



Introduction to English Linguistics

WS 2009/2010

Introduction to English Linguistics

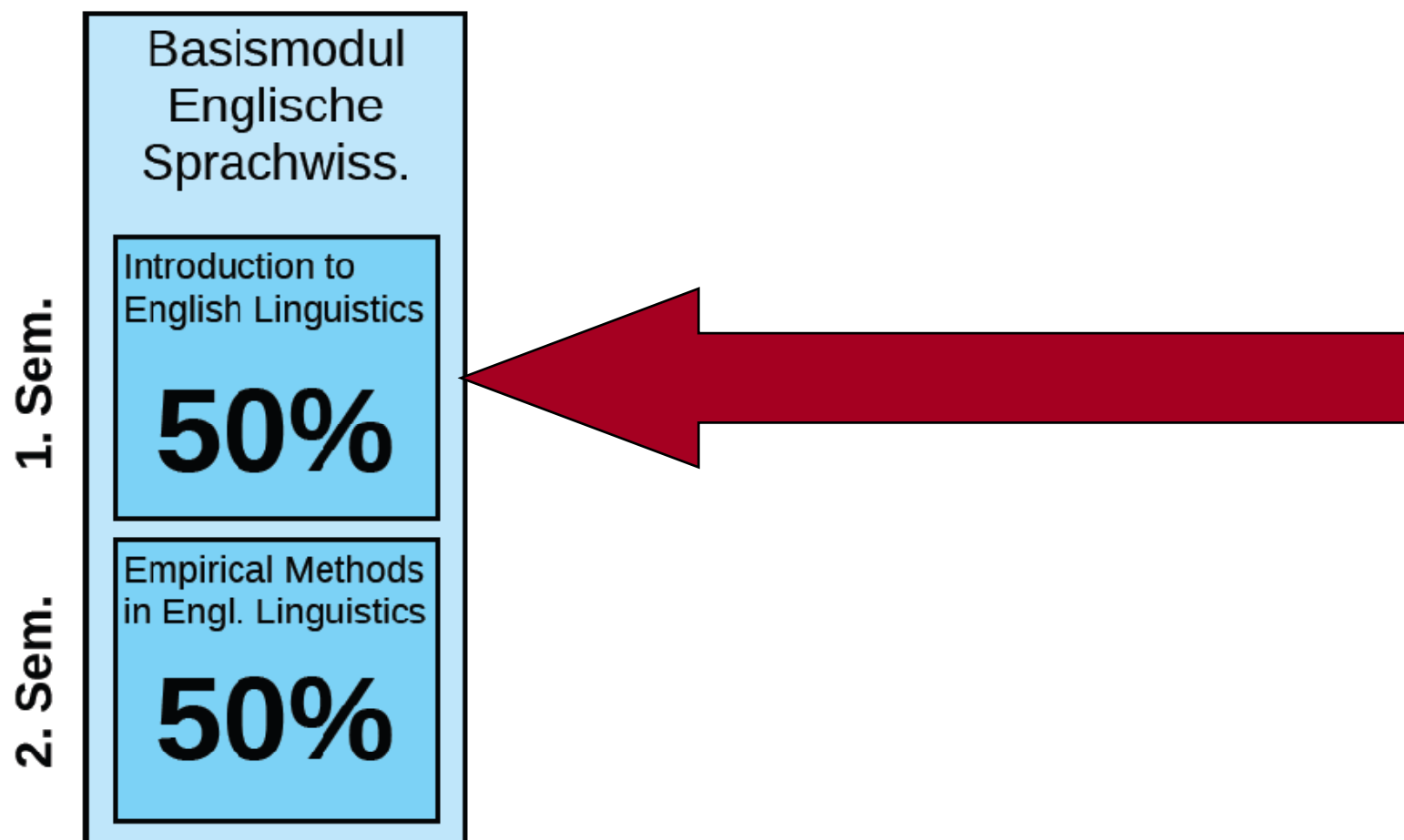
Where are we ?...

Struktur: Erstes Jahr

Organisation: English-Speaking Cultures

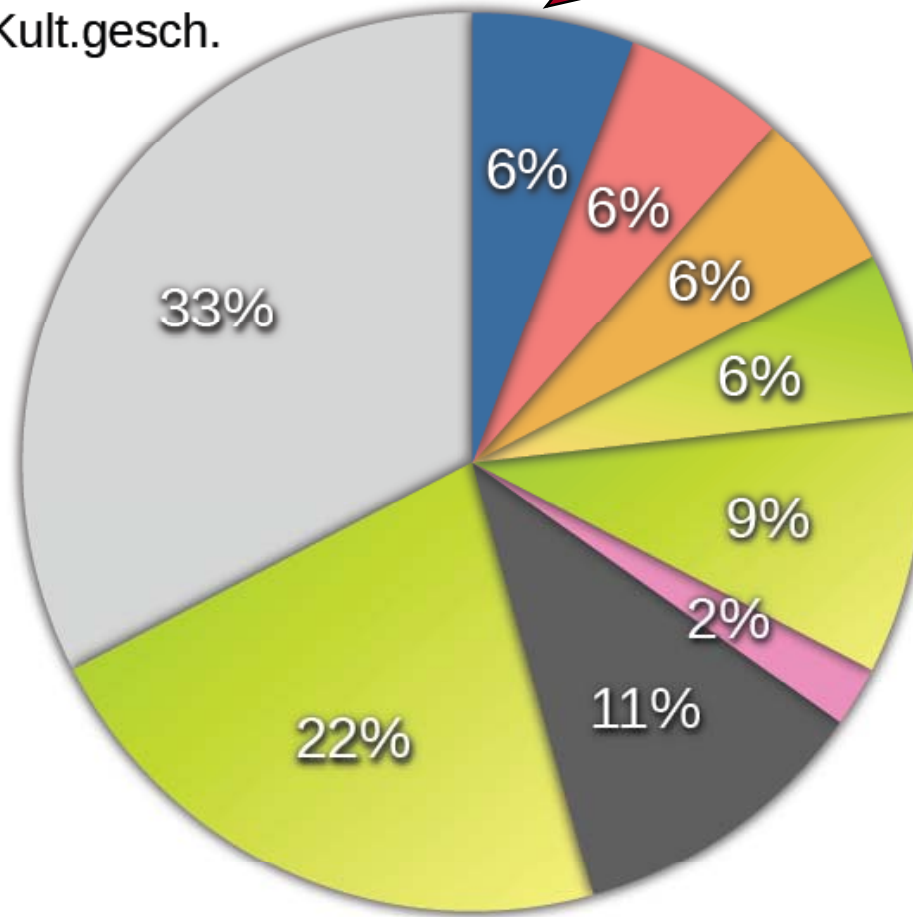
1. Sem.	<div>Basismodul Englische Sprachwiss.</div> <div>Introduction to English Linguistics</div> <div>50%</div>	<div>Basismodul Engl.spr. Literaturwiss.</div> <div>Introduction to Engl. Literatures 1</div> <div>50%</div>	<div>Basismodul Sprach- u. Kulturgesch.</div> <div>Cultural Hist. of the Engl.-Speak. World</div> <div>50%</div>	<div>Basismodul Sprachpraxis</div> <div>University Language Skills 1</div> <div>unbenotet</div>
	<div>Empirical Methods in Engl. Linguistics</div> <div>50%</div>	<div>Introduction to Engl. Literatures 2</div> <div>50%</div>	<div>Ling. Hist. of the Engl.-Speak. World</div> <div>50%</div>	<div>University Language Skills 2</div> <div>unbenotet</div>

Where we are...



Benotung: Übersicht

- Basismodul Sprachwissenschaft
- Basismodul Literaturwissenschaft
- Basismodul Spr./Kult.gesch.
- Vertiefungsmodul
- Projektmodul
- Sprachpraxis
- Auslandsmodul
- Abschlussmodul
- Nebenfach



ORGANISATION

Organization

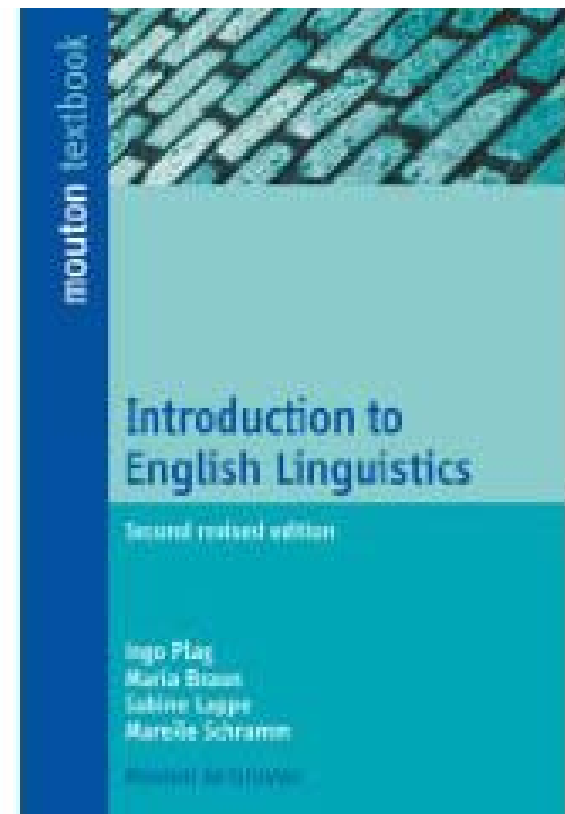
- Readings (The Set Book)
- Tutorial (on demand: exercises and problems)
- Study Groups (self-organised)
- Experiments (2 hours)
- Examination
- Course website
 - **FB10 website for content and materials**
 - e-learning (**STUD.IP**) for official registration and all other info exchange amongst yourselves and with tutors

The Set Book

Ingo Plag, Maria Braun,
Sabine Lappe and
Mareille Schramm

Introduction to English Linguistics

(2nd edition)
Mouton de Gruyter



More Reading

- Aitchison, Jean. (1996). *The Seeds of Speech. Language Origin and Evolution*. Cambridge: Cambridge University Press.
- Crystal, David. (2002). *The English Language. A Guided Tour of the Language*. London: Penguin.



Tutorials

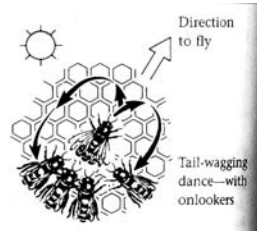
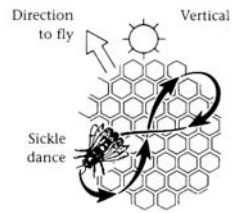
Tutor	Slots
Sandra James	Thursday 14-16
Verena Mertz	

- Tutorials are available for addressing specific problems that you may have during the course.
- You should first try to solve the problems amongst yourselves, then with an email to, e.g., Sandra, then by signing up for a slot!

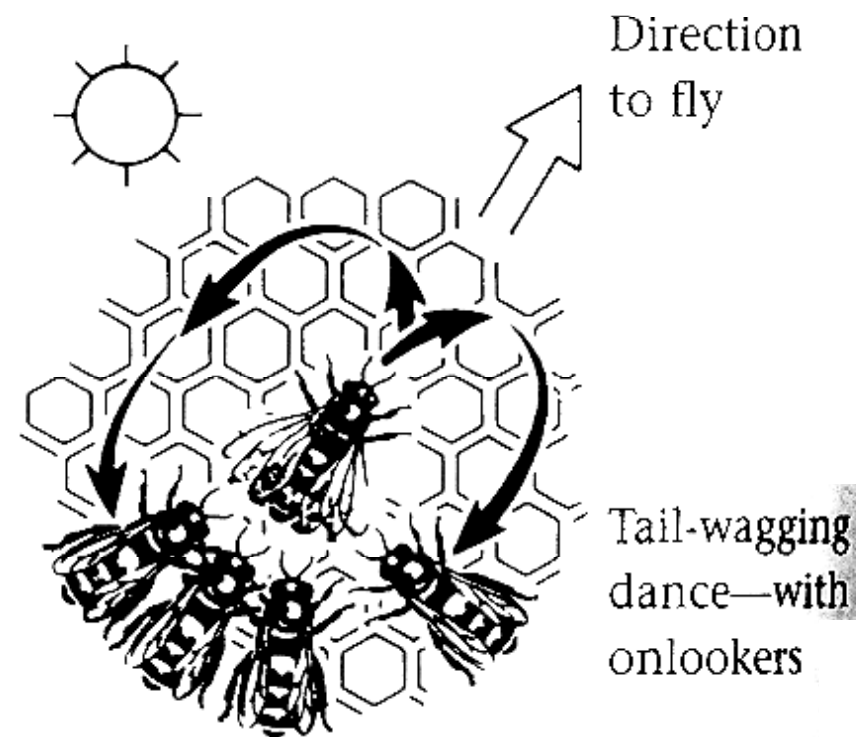
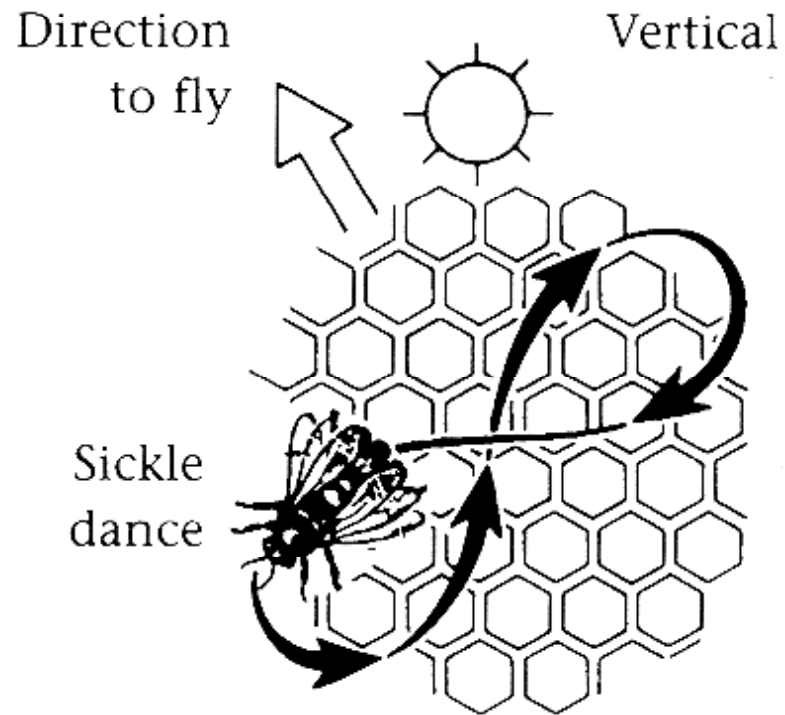
**What are we going
to be doing?**

Fundamental issues...

- ... what is so special about language?



Bee communication



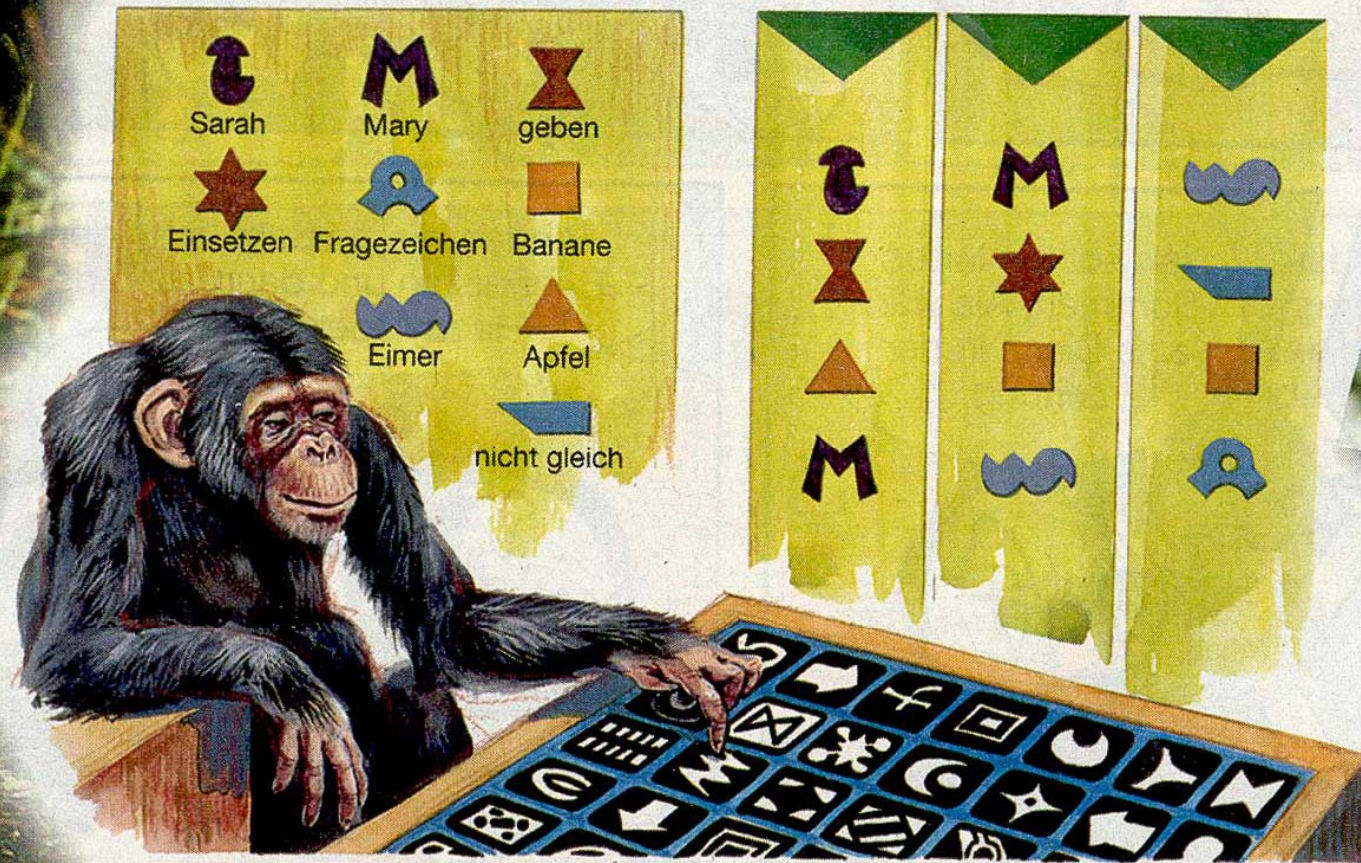
From: Michael Dobrovolsky (1996) "Animal Communication". In: O'Grady / Dobrolovksy / Katamba *Contemporary Linguistics: an introduction*. p636





Gib – Sarah – Banane

Schimpansen können nicht sprechen. Dafür sind Mund, ihr Rachen und ihre Zunge nicht eingerichtet. Aber sie können Symbole für Gegenstände und Handlungen lernen und richtig verwenden! Das haben viele Versuche bewiesen!

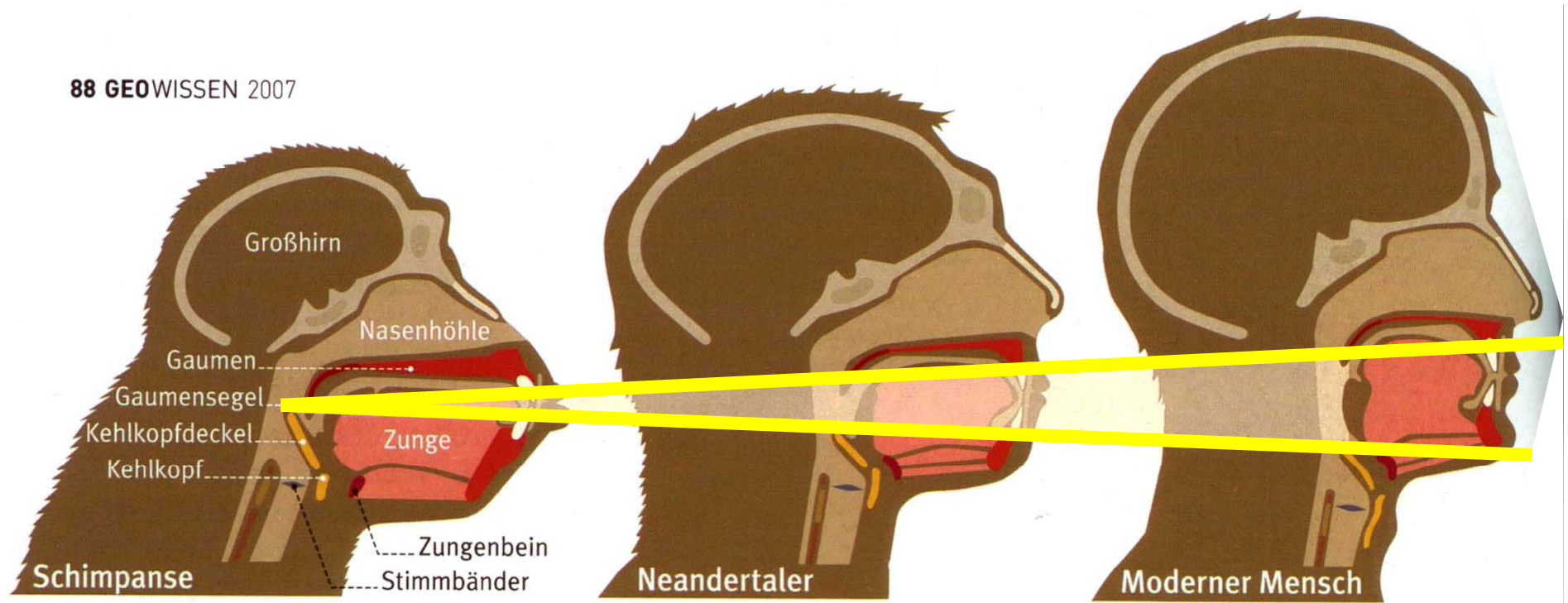


Schimpansin Sarah tippt verständliche Sätze ein, rechts zu sehen, von oben nach unten zu lesen.

Micky Maus

28.2.2005

p52



The debate continues...

- **Seidenberg and Petitto:**

“We believe that ... there is no basis to conclude that signing apes acquired linguistic skills.”

- **Fouts:**

– “When these projects [Washoe, Lana, Sarah and Nim] are taken together, it can be seen that chimpanzees are within the range of language behaviour of humans and therefore have the capacity for language.”

Australopithecus afarensis

ca. 3.5 million years



Smithsonian: <http://www.mnh.si.edu/anthro/humanorigins/ha/afarcomp.htm>

Homo Habilis: “Handy man”

Ca. 1.8 million years

Simple stone tools based on chipped pebbles

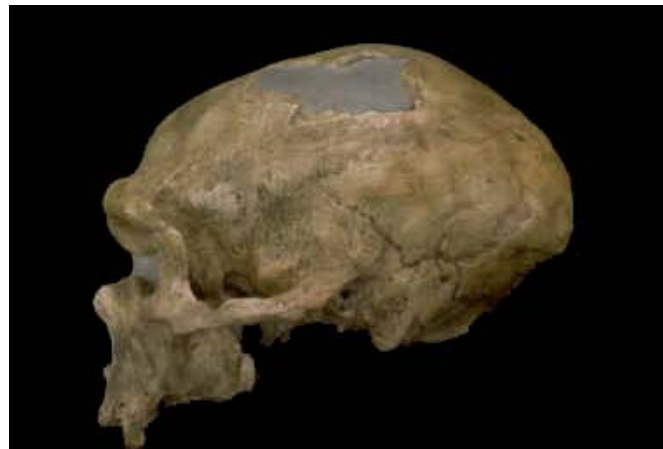


Smithsonian: <http://www.mnh.si.edu/anthro/humanorigins/ha/oh24.html>

Comparative views of skulls



Homo Habilis

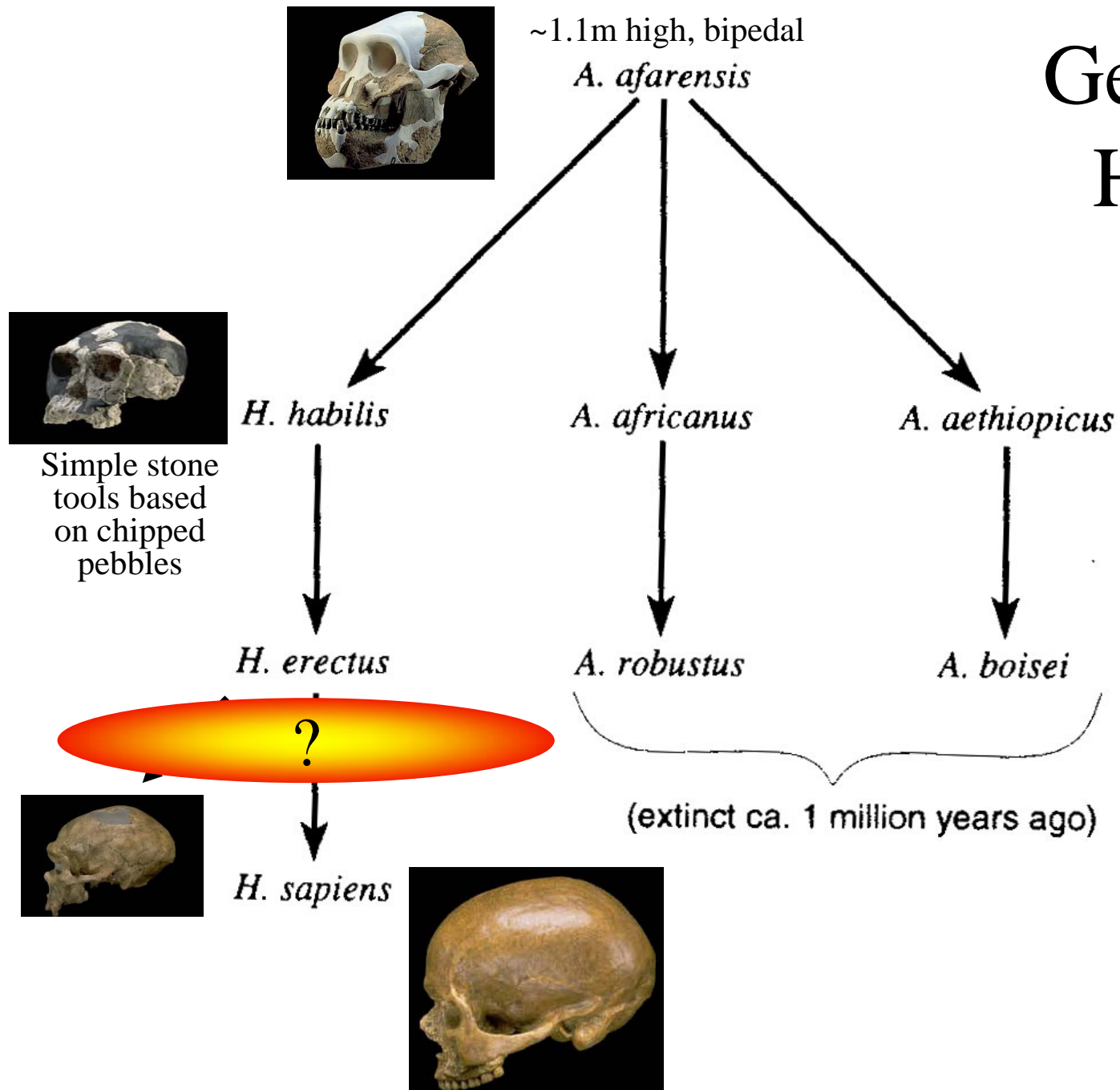
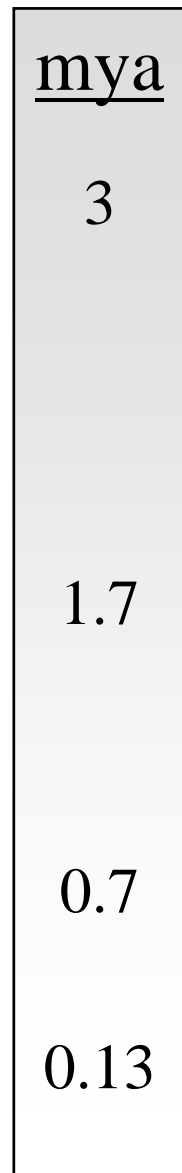


Homo Neanderthalensis



Homo Sapiens

Smithsonian: <http://www.mnh.si.edu/anthro/humanorigins>



Mysteries...

- Why are there no primitive languages?
- Why are there no other species with similar language capabilities?
- How can children learn any language as their 'mother tongue' so readily?
- Why are there so many different human languages?
- Why are they all so different?

Or are they?

How to answer such questions?

- First step:
 - we will have to learn to be very systematic in our dealings with language
 - language is too complex to approach willy-nilly
 - so linguistics is concerned with how to go about investigating just what language is and how it works

“linguistics”

being purposefully
systematic in your
dealings with language

Basic Questions

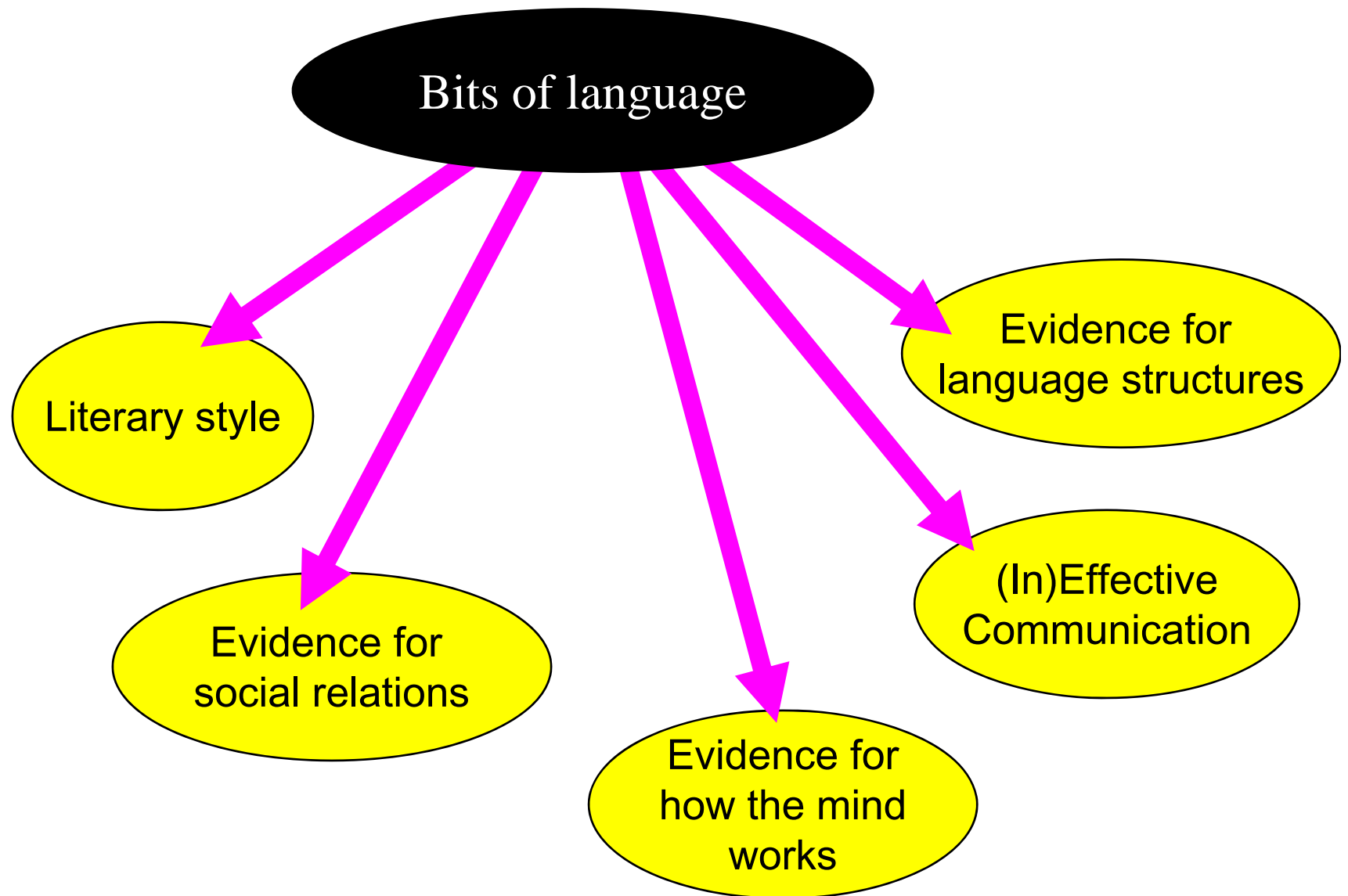
- How do you be 'systematic' in dealing with language?
- How systematic is it possible to be?
- How systematic do you *need* to be?
(to answer any specific question...)

Basic Questions of **Method**

What bits of language have
what effects?

...and how to find out?

token

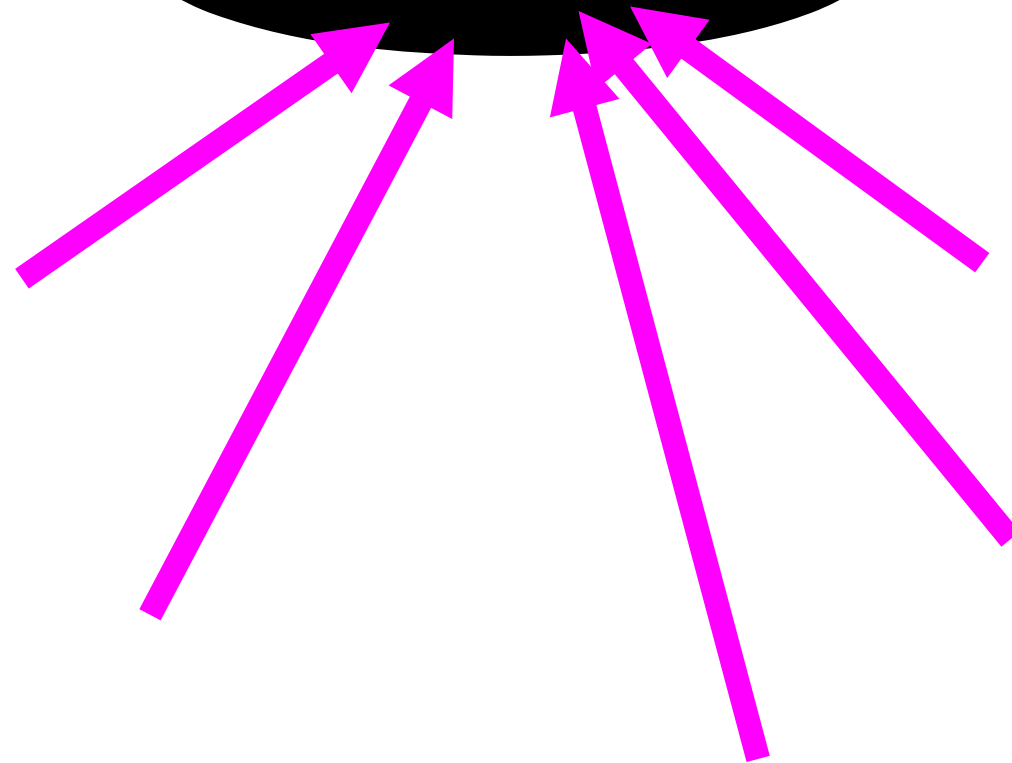


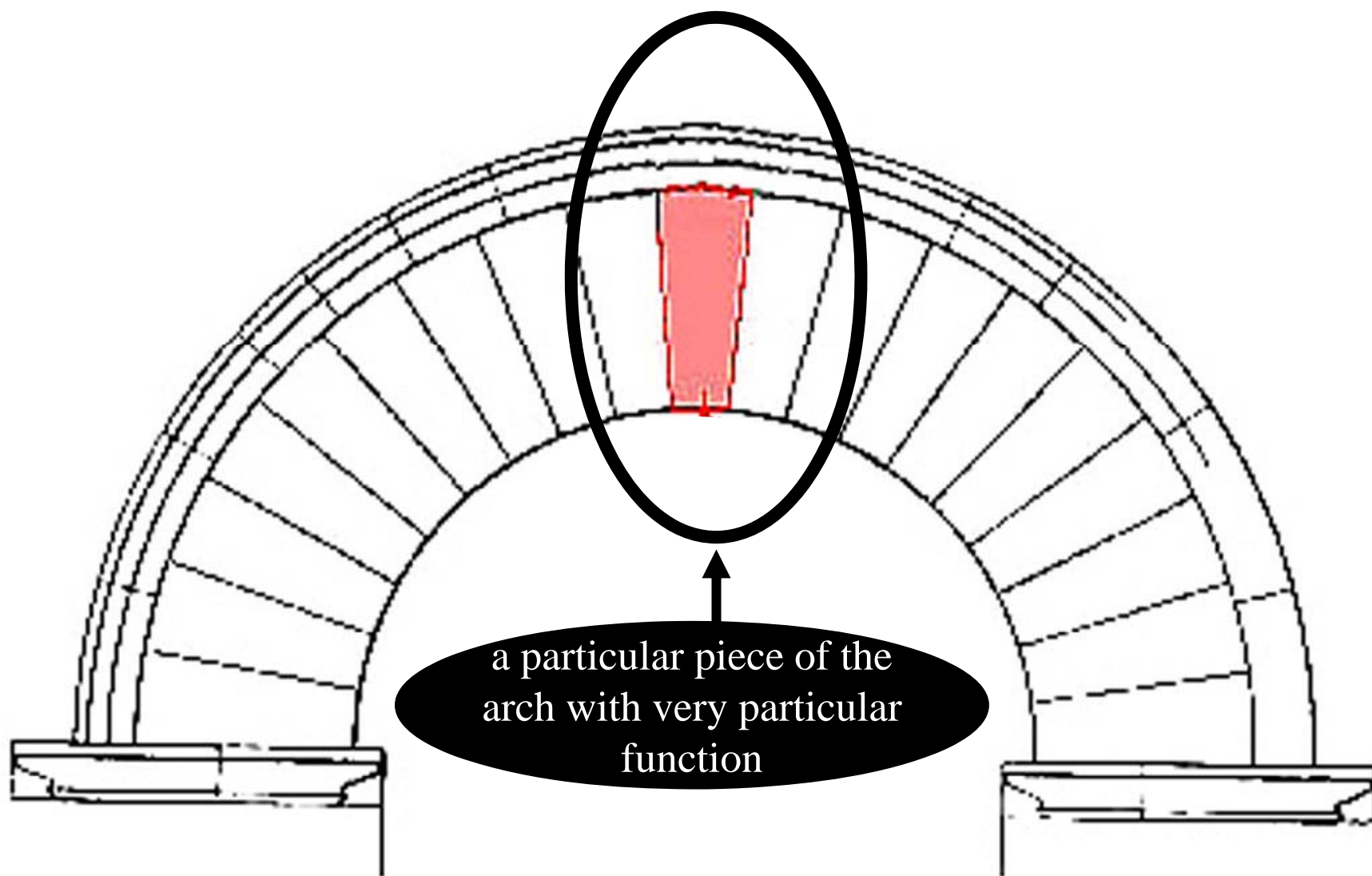
value

?

Bits of language

?





CONTENTS

of the course

Main Areas we Address

- Sounds
 - phonetics and phonology
- Linguistic form: lexicogrammar
 - morphology
 - syntax
- Linguistic function:
 - semantics (meaning)
 - pragmatics (use)

(from B.S. of the period.)

Thu ure Hader the eart on heafe-
num,
Sy thin nama gehalgod,
Gecume thin rice,
Sy thin willa swa swa on heofenum
swa eaƿ on eorþan.
Style us to daeg ure daeghwamli-
can hlaf,
And forgyf us ure gyltas, swa swa
we forgyfath þam the will us
agyltath,
And ne laed þu na us on restnunge,
Ac alys us fram yfele.

~650-800



~800



1350-1400



1. Listen to the following people speaking



2. Say where they each come from (Country, Area)

3. Say why

A	
B	
C	
D	
E	
F	
G	
H	
I	

Sounds vary a lot

- across time
- across geographical areas
- across social groups
- So how to study them?

‘Orthography’ – spelling

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it’s said like bed, not bead;
For goodness sake, don’t call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).
A moth is not a moth in Mother,
Nor both in bother, broth in brother.

Richard Krogh

cited in O’Grady *et al.* (1996)

Contemporary Linguistics: an Introduction.



- “English spelling is the most chaotic in the world. It is even worse than French.”



- **Secondly, by great good fortune English spelling has escaped those tiresome diacritical marks placed above, beneath, before or after the letter, or inserted within it, which in a greater or less degree disfigure French, German, Italian, Spanish, Czech, Polish, Norwegian, Danish, Swedish and even Turkish.**



- **Thirdly, English spelling conserves the rich and far-reaching international characteristics of speech so that men of many nations are immediately aware of the meaning of thousands of words which would be unrecognizable if written phonetically.**

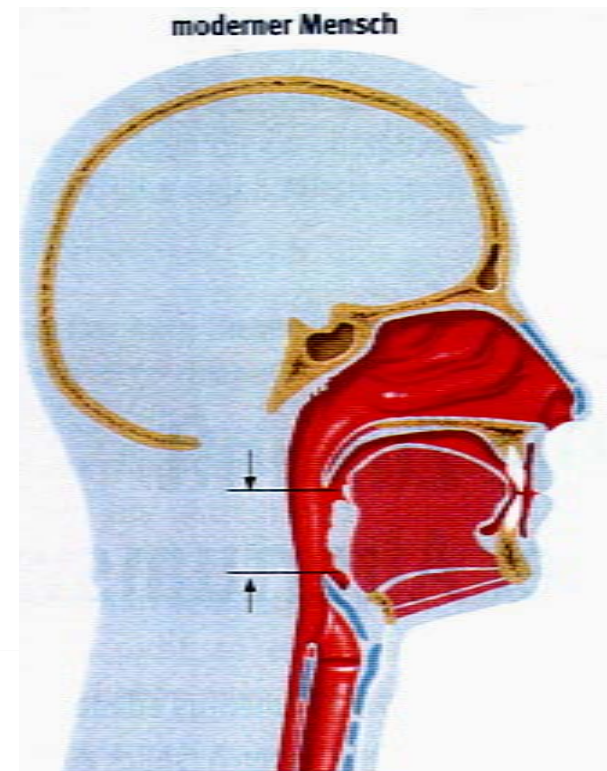
??

The idea that pronunciation changes too quickly for spelling reform to keep up comes from the myth that English got into the mess it is because of neglect. But English did not get into the mess it is today as a result of the natural change in the way the people spoke. England in 1065 had a near perfect sound based spelling system known as the West Saxon Standard but what occurred next was not neglect but a series of linguistic disasters. The first disaster was the Battle of Hastings. This meant that for a couple of centuries the scribes spent most of their time writing in Norman French which unlike Saxon had a highly illogical spelling system. These scribes tended to write English in a French way but note - only tended. The old Saxon conventions still survived to an extent so that English spelling was now a rather unpredictable mixture of the two conventions.

<http://www.barnsdle.demon.co.uk/spell/gyd.html>
(last accessed: 18th October 2009)

Next time...

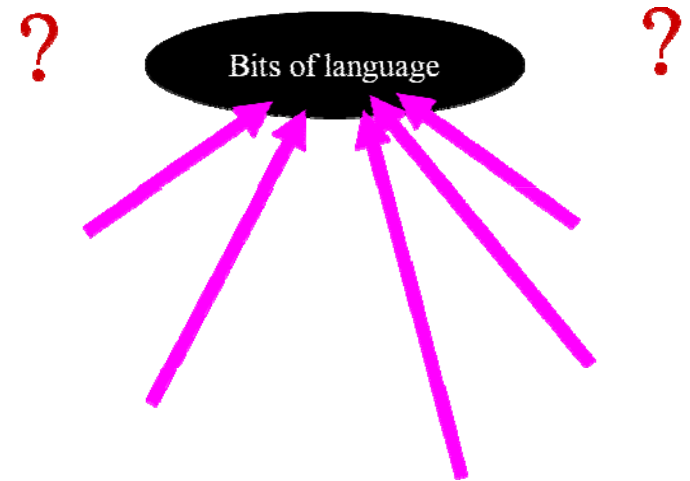
- The sounds of language:
phonetics



Main Areas we Address

- Sounds
 - phonetics and phonology
- **Linguistic form: lexicogrammar**
 - **morphology**
 - **syntax**
- Linguistic function:
 - semantics (meaning)
 - pragmatics (use)

- Where did the text come from?
- How do you know?
- Who was speaking?
- Who was being spoken to?



I have known Craig since I went to school. We were stopped by our parents going out with each other—I mean we have not gone out together until tonight. I was watching television tonight (2 November 1952) and between 8pm and 9pm Craig called for me. My mother answered the door and I heard her say I was out. I had been out earlier to the pictures and got home just after 7pm. A little later Norman Parsley and Frank Fazey called. I did not answer the door to speak to them. My mother told me they had called and I ran after them. I walked up the road with them to the paper shop where I saw Craig standing. We all talked together and then Norman Parsley and Frank Fazey left. Chris Craig and I then caught a bus to Croyden. We got off at West Croyden and then walked down the road where the toilets are—I think it is the Tamsworth road.

When we came to the place where you found me, Chris looked in the window. There was a little iron gate at the side. Chris then jumped over and I followed. Chris then climbed the drainpipe and I followed.

Where did the text come from?

- British police swore under oath that this text was a “verbatim record of a dictated statement of the accused, Derek Bentley”
- Bentley said it was not and some of it was even made up
- Bentley was an educationally challenged young man with an IQ in the bottom 1% of the population. “Mental age of 11”

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Statement of: Julie Bowers

“John and I were married on 23 Feb 85 and Ben was born 11 June 85 and is 2.5 years old and Dustin was born 26 Jun 87. Benjamin is allergic to chocolate and Dustin may be. Dustin was a happy go lucky kid, he’d play with Ben, go down around 2:30 pm every day for a sleep and went to bed around 8:00pm. He could get ugly and was a real mum’s baby and would not go to strangers. If a stranger picked him up, he’d probably scream unless you give him something. On 14 Jan 88 I heard John get up. I think around 7:00am and John gave Dustin a bottle. It was about 8:45am when I got up and the children watched Sesame street. I started to get them ready around 10:45 am and left the house around 11:00am. I go down two sets of stairs to the back door of my car. I put Ben in the car first, our Pontiac Astre, blue. The vehicle was passed in the back. Ben climbed in the front seat and then placed Dustin in his car seat. I did not see anyone suspicious and did not speak to anyone. ...”

Where did the text come from?

- Canadian police swore that this was a verbatim account.
 - They used it as evidence that the accused was “cool and dispassionate” and therefore probably the guilty one.
-
- But *linguistically* it is virtually impossible that such a text would be produced as a monologue verbal account from this accused...

How do we know this?

- No: local hesitations, false starts, self-corrections or fillers
- Includes typical 'police' words: “**vehicle**”, “**rear door**”, “**female passenger**”, colour of car
- Includes typical 'police' grammar: focus on **times/places** (111/136), **proper names**, “**I then drove**” (1/119 vs. 1/165,000)
- Statements put together information that must have emerged as a consequence of a series of questions and answers



This is one kind of ‘applying’ linguistics:
called **Forensic Linguistics**

“I did not notice anyone unusual/suspicious. I was carrying Ben. By that time I left the bank. I just wanted to get the hell out of there, go home and relax.

I have left both children in the car when they were pains before.

If Dusty woke up when I was in the bank there is a 75% chance he would cry.

When I came out of the bank I did not see anything suspicious.”

“I did not notice anyone unusual/suspicious.

I was carrying Ben. By that time I left the bank.

I just wanted to get the hell out of there, go home and relax.

I have left both children in the car when they were pains before.

If Dusty woke up when I was in the bank there is a 75% chance he would cry.

When I came out of the bank I did not see anything suspicious.”

“I did not notice anyone unusual/suspicious.

Where was Ben when you were in the bank?

I was carrying Ben. By that time I left the bank.

Where did you go after you left the bank?

I just wanted to get the hell out of there, go home and relax.

Have you ever left the children in the car before?

I have left both children in the car when they were pains before.

What would Dusty do if he woke up to find you gone?

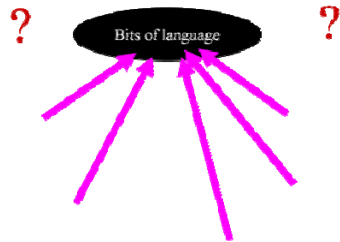
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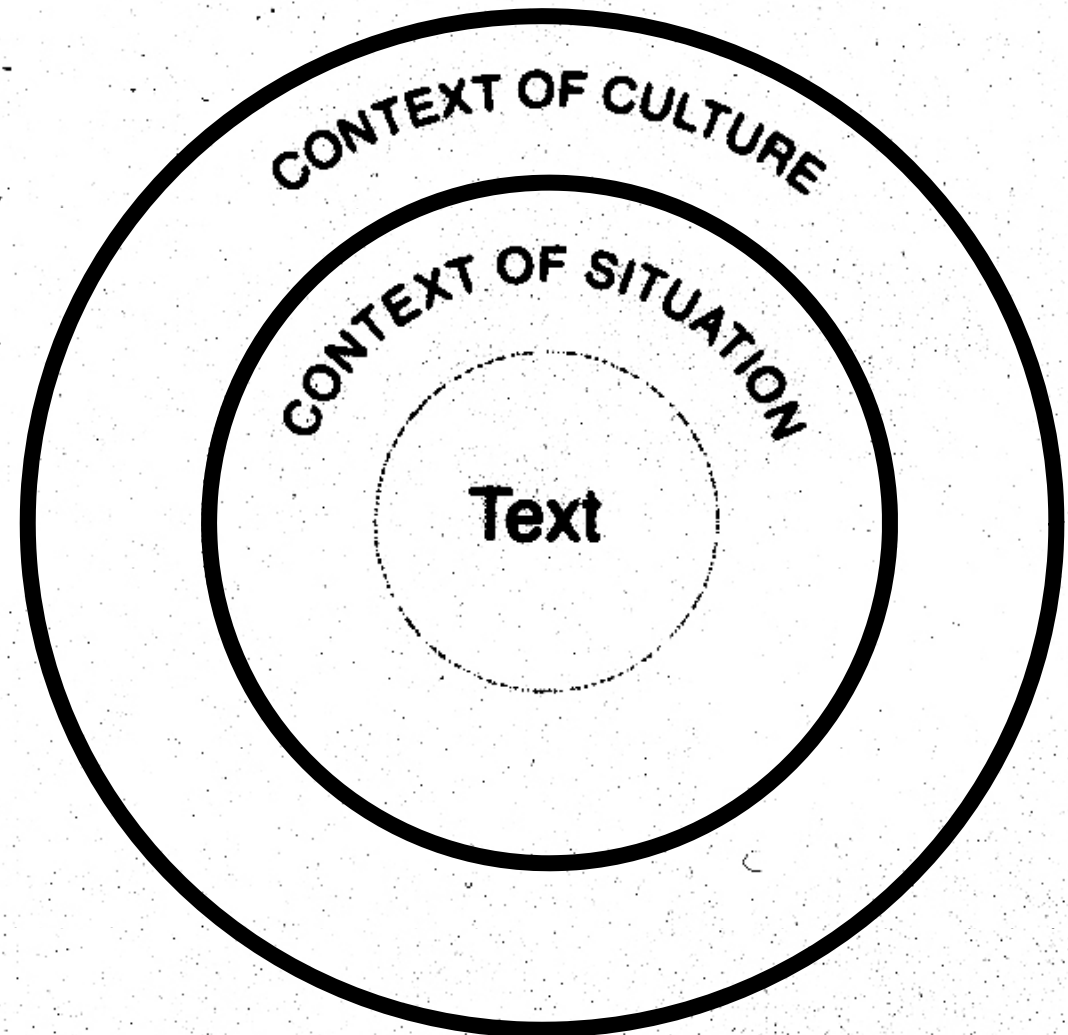
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The contexts of text

If we know the right bits of language to look for, then texts tell us quite precise things about their context of use

We can also ask the question as to whether a piece of language is *appropriate* for its *intended* context



Main Areas we Address

- Sounds
 - phonetics and phonology
- Linguistic form: lexicogrammar
 - morphology
 - syntax
- **Linguistic function:**
 - **semantics (meaning)**
 - **pragmatics (use in context)**

First Weeks

Mozilla Firefox

http://www.fb10.uni-bremen.de/anglistik/ling/gk-lingintro09/weekbyweek.htm

Meistbesuchte Seiten ZFN-Network-Status SUUB AltaVista The Internet Movie D... AltaVista Dictionary / Wörterbu...

http://www.fb1...weekbyweek.htm W Beowulf - Wikipedia Stud.IP Uni Bremen - Seminar: Introduc...

Uni Bremen>FB10>Introduction to Linguistics

Introduction to (Applying) Linguistics

STUD.IP
Javascript Tree Menu
Linguistics Intro

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 - The EXAM**
 - Links
- Week-by-week
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- Previous Years
- Contact Info

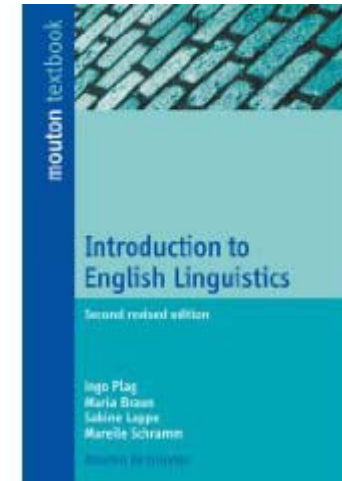
WEEK-by-WEEK

The topics here show you what we are doing each week.

Go to the relevant chapter of the set book for more information about each. There will be occasional extra information and materials placed here and on Stud.IP, so be alert!

1	19.10.2009	Orientation + First moves: What is linguistics? Signs, combinations of signs, relationship of linguistic signs to the social world, their users and their mental representations
2	26.10.2009	Phonetics: The vocal tract; articulation of consonants and vowels, the acoustic properties of the speech signal. Reading: Plag <i>et al.</i> Chapter 1. The sounds: phonetics
3	2.11.2009	The Sound System: Phonology I Phonemes and allophones; phonological features; phonological rules Reading: Plag <i>et al.</i> Chapter 2: The sound system: phonology, Sections 2.1–2.4.
4	9.11.2009	The Sound System: Phonology II Phonotactics and the syllable Reading: Plag <i>et al.</i> Chapter 2: The sound system: phonology, Sections 2.5–2.6.
5	16.11.2009	The structure of words: Morphology I Morphemes and allomorphs, morphophonology Reading: Plag <i>et al.</i> Chapter 3: The structure of words: morphology, Sections 3.1–3.5.
6	23.11.2009	The structure of words: Morphology II Inflection and derivation, word-formation Reading: Plag <i>et al.</i> Chapter 3: The structure of words: morphology, Sections 3.1–3.5.

Fertig



Phonetics



Phonology

ENJOY!