic Alphabet for English Pronunciation

| Consonants | | | | | | Vowels | | | |
|------------|---------|----|-------|---|-------|--------|------|----|---------|
| p | pill | t | till | k | kill | i | beet | ɪ | bit |
| b | bill | d | dill | g | gill | e | bait | ɛ | bet |
| m | mill | n | nil | ŋ | ring | u | boot | ʊ | foot |
| f | feel | s | seal | h | heal | o | boat | ɔ | bore |
| v | veal | z | zeal | l | leaf | æ | bat | a | pot/bar |
| θ | thigh | tʃ | chill | r | reef | ʌ | butt | ə | sofa |
| ð | thy | dʒ | gin | j | you | aɪ | bite | aʊ | bout |
| ʃ | shill | ɹ | which | w | witch | ɔɪ | boy | | |
| ʒ | measure | | | | | | | | |

An Introduction to Language

10e

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States



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In memory of Simon Katz and Lauren Erickson

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Preface

Well, this bit which I am writing, called Introduction, is really the er-h'r'm of the book, and I have put it in, partly so as not to take you by surprise, and partly because I can't do without it now. There are some very clever writers who say that it is quite easy not to have an er-h'r'm, but I don't agree with them. I think it is much easier not to have all the rest of the book.

A. A. MILNE, *Now We Are Six*, 1927

The last thing we find in making a book is to know what we must put first.

BLAISE PASCAL (1623–1662)

The tenth edition of *An Introduction to Language* continues in the spirit of our friend, colleague, mentor, and coauthor, Victoria Fromkin. Vicki loved language, and she loved to tell people about it. She found linguistics fun and fascinating, and she wanted every student and every teacher to think so, too. Though this edition has been completely rewritten for improved clarity and currency, we have nevertheless preserved Vicki's lighthearted, personal approach to a complex topic, including witty quotations from noted authors (A. A. Milne was one of Vicki's favorites). We hope we have kept the spirit of Vicki's love for teaching about language alive in the pages of this book.

The first nine editions of *An Introduction to Language* succeeded, with the help of dedicated teachers, in introducing the nature of human language to tens of thousands of students. This is a book that students enjoy and understand and that professors find effective and thorough. Not only have majors in linguistics benefited from the book's easy-to-read yet comprehensive presentation, but also majors in fields as diverse as teaching English as a second language, foreign language studies, general education, the cognitive and neurosciences, psychology, sociology, and anthropology have enjoyed learning about language from this book.

Highlights of This Edition

This edition includes **new developments in linguistics and related fields** that will strengthen its appeal to a wider audience. Much of this information will enable students to gain insight and understanding about linguistic issues

and debates appearing in the national media and will help professors and students stay current with important linguistic research. We hope that it may also dispel certain common misconceptions that people have about language and language use.

Exercises (250) continue to be abundant in this edition, and more research-oriented exercises have been added for those instructors who wish their students to pursue certain topics more deeply. Many of the exercises are multipart, amounting to more than 300 opportunities for “homework” so that instructors can gauge their students’ progress. Some exercises are marked as “challenge” questions: they go beyond the scope of what is ordinarily expected in a first course in language study. An **answer key** is available to instructors to assist them in areas outside of their expertise.

Chapter 1, “What Is Language?” continues to be a concise introduction to the general study of language. It contains many “hooks” for engaging students in language study, including “Language and Thought,” which takes up the Sapir-Whorf hypotheses; the universal properties of languages including signed languages of the deaf; a consideration of animal “languages”; and the occasional silliness of self-appointed mavens of “good” grammar who beg us not to carelessly split infinitives and who find sentence-ending prepositions an abomination not to be put up with.

Chapter 2, “Morphology: The Words of Language,” launches the book into the study of grammar with morphology, the study of word formation, as that is the most familiar aspect of grammar to most students. The subject is treated with clarity and an abundance of simple illustrations from non-English languages to emphasize the universality of word structure including the essentials of derivational versus inflectional morphology, free and bound morphemes, and the hierarchical structure of words.

Chapter 3, “Syntax: The Sentence Patterns of Language,” is the most heavily revised chapter of former editions. Once it has introduced the universal and easily understood notions of constituency, syntactic categories (parts of speech), phrase structure trees, structural ambiguity and the infinite scope of language, the chapter delves into the now nearly universally accepted X-bar grammatical patterns for describing the deeper and more subtle syntactic structures of English and other languages. The topic is approached slowly and developed painstakingly so as to inform and not overwhelm. In particular, the current views on binary branching, heads and complements, selection (both C- and S-), and transformational analysis within the X-bar framework are carefully explained and illustrated. Formalisms are held to the bare minimum required to enhance clarity. Non-English examples abound in this chapter as throughout the entire book, and the weighty elements of theory are lightened by the inclusion of insightful examples and explanations, supplemented as always by quotations, poetry, cartoons, and humor.

Chapter 4, “The Meaning of Language,” on semantics, has been more finely structured so that the challenging topics of this complex subject can be digested in smaller pieces. Still based on the theme of “What do you know about meaning when you know a language?” the chapter first introduces students to truth-conditional semantics and the principle of compositionality.

Following that are discussions of what happens when compositionality fails, as with idioms, metaphors, and anomalous sentences. Lexical semantics takes up various approaches to word meaning, including the concepts of reference and sense, semantic features, argument structure, and thematic roles. The most dramatic upgrade of this chapter is a newly expanded and modernized section on pragmatics. Here we discuss and illustrate in depth the influence of situational versus linguistic context on the communicative content of utterances, the significance of implicature in comprehension, Grice's Maxims of Conversation, presuppositions, and J. L. Austin's speech acts.

Chapter 5, "Phonetics: The Sounds of Language," retains its former organization and continues to embrace IPA (International Phonetics Association) notation for English in keeping with current practices, with the sole exception of using /r/ in place of the technically correct /ɹ/ when illustrating English. We continue to mention alternative notations that students may encounter in other publications.

Chapter 6, "Phonology: The Sound Patterns of Language," has been streamlined by relegating several complex examples (e.g., metathesis in Hebrew) to the exercises, where instructors can opt to include them if it is thought that students can handle advanced material. The chapter continues to be presented with a greater emphasis on insights through linguistic data accompanied by small amounts of well-explicated formalisms, so that the student can appreciate the need for formal theories without experiencing the burdensome details.

Chapter 7, "Language in Society," has been moved forward in the book from previous editions to emphasize its growing importance as a major subfield of linguistics. Growth in this area of study, even in the few years since the ninth edition, has been astronomical. We have strived heartily to present the established facts and principles of sociolinguistics while bringing up to date subjects such as banned languages (it's still happening); dead and dying languages (also still happening); gender differences; minority dialects such as Hispanic English ("Spanglish"); languages in contact such as pidgins, creoles, and lingua francas that may be found in linguistically heterogeneous areas; the use of computers in sociolinguistic analysis; second language teaching; and bilingual education, among others.

Chapter 8, "Language Change: The Syllables of Time," has been updated with the latest research on language families, language relatedness, and language typology. Also, in response to reviewers' requests, a detailed and more complex illustration of the application of the comparative method to two contemporary dialects to reconstruct their ancestor—often called "internal reconstruction"—is now part of this chapter.

Chapter 9, "Language Acquisition," has been thoroughly restructured and rewritten to enhance clarity since the ninth edition. In addition, much of what has been learned about second language acquisition (adult learning of a foreign language) has been folded into this chapter along with an entirely new section on "heritage languages," the learning of an intrafamily language after immigration to a country where that language is not spoken (e.g., Yiddish by Jews who emigrated from Russia).

Chapter 10, “Language Processing and the Human Brain,” could well have been entitled “psycholinguistics and neurolinguistics” but that may have made the subject seem overly daunting. This chapter combines a straightforward discussion of many of the issues that regard the psychology of language—what the mind does—with the neurology of language—what the brain does—during language usage. Dramatic changes in the understanding of the brain’s role in language processing are occurring virtually every day owing to the rapid enhancement of the ability of neurolinguists to measure brain activity to tiny degrees of sensitivity at extremely precise locations. This chapter reports on those techniques and some of the results regarding language and the brain that ensue. The psycholinguistic portion of this chapter appeared as the first half of chapter 9 in the ninth edition; the second and greater portion of this chapter is an enlargement and updating of chapter 2 from the ninth and previous editions.

Chapter 11, “Computer Processing of Human Language,” is an expansion into a full chapter of what was the second half of chapter 9 in the ninth edition. The fundamentals of computational linguistics are still covered and have been clarified and expanded, but the force driving the promotion of the subject into a chapter of its own is the astonishing progress in the application of computers to human languages, which has burgeoned to a degree hardly imaginable even as we wrote previous editions. Anchoring the extensive new material in this chapter is the introduction of the Culturomic Revolution in the computer processing of language, in which computers have analyzed billions (with a *b*) of lines of text with results that will astonish even the most blasé readers. Culturomics, which is concerned with published, written texts, is soon to be augmented by “twitterology,” a study of “on-the-fly” language usage by billions of people (i.e., “twitterers”) in thousands of languages, only beginning to be linguistically analyzed as the this edition goes to press. But those who wish to keep abreast of the power of computers applied to language will find this chapter indispensable.

Chapter 12, “Writing: The ABCs of Language,” has undergone a mild re-writing to further improve clarity. Texting and twittering, while largely unstudied by linguists, are included in a new section adding a further dimension to what it means to write a language.

Terms that appear bold in the text are defined in the revised **glossary** at the end of the book. The glossary has been expanded and improved so that the tenth edition provides students with a linguistic lexicon of nearly 700 terms, making the book a worthy reference volume.

The **order of presentation of chapters 2 through 6** was once thought to be nontraditional. Our experience, backed by previous editions of the book and the recommendations of colleagues throughout the world, has convinced us that it is easier for the novice to approach the structural aspects of language by first looking at morphology (the structure of the most familiar linguistic unit, the word). This is followed by syntax (the structure of sentences), which is also familiar to many students, as are numerous semantic concepts. We then proceed to the more novel (to students) phonetics and phonology, which students often find daunting. However, the book is written so that individual instructors can present material in the traditional order of phonetics,

phonology, morphology, syntax, and semantics (chapters 5, 6, 2, 3, and 4) without confusion, if they wish.


As in previous editions, the primary concern has been basic ideas rather than detailed expositions. This book assumes no previous knowledge on the part of the reader. An updated list of references at the end of each chapter is included to accommodate any reader who wishes to pursue a subject in more depth. Each chapter concludes with a summary and exercises to enhance the students' interest in and comprehension of the textual material.

Additional Resources

Linguistics CourseMate. *An Introduction to Language* includes Linguistics CourseMate, which helps students gain a deeper and more comprehensive understanding of the textual material.

Linguistics CourseMate includes:

- an interactive eBook, with highlighting, note taking and search capabilities
- interactive learning tools including:
 - Quizzes
 - Flashcards
 - Audio files
 - Web Links
 - and more!

Go to www.cengagebrain.com to access these resources, and look for this icon  to find resources related to your text in Linguistics CourseMate.

Answer Key. The Answer Key for *An Introduction to Language* contains answers to all of the exercises in the core text, and is available to instructors through the publisher.

Instructor Companion Web Site. This password-protected companion site contains useful resources for instructors—including chapter-level PowerPoint lecture slides, and a downloadable version of the Answer Key. Go to www.cengagebrain.com to access the site.

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| | | |
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¹Some affiliations may have changed or are unknown to us at this time.

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Robert Rodman

Nina Hyams

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Language Acquisition and the Theory of Parameters (D. Reidel Publishers, 1986), a milestone in language acquisition research. She has also published numerous articles on the development of syntax, morphology, and semantics in children. She has been a visiting scholar at the University of Utrecht and the University of Leiden in the Netherlands and has given numerous lectures throughout Europe and Japan. Nina lives in Los Angeles with her pal Spot, a rescued border collie mutt and his olde English bulldogge companion, the ever soulful Nellie.

What Is Language?

When we study human language, we are approaching what some might call the “human essence,” the distinctive qualities of mind that are, so far as we know, unique to man.

NOAM CHOMSKY, *Language and Mind*, 1968

Whatever else people do when they come together—whether they play, fight, make love, or make automobiles—they talk. We live in a world of language. We talk to our friends, our associates, our wives and husbands, our lovers, our teachers, our parents, our rivals, and even our enemies. We talk face-to-face and over all manner of electronic media, and everyone responds with more talk. Hardly a moment of our waking lives is free from words, and even in our dreams we talk and are talked to. We also talk when there is no one to answer. Some of us talk aloud in our sleep. We talk to our pets and sometimes to ourselves.

The possession of language, perhaps more than any other attribute, distinguishes humans from other animals. According to the philosophy expressed in the myths and religions of many peoples, language is the source of human life and power. To some people of Africa, a newborn child is a *kintu*, a “thing,” not yet a *muntu*, a “person.” It is only by the act of learning language that the child becomes a human being. To understand our humanity, we must understand the nature of language that makes us human. That is the goal of this book. We begin with a simple question: what does it mean to “know” a language?

Linguistic Knowledge

Do we know only what we see, or do we see what we somehow already know?

CYNTHIA OZICK, “What Helen Keller Saw,” *New Yorker*, June 16 & 23, 2003
