

Lecture 1.

Introduction to Linguistics

Course structure

18 hours = 9 lectures

36 hours = 18 seminars

Exam

References:

Miracles of Human Language: An Introduction to Linguistics (free online course) <https://www.coursera.org/learn/human-language>

Introduction to Linguistics for Natural Language Processing. Ted Briscoe
Computer Laboratory University of Cambridge, 2014.

Dirk Geeraerts, Hubert Cuyckens. The Oxford Handbook of Cognitive
Linguistics, Oxford University Press, 2007.

Катермина В.В. Лексикология английского языка: Практикум / В.В.

Катермина. — М. : Флинта : Наука, 2010.

Lecture 1. Linguistics as Science

Introduction: Historical Background of the English Language

The Scope of Linguistics

A Brief View of Notions of Linguistics

Language and Culture

Language as a System

Syntagmatic and Paradigmatic Relations of Linguistic Signs

Synchronic and Diachronic Approaches to Language Studies

How many people in the world speak English?

1. Historical Background of the English Language

Indo-European Linguistic family (Germanic languages)

5 – 11th centuries – Old English

11 – 15th centuries – Middle English

Since 15th century – New English

Old English

synthetic language

well-developed system of inflections (connecting words into phrases and sentences)

a relatively free word-order

Middle English

the loss of grammatical endings in all parts of speech,

the development of analytical constructions,

the wide spread of more or less strict word-order in a sentence.

New English

rapid development of all groups of tenses of verbs,

wide use of constructions with verbals,

great enrichment of the word-stock

efflorescence of English Literature, Science and Culture.

2. The Scope of Linguistics

“Linguistics” – 1847

the scientific study of language or of particular languages.

describing and explaining the nature of human language.

Modern approaches

Descriptive Linguistics

Theoretical Linguistics

Sociolinguistics

Neurolinguistics

Computational Linguistics

Historical Linguistics

Subfields of Linguistics

Phonology (sound system)

Lexicology (naming means)

Grammar (grammatical structure)

What is the aim of Linguistics?

3. A Brief View of Notions of Linguistics

Language proper (the system of signs)

Speech (the use of signs).

What is the difference between a dead language and a living one?

4. Language and Culture

4. Language and Culture

varieties,

dialects,

jargons,

styles,

subcultures

5. Language as a System

a system of signs (meaningful units) which are interconnected.

Language is a semiotic system.

The linguistic sign has

the plane of content (meaning),

the plane of expression (form),

the plane of interpretation (function).

Linguistic levels

Phonemic (phonemes).

Morphemic (morphemes).

Lexemic (lexemes).

Phrasemic (phrasemes).

Proposemic (sentences).

Supra - proposemic (sentence groups).

Textemic/ discoursemic (texts/ discourses).

6. Relations of Linguistic Signs

Syntagmatic relations are linear relations between units in a sequence.

Paradigmatic relations exist between the elements of a system.

7. Synchronic and Diachronic Approaches to Language Studies

Synchronic: describing a language as a whole at a particular point in time,

Diachronic: comparing a language at different stages in its history.

Summary

Linguistics is a science to study language or particular languages. Modern scholars understand language in two senses: in the broad sense of the unity of language proper and speech, and in the narrow sense of the system which lies at the base of all speaking.

Summary

Language system is a structural set of elements related to each other by a common function.

Summary

Language structure is a hierarchy of levels. Language levels comprise the following units: phonemes, morphemes, words, phrases, sentence-groups, text/discourse.

Summary

Language is a semiotic system. The linguistic sign has meaning, form and function.

Summary

The signs in the language system enter into syntagmatic and paradigmatic relations.

Summary

Syntagmatic relations are immediate linear relations between units in a sequence. Paradigmatic relations exist between the elements of a system.

Summary

There are two ways of looking at the language: synchronic and diachronic.

Checkpoint

Explain the social character of language.

What linguistic disciplines study each of the constituent part of language?

Define the notions of theoretical Linguistics.

Define the notions of language system and language structure.

What is semiotics? How is it connected with the notion of language system.

Discuss the main approaches to the analyses of language.

What is the value of the course in the Theory of the English language.

More information:

The Study of Language

https://www.youtube.com/watch?v=Goq_qIKojTU

2. What Is Linguistics?

<https://www.youtube.com/watch?v=jCUJ4kvyg8o>

3. Steven Pinker: Linguistics as a Window to Understanding the Brain

https://www.youtube.com/watch?v=Q-B_ONJIEcE

Lecture 2.

Meaning of Words

Definition of meaning

Lexical Meaning. Its Aspects

Word - Meaning and Motivation

Semantic Change of Words

Semantic Paradigm of a Word

Stylistic Stratification of the English Vocabulary

The System of Parts of Speech

Semasiology /sɪˌmeɪzɪˈɒlədʒi/

The branch of lexicology which deals with the study of meaning.

3 types of definitions of meaning

analytical;

contextual;

information – oriented.

The analytical definition of meaning

3 components of the linguistic sign:

the sound - form of the linguistic sign;

the concept underlying this sound - form;

the referent, that is the part or aspect of reality to which the linguistic sign refers.

The contextual definition of meaning

the meaning of a linguistic unit can be studied only through its relation to other linguistic units.

Distribution of the word

The position of a word in relation to other words.

Context means the minimum stretch of speech.

to take a seat (to sit down),

to take to somebody (to begin to like someone).

The information - oriented definition of meaning

the role of meaning in the process of communication (words in action)

John came at 6 o'clock.

Meaning

is a part of the word through which a concept is communicated (objects, processes, qualities, abstract notions).

Every word has two aspects:

the outer aspect (its sound form) and

the inner aspect (its meaning).

The lexical meaning of a word

is the realization of a notion by means of definite language system. **A word** is a language unit, while **notion** is a unit of thinking.

2 major elements (aspects) of the meaning:

The **denotational** - the realization of a notion, and

the **connotational**, i.e. the pragmatic communicative value of the word.

The denotational aspect

the part of lexical meaning which establishes correlation between the name and the object which is denoted by the given word

the booklet is a small thin book that gives information about something.

The connotational aspect

the part of lexical meaning which reflects the attitude of the speaker towards what he speaks about.

Connotation conveys additional information:

emotive charge: daddy — father, dog - doggie;

evaluation (positive or negative): clique / a small group of unfriendly people / - group / a set of people/, famous — notorious;

intensity or expressive charge: love - adore, splendid—fantastic;

stylistic: to retire — to beat it.

Paradigmatic aspect

the part of meaning that conveys information on the situation of communication (deixis /'deɪksɪs/).

motivation

the relationship between the phonetic or morphemic composition of the word and its meaning.

3 main types of motivation:

phonetic (a direct connection between the phonetic structure of the word and its meaning)

cuckoo, quack, click, buzz

morphological (a direct connection between the lexical meaning of the morphemes, the pattern of their arrangement and the meaning of the word)

to rethink - to think again, a finger - ring - ring-finger.

semantic (a direct connection between the central and marginal, or peripheral, meaning of the word)

eye wash: 1) a lotion for the eyes ;2) something said or done to deceive a person so that he thinks what he sees is good though in fact it is not

2 causes of semantic change:

extra - linguistic, e.g. *hlaford - bread-keeper*, later *master, lord*,

linguistic causes (ellipsis /ɪ'lipɪsɪs/, differentiation of synonyms, fixed context)

ellipsis /ɪ'lipɪsɪs/

The omission from speech or writing of a word or words that are superfluous or able to be understood from contextual clues.

e.g. *to starve (OE)* means *to die + hunger. To starve - to die of hunger.*

Differentiation of synonyms

Land – country

Fixed context

Token vs. sign

e.g. *love token, token of (one's) regret.*

Connection between the old meaning and the new one

Similarity of meanings (metaphor)

e.g. *the wing of a bird - the wing of a building,*

the key to a door - the key to a mystery,

the heart of a man - the heart of a city.

Personification

The wind sang a sad song.

Simile /'sɪmli/

The man is like a lion.

Connection between the old meaning and the new one

Contiguity /,kɒntɪ'gju:ɪti/ of meaning (metonymy)

E.g.: *Matisse(an artist) - a Matisse (a picture by Matisse), copper (metal) - copper (coin).*

Types of metonymy

place: *Wall Street is in panic.*

inventor: *mackintosh, diesel.*

part of something: *royal horse for cavalry,*

material: *glass,*

symbol: *the crown for monarchy.*

Irony

is an expression of one's meaning by words of opposite sense, e.g. *nice* (one of the meanings of the word is bad).

Litotes /lɪ'təʊti:z/

expressing the affirmative by negation of its contrary

e.g. I shan't be sorry for I shall be glad)

Hyperbole /hʌɪ'pə:bəli/

an expressive exaggeration:

e.g. A fresh egg has a world of power.

Euphemism /'ju:fəmɪz(ə)m/

the use of milder words referring to something unpleasant:

e.g. to pass away instead of to die.

Lecture 3.

Connotation & denotation.

Connotation

refers to the wide array of positive and negative associations that most words naturally carry with them (the emotional and imaginative association surrounding a word)

Denotation

is the precise, literal definition of a word that might be found in a dictionary (the strict dictionary meaning of a word).

Rank the words in order from positive to negative

Thin, slim, lanky, skinny, gaunt, slender

Aggressive, assertive, domineering, dynamic, pushy, forceful

Shrewd, egghead, bright, clever, brilliant, cunning, smart, intelligent, brainy

Connotation

represents the various social overtones, cultural implications, or emotional meanings associated with a sign.

Denotation

represents the explicit or referential meaning of a sign.

'Hollywood'

connotes such things as glitz, glamour, tinsel,

celebrity, and dreams of stardom.

denotes an area of Los Angeles, worldwide known as the center of the American movie industry.

snake

any of numerous scaly, legless, sometimes venomous reptiles having a long, tapering, cylindrical body and found in most tropical and temperate regions.

evil or danger.

"woman" vs "chick"

"adult female"

"chick" - negative, "woman" - neutral.

Compare:

The media were swarming around the pileup on the innerbelt to capture every conceivable injury for the evening news.

The journalists were on the scene at the innerbelt crash to document the incident for the evening news.

Compare:

Photographers stood patiently along the walkway, awaiting the arrival of the Oscar nominees.

The paparazzi lined the walkway anxiously poised to snap the Oscar nominees.

Compare:

America's Midwest is often referred to as the heartland by Washington congressmen.

America's Midwest is often referred to as flyover country by DC politicians.

Lecture 4

The Origin of English Words. Etymology as a Branch of Linguistics.

Etymology

(from Greek *etymon* 'truth' + *logos* 'learning') is a branch of Linguistics that studies the origin and history of words.

The etymological structure of the English vocabulary:

the native element (Indo-European, Germanic, English proper)
and borrowed elements.

the native element

words that belong to the Old English word-stock (basic).

up to 20- 25% of the English vocabulary

A borrowing (a loan word)

is a word taken from foreign languages and modified in phonemic shape, spelling, meaning according to the standards of the English language.

Borrowings enter the language:

through oral speech (by immediate contact between people)

and through written speech (through books and newspapers).

The source of borrowing

is the language from which the borrowed words were taken over into English.

The origin of borrowing

refers to the language to which the word may be traced.

"paper" < *Fr. papier (source)* < *Lat. papyrus* < *Gr. Papyros (origin)*

Assimilation of the borrowed words

is their adaptation to the system of the receiving language in pronunciation, in grammar, in spelling.

Groups of assimilated borrowings

completely assimilated words (*travel, sport, street*);

partially assimilated words:

not assimilated semantically (*sherbet* [fo:bot], *shah* [fci:], *sari* [sd:ri]);

not assimilated grammatically, e.g. *crisis* - *crises*

not assimilated phonetically, e.g. *machine, police, tomato* etc.

unassimilated words (*tete-a-tete*)

According to the aspect:

phonetic borrowings (*table, chair, people*);

translation loans (*masterpiece - meisterstück*);

semantic borrowings (*pioneer*);

morphemic borrowings (*beautiful, uncomfortable*).

Etymological doublets

a word borrowed twice into English. It has different forms and meanings in English, we historically have two separate words though they are derived from the same root.

Etymological doublets

One of the doublets is native, the other is borrowed:

screw (n) Scandinavian - *shrew* (n) English

Both doublets may be borrowed from different languages:

senior (Latin) - *sir* (French)

Etymological doublets

Borrowed from the same language but in different historical periods:

travel (Norman borrowings) - *travail* (Parisian borrowing)

Both doublets are native, but one originates from the other:

history - *story*, *phantasy* - *fancy*

International words

names of sciences, e.g. *Philosophy, Physics, Linguistics*;

terms of art, e.g. *music, drama, theater*;

political terms, e.g. *revolution, progress, democracy*;

notions of technology, e.g. *atomic, radio, sputnik*;

names of fruits, e.g. *banana, mango*.

Checkpoint

What part of the English vocabulary does its native element constitute?

Dwell on the periodization of borrowing into English.

What languages have become the source of borrowing into the English Language?

What groups of assimilated words can be distinguished?

How do etymological doublets appear in the language?

What are international words?

Lecture 5

Cognitive Linguistics

Cognitive linguistics (CL)

is a discipline of the cognitive sciences that deals with description and explaining of mental structures and processes connected with language knowledge.

It constitutes

space for **coexistence** of **various approaches** and explanations of language phenomenon, which partially overlap themselves.

Interdisciplinary character of CL

is reflected by methodological collection that is used in the research of language knowledge structures.

It ranges from

philosophical language analyses that are based on inductive and deductive reasoning, through drafting of empirically testable hypotheses, to various types of experiments within the **psycholinguistic and neurolinguistic theories**.

Cognitive Linguistics

grew out of the work of a number of researchers active **in the 1970s** who were interested in **the relation of language and mind**

To examine the relation of language structure to things outside language cognitive principles and mechanisms not specific to language, including principles of human categorization; pragmatic and interactional principles;

and functional principles in general, such as iconicity and economy

The most influential linguists

Wallace Chafe,

Charles Fillmore,

George Lakoff,

Ronald Langacker,

Leonard Talmy.

important assumption

meaning is so central to language that it must be a primary focus of study.

Linguistic structures

serve the function of expressing meanings and hence the mappings between meaning and form are a prime subject of linguistic analysis.

Linguistic forms

are closely linked to the semantic structures they are designed to express.

Semantic structures

of all meaningful linguistic units can and should be investigated.

Chomskyan linguistics

meaning was 'interpretive' and peripheral to the study of language

The central object of interest in language was syntax.

The focus was

on language-internal structural principles as explanatory constructs.

Functional linguistics

(1970s)

Joan Bybee, Bernard Comrie, John Haiman, Paul Hopper, Sandra Thompson, and Tom Givon.

The principal focus

on explanatory principles that derive from language as a communicative system, whether or not these directly relate to the structure of the mind.

Functional linguistics developed into

discourse-functional linguistics and

functional-typological linguistics

Historical linguistics

principles of grammaticalization (Elizabeth Traugott and Bernd Heine)

Language

is best studied and described with reference to its *cognitive, experiential*, and *social* contexts, which go far beyond the linguistic system proper.

Chomsky

innateness of the linguistic capacity

acquisition as a 'logical problem' rather than an empirical problem

a matter of minor parameter-setting operations on an innate set of rules

Lakoff

metaphor and metonymy (Lakoff 1981 and Lakoff 1987)

Langacker

an explicit theory known first as Space Grammar and then Cognitive Grammar (Langacker 1988).

Talmy

linguistic imaging systems (Talmy 1985 and 1988).

Gilles Fauconnier

a theory of Mental Spaces, influenced by the views of Oswald Ducrot (+ Mark Turner - a theory of Conceptual Blending)

1989 - Duisburg, Germany

the first conference on Cognitive Linguistics (Rene Dirven).

the International Cognitive Linguistic Association

The journal *Cognitive Linguistics*

was also conceived in the mid 1980s, and its first issue (1990)

Dirk Geeraerts – editor.

Cognitive Linguistics Research

The first CLR volume, a collection of articles by Ronald Langacker, brought together under the title *Concept, Image and Symbol*, came out in 1990.

Lecture 6

Basic Notions of Cognitive Linguistics

“Cognitive Linguistics”

The official journal of the ICLA

Editors: Dirk Geeraerts (1990); Arie Verhagen; Adele Goldberg (2003); Ewa Dabrowska (2006)

Topics of special interest:

the structural characteristics of natural language categorization (such as prototypicality, systematic polysemy, cognitive models, mental imagery and metaphor);

the functional principles of linguistic organization (such as iconicity and naturalness);

Topics of special interest:

the conceptual interface between syntax and semantics (as explored by cognitive grammar and construction grammar);

the experiential and pragmatic background of language-in-use;

and the relationship between language and thought, including questions about relativism and conceptual universals.

The main interest in CL

is its provision of a better-grounded approach to and set of theoretical assumptions for syntactic and semantic theory than generative linguistics provides.

An important appeal

is the opportunity to link the study of language and the mind to the study of the brain.

The Annual Review of Cognitive Linguistics

A review journal, began its run in 2003.

Neighbor disciplines

Psychology,

Anthropology,

Sociology,

Cognitive Science.

The notion of the “concept’

Concepts are the constituents of thoughts.

Consequently, they are crucial to such psychological processes as **categorization, inference, memory, learning, and decision-making.**

the Representational Theory of the Mind (RTM)

Concepts are psychological entities.

Thinking occurs in an internal system of representation.

Beliefs and desires and other propositional attitudes enter into mental processes as internal symbols.

The internal system of representation has a language-like syntax and a compositional semantics.

1. The classical theory

a lexical concept C has definitional structure in that it is composed of simpler concepts that express necessary and sufficient conditions for falling under C.

The concept “BACHELOR”

UNMARRIED and MAN

TRUTH, GOODNESS, FREEDOM, and JUSTICE

Concept acquisition

a process in which new complex concepts are created by assembling their definitional constituents.

Categorization

a psychological process in which a complex concept is matched to a target item by checking to see if each and every one of its definitional constituents applies to the target.

Reference determination

is a matter of whether the definitional constituents do apply to the target.

2. The prototype theory

a lexical concept C doesn't have definitional structure but has probabilistic structure in that something falls under C just in case it satisfies a sufficient number of properties encoded by C's constituents.

The prototype theory

Wittgenstein's (1953/1958)

Rosch&Mervis 1975, Rosch 1978

Categorization

a similarity comparison process, where similarity is computed as a function of the number of constituents that two concepts hold in common. (*APPLE – Fruit*)

3. The theory of concepts

concepts stand in relation to one another in the same way as the terms of a scientific theory.

Categorization

a process that strongly resembles scientific theorizing.

being a dog isn't just a matter of looking like a dog. More important is having the appropriate hidden properties of dogs—the dog essence

Conceptual metaphor theory

Lakoff and Johnson (1980, 1999).

figurative patterns in language reflect underlying, highly stable associations, known as **mappings**, which hold between domains in the conceptual system.

Love as a Journey

- a. Look how far we've come.
 - b. We're at a crossroads.
 - c. We'll just have to go our separate ways.
 - d. We can't turn back now.
 - e. I don't think this relationship is going anywhere.
 - f. This relationship is a dead-end street.
 - g. Our marriage is on the rocks.
 - h. This relationship is foundering
- the domain of love

lovers,
relationship,
events,
difficulties,
progress,
choices,
goals.

Lakoff and Johnson

have found a way to begin to identify in detail just what the **metaphors** are that structure how we perceive, how we think, and what we do.

Seminar 5

The History of Cognitive Linguistics.

The Basic Notions of Cognitive Science.

Language and Cognition.

Categories and Levels of Categorization.

Metaphors we live by (Lakoff).

Lecture 6

Discourse Analysis

Outline

Discourse Analysis: History of Development

Definitions of Discourse

Formal and Functionalist Paradigms

Text vs. Discourse

discourse analysis (1952)

‘a method for the analysis of connected speech (or writing)’, which goes beyond the limits of a single sentence at a time and for ‘correlating culture and language’.

models of discourse analysis

anthropology, ethnography, sociology, pragmatics, sociolinguistics, psycholinguistics, and text linguistics.

The need to unite different models

of discourse analysis resulted in the appearance of a **new academic discipline**.

Definitions of Discourse

‘sequence of sentences’, ‘a social interaction’, ‘a complex unity of form, meaning and action’, ‘a communicative event’, “the sum of the socially-instituted modes of speech and writing and the related forms of power”, “text plus situation”, “text and talk”, “text and context”, “utterance” .

general paradigms in Linguistics

formal (structural)

functionalist (interactive).

Formalists

tend to regard language primarily as a *mental* phenomenon.

Functionalists tend to regard it as a *social* phenomenon.

Formalists

tend to explain linguistic universals as deriving from a common genetic linguistic inheritance of the human species.

Functionalists

tend to explain them as deriving from the universality of the uses of language by human society.

Formalists

are inclined to explain children’s acquisition of language in terms of a built-in human capacity to learn language.

Functionalists

explain it in terms of the development of the child’s communicative needs and abilities in society.

Formalists

study language as an autonomous system,

Functionalists

study it in relation to its social function.

Formal Approach

Discourse: Language above the Sentence

Functionalist Approach

Discourse: Language Use

Formal-functionalist Approach

Discourse: Text in Social Context

Text vs. Discourse

complete synonyms.

different notions. Text (language), discourse (speech).

text is an aspect of discourse.

text and discourse are different aspects of the same phenomenon
(communication).

Checkpoint

Define the scope of discourse analysis. What disciplines influenced its
development?

Compare and assess different definitions of discourse. What is responsible for
the difference in definitions?

Analyze the formal-functionalist approach to discourse. What is the relation of
text and discourse within this approach?