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LINGUISTICS

AN INTRODUCTION TO LANGUAGE AND COMMUNICATION

Fifth Edition

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Note to the Teacher

This fifth edition of our text evolved from our continuing collaboration in teaching introductory linguistics at the University of Arizona. Classroom experience, as well as valuable feedback from students and colleagues, revealed ways in which the material from the fourth edition could be further improved.

Like the fourth edition, this one is divided into two parts. Part I deals with the structural and interpretive parts of language: morphology, phonetics, phonology, syntax, semantics, variation, and change. Part II is cognitively oriented and includes chapters on pragmatics, psychology of language, language acquisition, and language and the brain.

In this edition most chapters have been revised and/or updated. Many of them include sections on special topics of particular interest, which are set off at the end of the chapter so that the flow of discussion is not disturbed. The new structure of chapter 2, "Morphology," stresses the creative aspect of English vocabulary (or the vocabulary of any language, for that matter). The primary transcription system used in chapter 3, "Phonetics and Phonemic Transcription"—indeed, throughout the book—is now the International Phonetic Alphabet. A new section in chapter 4, "Phonology," discusses the interaction of full and reduced vowels and their relationship to metrical feet. This discussion will permit students to understand the patterns of full and reduced vowels in English and consequently to write any English word they know how to pronounce. Chapter 5, "Syntax"; chapter 6, "Semantics"; chapter 9, "Pragmatics"; chapter 11, "Language Acquisition in Children; and chapter 12, "Language and the Brain," have been reworked and updated. We have also added a "Further Reading" section at the end of chapters 2–12 and the appendix to assist the student in learning more about the topics discussed in those chapters.

Despite these revisions, certain aspects of the text remain unchanged. First, as in earlier editions, the chapter on morphology appears before the chapters on phonetics and phonology. Though this is not the "traditional" order of presentation, we have found it desirable for two reasons. First, it enables us to introduce students to the various fields of linguistics by virtue of the information encoded in words. And second, words and their properties are intuitively accessible to students in a way that sounds and their properties may not be.

Second, we must emphasize once again our concern with imparting basic conceptual foundations of linguistics and the method of argumentation, justification, and hypothesis testing within the field. In no way is this edition intended to be a complete survey of the facts or putative results that have occupied linguists in recent years. On the contrary, we have chosen a small set of linguistic concepts that we understand to be among the most fundamental within the field at this time; and in presenting these concepts, we have attempted to show how to argue for linguistic hypotheses. By dealing with a relatively small number of topics in detail, students can get a feeling for how work in different areas of linguistics is done. If an introductory course can impart this feeling for the field, it will have largely succeeded.

Third, we have drawn the linguistic examples in this edition, as in earlier ones, almost exclusively from English. Once again we should note that we recognize the great importance of studying language universals and the increasingly significant role that comparative studies play in linguistic research. However, in presenting conceptual foundations of linguistics to students who have never been exposed to the subject before, we feel it is crucial that they should be able to draw upon their linguistic intuitions when required to make subtle judgments about language, both in following the text and in doing exercises. This is not merely for convenience, to set up as few obstacles as possible in an introductory course; rather, we feel that it is essential that students be able to evaluate critically our factual claims at each step, for this encourages a healthy skepticism and an active approach toward the subject matter. Given that the majority of our readers are native speakers of English, our focus on English examples provides benefits that we feel far outweigh the lack of data from other languages. Obviously, the general principles we discuss must be applicable to all languages, and some teachers may wish to emphasize universals and crosslinguistic data in their lectures. Such material

can be found in *A Linguistics Workbook* (4th ed.), by Ann K. Farmer and Richard A. Demers, also published by The MIT Press.

LESSON PLANS

We have organized this edition to give teachers maximum flexibility in designing a linguistics course for their own (and their students' own) special needs. The individual chapters are designed with numerous subsections and in such a way that core material is often presented first, with additional material following as special topics. In this way, teachers who can spend only a week on a certain chapter are able to choose various subsections, so that students are exposed to the material most relevant for that particular course—in short, the book can be used in a modular fashion. We will take up some specific examples.

For teachers working in the quarter system, this edition can be used easily for a one-quarter course. For a course oriented toward more traditional topics in linguistics, the following is a possible format (with variations depending on the teacher):

Chapter 2: Morphology

Chapter 3: Phonetics and Phonemic Transcription

Chapter 4: Phonology

Chapter 5: Syntax

Chapter 7: Language Variation

Chapter 8: Language Change

The chapters cited do not depend crucially on the ones that have been skipped over; thus, we have ensured that a traditional core exists within this edition.

For a one-quarter course with an emphasis on psycholinguistics, cognitive science, or human communication, the following is a possible format:

Chapter 2: Morphology

Chapter 5: Syntax

Chapter 6: Semantics

Chapter 9: Pragmatics

Chapter 11: Language Acquisition in Children

Chapter 12: Language and the Brain

Teachers working within the semester system (or teaching courses that run two quarters in the quarter system) will find that this edition can be

used quite comfortably within a 14- or 15-week term. For example, for a one-semester linguistics course oriented toward more traditional topics, the following is a possible format:

Chapter 2: Morphology

Chapter 3: Phonetics and Phonemic Transcription

Chapter 4: Phonology

Chapter 5: Syntax

Chapter 6: Semantics

Chapter 7: Language Variation

Chapter 8: Language Change

Chapter 9: Pragmatics

Obviously, teachers with other interests will pick different modules. For example, for a course with a psycholinguistic, cognitive science, or human communication orientation, the following choice of topics seems reasonable:

Chapter 2: Morphology

Chapter 5: Syntax

Chapter 6: Semantics

Chapter 9: Pragmatics

Chapter 10: Psychology of Language

Chapter 11: Language Acquisition in Children

Chapter 12: Language and the Brain

In short, by varying the selection of chapters, subsections, and special topics, teachers from diverse backgrounds and in diverse academic departments will be able to design an introduction to linguistics that is custom-made for their purposes.