

Course: Introduction to
Linguistics
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Lecture 14

Revision

Top Target

What is linguistics??

- Linguistics includes the **systematic and scientific study of language**.
- Linguistics is concerned with understanding the structure and nature of language which is divided into: **phonetics, phonology, morphology, syntax, semantics and pragmatics**.
- Linguistics deals with other perspectives on language which are represented in specialized or interdisciplinary branches such as **sociolinguistics, psycholinguistics, neurolinguistics and second language acquisition**.

Origins of language

1. The divine source
2. The natural sound source (bow-wow/pooh-pooh theories)
3. The social interaction source
4. The physical adaptation source (teeth and lips/mouth and tongue and larynx and pharynx)
5. The tool-making source (the human brain)
6. The genetic source (innateness hypothesis)

Communication has two types:

Communicative signals:

It happens when someone use language to tell this person that, I am one the applicants for the vacant position of senior brain surgeon at the hospital. This is considered as to be intentionally communicating something.

Informative signals:

It happens when someone may become informed about you through signals that you have not intentionally sent. For example, someone might note that you have a cold because you sneezed.

Properties of human language

Human language has the following features:

1. Displacement
2. Arbitrariness
3. Productivity
4. Cultural transmission
5. Duality

Voiced and voiceless sounds

- When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in the way are described as **voiceless**.
- On the other hand, when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. This is described as **voiced**.

Consonant, vowel and diphthong sounds

- A consonant is a speech sound that is articulated with complete or partial closure of the vocal tract.
- A vowel is produced with a relatively free flow of air. They are voiced.
- Diphthongs is a combination of two adjacent vowel sounds within the same syllable.
- There are eight diphthongs commonly used in English: /eɪ/, /aɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/, and /ʊə/.

Phones versus allophones

- As we have seen that a **phoneme** is the abstract unit or sound in the mind; while **phone** is the sound type produced in actual speech in the mouth.
- **Allophone** is a set of phones all of which are versions of one phoneme. (e.g., the phoneme /t/ is produced in different ways as phones [t] either with strong puff as in *tar* less puff in *star*); they are referred to as allophones of the phoneme /t/.

Morphemes

- A morpheme is a minimal unit of meaning or grammatical function. This grammatical function include past tense, or plural.
- *-er, -ing, -ed, -er, ...* etc. are all examples of basic morphemes.

Two types of morphemes:

- Derivational morphemes (they change the grammatical category of a word, e.g., teach and teacher, -er is a derivational morpheme – a change from verb to noun).
- Inflectional morphemes (they never change the grammatical category of a word, e.g., old and older, -er here is inflectional morpheme - just a different form of adjective).

Deep versus surface structure

- Surface structure refers to the difference between active and passive sentences.
- e.g., *Charlie broke the window and the window was broken by Charlie.*
- Deep structure is an abstract level of structural organization in which all the elements determining structural interpretation are represented (that is what we will be focusing in the next slide).

Context

- Person deixis - to indicate people: me, you, him, them, that woman ... etc.
- Spatial deixis - to indicate places: here, there, beside, near that ...etc.
- Temporal deixis - to indicate times: now, the, last week, yesterday ...etc.

Hedges

- Hedges can be defined as words or phrases used to indicate that we're not really sure that what we are saying is sufficiently correct or complete.
- For example, sort of, kind of ... etc. to show accuracy of our statements as in:

His hair was kind of long.

The book cover is sort of yellow.

Aphasia

- It is an impairment of language function due to localized brain damage that leads to difficulty in understanding and/or producing linguistic forms.

Aphasia

- It refers to those people who suffer from different types of language disorders.
- It is also an impairment of language function due to localized brain damage that leads to difficulty in understanding and/or producing linguistic forms.
- Someone who is aphasic often has interrelated language disorders, in that difficulties in *understanding* can lead to difficulties in *production*.

The acquisition schedule (L1):

1. Cooing

- The earliest use of speech-like sounds has been described as cooing.
- It takes place in the 1st few months of life.
- During this stage, the child gradually become capable of producing sequences of vowel-like sounds like [i] and [u].

The acquisition schedule (L1):

2. Babbling

- Between 6 and 8 months old, children start producing a number of different vowels and consonants as well as combinations such as ba-ba-ba or ga-ga-ga ...etc.
- Between 9 and 10 months, children become to recognize intonation patterns to the consonant and vowel combinations being produced with variation in the combinations such as ba-ba-da-da.

The acquisition schedule (L1):

3. The one-word stage

- Between 12 – to – 18 months old, children produce a variety of recognizable single unit utterances. This stage is known as one-word stage.
- It is characterized by speech in which single terms are uttered for everyday objects such as milk, cookie, cat, cup, ... etc.

The acquisition schedule (L1):

4. The two-word stage

- It is an occurrence of two distinct words used together, this what is known as two-word stage.
- This stage begins between 18 – to – 24 months old where the child's vocabulary moves beyond fifty words.
- At this age, children begin producing a variety of combinations as *baby chair*, *mommy eat*, ... etc.

The acquisition schedule (L1):

5. Telegraphic stage

- Between two and two-and-half years old, children begins producing a large number of utterances that can be called '*multiple-word*' or '*telegraphic*' speech.
- This stage is characterized by strings of words in phrases or sentences such as *this shoe all wet* or *cat drink milk*.
- Children's vocabulary is expanding rapidly and they are initiating more talk while increased physical activity includes running and jumping.

Acquisition versus learning

- **Acquisition** refers to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. It takes place without teachers.
- On the other hand, **learning** applies to a more conscious process of accumulating knowledge of the features of language such as pronunciation, grammar, ... etc. in an institutional setting, with teachers.

Communicative competence (CC)

- CC can be defined as the general ability to use language accurately, appropriately and flexibly.
- 1. **Grammatical competence:** is the 1st component which involves the accurate use of words and structures.
- 2. **Socio-linguistic competence:** is the 2nd component which enables the learner to know when to say *can I have some water?* versus *give me some water!* according to social context.
- 3. **Strategic competence:** it the 3rd component which deals with organizing a message effectively and to compensate for any difficulties.
- 4. **Communication strategy:** is the 4th component and involves creating a way of referring to the object by using vocabulary someone already knew. That is to overcome potential communication problems in interaction.

Syllabic & Alphabetic writing

- The symbol that is used for the pronunciation of parts of a word represents a unit (*ba*) consists of a consonant sound (*b*) and a vowel sound (*a*). This unit is one type of syllable.
- Alphabet is a set of written symbols, each one representing a single type of sound or phoneme.

Culture

- **Culture** refers to all ideas and assumptions about the nature of things and people that we learn when we become members of social groups.
- **Culture** is also defined as 'socially acquired knowledge', without necessarily conscious awareness.

