



كلية : الآداب

القسم او الفرع : قسم اللغة الانجليزية

المرحلة: الثالثة

أستاذ المادة : م. هناء عباس سليمان

اسم المادة باللغة العربية : علم اللغة

اسم المادة باللغة الإنكليزية : linguistics

اسم المحاضرة الأولى باللغة العربية: اصول اللغة

اسم المحاضرة الأولى باللغة الإنكليزية : The origins of Language

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## **Introduction to Linguistics**

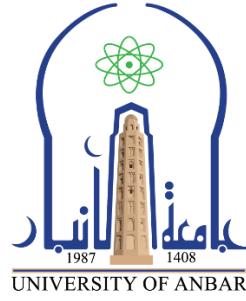
- Linguistics includes the systematic and scientific study of language.
- Linguistics is concerned with understanding the structure and nature of language which is divided into: phonetics, phonology, morphology, syntax, semantics and pragmatics.
- Linguistics deals with other perspectives on language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

### **Before we start We should be aware of the following points:**

- We do not know how language was originated. Yet, we know that spoken language developed thousand years before written language.
- It is estimated that some spoken languages have developed between 100.000 and 50.000 years ago.
- Written languages have developed nearly 5000 years ago.
- There is ability of producing sounds and vocal patterning which is shared among different creatures such as fish and birds; but that is not human language.
- No physical evidence relating to the speech of our distant ancestors that might tell us how language was existed in the early stages.

## **Speculations about The Sources of the 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)



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## **Speculations about The Sources of the Origins of Language:**

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### **1.The divine source**

- Divine is related to God or creator.
- In most religions, it is believed that language appears to be a divine source that provides human with language.
- Some experiments confirm that if human infant get deprived of hearing language around them, they would spontaneously begin using God or Creator- given language in the Psamtik story.
- Yet, other experiments- of children who lived in isolation without contact with humans- did not confirm the results of divine- source experiments as in the cases of Victor and Aveyron who were discovered in the 18 th century ; as they did not show a spontaneous language, as in the previous experiments.

## **2.The natural sound source**

- This view is based on the concept that natural sounds which are attained through the auditory system that develops before birth which later develop to identify sounds in the environment.
- This will help humans to connect between a sound and the thing (or organ) producing that sound.
- Imitation of natural sounds lead to the development of primitive words (which were heard by early men and women around them).
- Jespersen (1922) called this idea of acquiring natural sounds 'Bow- wow' and 'pooh- pooh' theories.

### **Bow- wow theory**

- It focuses on imitation of sounds then using it to refer to objects (even when they are not present), e.g. Coo- Coo.
- In every language, there are words which seem to be naturally occurring sounds such as splash and boom; which may refer to sounds similar to the noises they describe.

### **Pooh- pooh theory**

- While this theory is based on that speech developed from the instinctive sounds people make in emotional circumstances.

-So, the original sound of language came from natural cries of emotion such as pain, anger or joy.

-Words such as Ah!, Wow!, Ooh! Are all used with sudden intakes of breath; unlike when we want to talk which is the opposite.

### **3.The Social interaction source**

-This view is based on the idea that the source of our language is the physical effort of several people and interaction which is to be coordinated.

-It happens when a group of early humans develop a set of hums, groans....etc. that were used when they were carrying things.

-It claims that the development of human language takes place in a social context through groups.

-Groups are important particularly in the past to main communication; which had different uses within their social interaction.

### **4.The physical adaptation source**

-This source is based on physical features human processes that are distinct from other creatures (particularly non- humans) which may have enabled speech production.

-Our( human) ancestors showed adaptation to upright posture and revised role for the front limbs.

-Adaptation (or changed) happened to fossilized skeletal structures which later began to be similar to modern humans.

-This (partial) adaptation appeared to be more relevant to speech.

### **Teeth and lips**

- Human teeth are different from other creatures. They are suitable to produce sounds such as F or V.
- Human teeth are upright and suitable for chewing.
- Human lips have intricate muscle interlacing more than other primates.
- Human lips are appropriate to produce sounds such as P or B and M.

### **Mouth and tongue**

- Human mouths are small compared to other creatures; as a part of an extended vocal tract with an L- shape not straight path from front to back.
- Human tongues are shorter, thicker and more muscular than other creatures; to produce a variety odd sounds inside the oral cavity.
- The intricate muscles in mouth and tongue and lips and teeth help to articulate a wider range of shapes and a more powerful delivery of sounds produced through these shapes.

### **Larynx and pharynx**

- Human larynx is 'voice box' which comprises of vocal folds and vocal cords; which different from other creatures larynx.
- Larynx helps human to choke on pieces of food.
- Human pharynx has a longer cavity than many other creatures ; which works as a resonator for increased range and clarity of the sounds produced through the larynx and vocal tract.

## **5.The tool- making source**

- It is speculated that human hands and manual gestures may have been a precursor of language.



-Two million years ago, human managed to develop preferential right – handedness and had become able to make stone tools; tool- making is evidence of a brain at work.

### **The human brain (1)**

-The human brain is lateralized; where it has different functions for each hemisphere.

-Left hemisphere of the brain is responsible for complex vocalization and speaking.

-Interestingly, motor cortex that controls the muscles of the arms and hands is next to articulatory muscles of face and jaw .

### **The human brain (2)**

-Many speculative proposals argue that the origins of speech is based on human producing single noises to indicate objects in their environment. Yet, it lacks structural organization. All languages require the organizing and combining of sounds and signs in specific arrangement.

### **The human brain (3)**

-In terms of tool- making , it is not enough for human to grasp one rock (to make one sound) but need to bring two rocks to create proper contact with the first and to develop a tool.

-In terms of language structure, the human may have developed the naming ability first for producing consistent noise; then to bring another specific noise to build a complex message.

## **6.The genetic source (innateness hypothesis)**

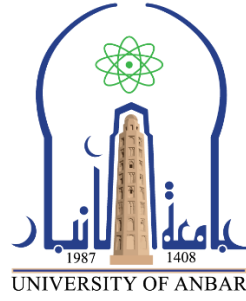
-The human baby is born with larynx that is higher in the throat that is to breathe and drink at the same time.

-After a few months, the larynx descends, the brain develops and start walking and talking.

-In fact, young child's language is complex and seen as more than physical adaption of species. It seems that language is an innate feature; what is known as 'innateness hypothesis'.

-The 'innateness hypothesis' refers to something in human genetics as the source, possibly a crucial mutation.

-As we consider this hypothesis, there is a movement from the physical source of adaptation towards analogies with how computer work (being pre-programmed or hardwired).



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اسم المحاضرة الثالثة باللغة العربية:التواصل لدى البشر والحيوانات

اسم المحاضرة الثالثة باللغة الإنكليزية : ((Animals and Human Communication))

## **Two key questions to think about:**

1. Is it possible that a creature could learn to communicate with humans using language?
2. Does human language have properties that make it so unique to be learned by other creatures?

## **Communication**

During our communication, We need to distinguish between:

### **Communicative signals:**

It happens when someone intentionally use language to tell this person something , e.g. 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, e.g. someone might note that you have a cold because you sneezed.

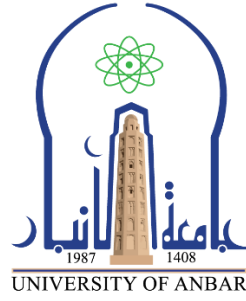
## **NOTE:**

Both of animal communication and human language are considered to be means of intentional communication.

### **Properties of Human Language:**

Humans are able to reflect on language and its uses. Without these abilities , Humans would not be able to reflect on properties of human language:

**-Reflexivity:** Without this property, we wouldn't be able think or identify any of the other distinct properties of human language. It accounts for the fact that we can use language to think and talk about language itself . it is one of the distinguishing features of human language.



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## **Properties of Human Language:**

**1.Displacement**

**2.Arbitrariness**

**3.Productivity**

**4.Cultural transmission**

**5.Duality**

### **1.Displacement**

-It allows language users to talk about things and events not present in the immediate environments.

-Indeed, displacement allows us to talk about things and places whose existence we cannot be sure of.

### **2.Arbitrariness**

-There is no natural connection between a linguistic form and its meaning. This connection is arbitrary.

-Some words in English seem to be less arbitrary such as crash and slurp.

### **3.Productivity**

- It is also called creativity and open- endedness.
- It means that the potential number of utterances in any human language is infinite; unlike the communication system of other creatures.
- Animal communication lacks productivity which can be described as ' fixed reference'.

### **4.Cultural transmission**

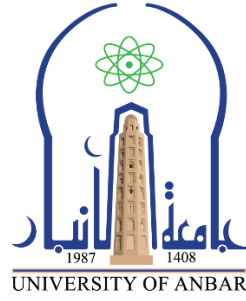
- Language is acquired through a culture with other speakers not from parental genes.
- Humans are born with some predisposition (ability) to acquire language in a general sense; but not born with the ability to produce utterances in specific language such as English but rather to acquire the first language as children in a culture.
- Non- humans are born with a set of specific signals that are produced instinctively.

### **5.Duality**



-It is also called 'double articulation' . A property of language that human language is organized at two levels or layers. We have a physical level at which we can produce individual sounds, like n, b and i. As individual sounds, none of these discrete forms has any intrinsic meaning .

-We are capable of producing a very large number of sound combinations such as words which are distinct in meaning.



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## **Phonetics:**

It refers to the general study of the features of speech sounds.

-Phonetics is classified into:

### **Articulatory phonetics:**

It refers to how speech sounds are made or articulated.

### **Acoustic phonetics:**

It refers to the physical properties of sounds such as sound waves via the air.

### **Auditory phonetics:**

It refers to the perception of speech sounds.

## **Voiced and Voiceless**

-when the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as **voiceless**.

-Such voiceless sounds are, s or f (by placing your fingertip on the top of your Adam's apple, you cannot feel any vibration).

-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**.

-such voiced sounds are : z or v (by placing your fingertip on the top of your Adam's apple, you can feel some vibration).



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## The Two classes of sounds

1.consonants

2.vowels

1.Consonants (nearly about 24)

-A consonant is a speech sound that is articulated with complete or partial closure of the vocal tract.

-Most consonant sounds are produced through tongue to shape the oral cavity through which the air is passing.

**-Places of articulation** of sounds describe the location inside the mouth at which the construction takes place.

**Places of articulation** of sounds describe the location inside the mouth at which the construction takes place.

### Bilabials

**-bilabial:** a **consonant** produced by using both lips (e.g. the first and last sounds in *pub*)

### **Labiodentals**

**labiodental:** a **consonant** produced with the upper teeth and the -lower lip (e.g. the first sounds in *very funny*)

### **Dentals**

**dental:** a **consonant** produced with the tongue tip behind the upper front teeth

(e.g. the first sound in *that*)

ذ , [θ] ث [th] , [the] تتكون من الحروف التالية

### **Alveolars**

**alveolar:** a **consonant** produced with the front part of the tongue on the **alveolar**

**ridge** (e.g. the first and last sounds in *dot*)

[l] [r] [t], [d], [s], [z], [n]. تتكون من الحروف التالية

### **Palatals**

**palatal:** a **consonant** produced by raising the tongue to the **palate**, also called

‘alveo-palatal’ (e.g. the first sound in *ship* )

[sh [ʃ] - ch [tʃ] - [ʒ] - [dʒ] - [j]

found as the middle consonant sound in words like *treasure* and *pleasure*, or the

final sound in *rouge* [ʒ]

is the initial sound in words like *joke* and *gem*. The word *judge* and the name

*George* both begin and end with the sound [dʒ]

## Velars

**velar:** a **consonant** produced by raising the back of the tongue to the **velum** (e.g.

the first and last sounds in *geek*)

**velum:** the soft area at the back of the roof of the mouth, also called the ‘soft palate’

تتكون من الحروف التالية [ŋ], [g], [k].

this sound is normally spelled as the two letters ‘ng’. So, the [ŋ] sound is at the

end of *sing*, *sang* and despite the spelling, *tongue*. It occurs twice in the form

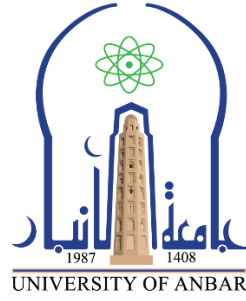


*ringing* [ŋ]

## **Glottals**

**glottal**: a sound produced in the space between the **vocal cords** (e.g. the first

sound in *hat*)



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## Vowels

- A vowel is produced with a relatively free flow of air. They are voiced.
- Vowels have four positions: front, back, high and low areas. for example, the pronunciation of heat and hit have a high front vowels because the sound is made with the front part of the tongue in a raised position. On the other, the vowel in hat is produced with the tongue in lower position and the sound in hot can be described as a low – back vowel.
- A vowel is a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth.
- Vowel is a speech sound produced by humans when the breath flows out through the mouth without being blocked by teeth, tongue, or lips.
- The position of the highest point of the tongue is considered to be the point of articulation of the vowel.

## Vowels

e

(mid, front, unrounded, example: lake)

i

(high, front, unrounded, example: reap )

o

(mid, back, rounded, example: oar)

u

(high, back, rounded, example: poop)

## **Diphthongs**

-Diphthong is a combination of two adjacent vowel sounds within the same syllable.

-There are eight diphthongs commonly used in English:

/ei/, /ai/, /əʊ/, /aʊ/, /oi/, /iə/, /eə/, and /ʊə/.

For example, the phrase (no highway cowboys) /noʊ haiwei kaʊboiz/ has five distinct diphthongs, one in every syllable.

-Words such as Hi or Bye have two vowel sounds and the movement of these diphthongs is from low towards high front.

-Standard English (RP Received Pronunciation) has 44 phonemes (speech sounds):

-Consonant 24

-Vowels 12

-Diphthongs 8

### **Vowel sounds**

-5 long vowels

e.g., bean, barn, born, boon, burn

-7 short vowels

e.g., pit, pet, pat, putt, pot, put, another

-8 diphthongs

e.g., bay, buy, boy, no, now, pair, poor



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## محتوى المحاضرة الثامنة

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Defining the “Base”:

There is another classification of morphemes that divides them into Bases and Affixes. A base morpheme is the part of a word that has the principal meaning.

The words placed between brackets represent the base morphemes (bases):

‘manly’ == (man is the base)

‘annoyance’ == (annoy is the base)

‘re-enter’ ===( enter is the base)

‘active’ ===== (act is the base) rereadings

===== (read is the base)

### Determining the Base:

To determine the base morpheme in a word, you need to cut the word into morphemes, for example, the word ‘readability’ contains the base ‘read’ and the two affixes (-abil-) and (-ity). Another example, the word ‘unmistakable’ which contains the base ‘take’ and the affixes (un-, -mis, and able).





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اسم المحاضرة التاسعة باللغة الإنكليزية : Difficulties in Morphemic Analysis

## Difficulties in Morphemic Analysis

There are serious and insoluble difficulties in morphemic analysis that the native speakers or English learners encounter when they deal with words. They include:

1. The first difficulty is that each one has his own individual storage of morphemes who perceives these morphemes according to his view. For example, the word 'automobile' is viewed by:

A. Tom thinks that 'automobile' is one morpheme only, which means car.

B. David realizes the word 'morpheme' as consisting of two morphemes; the first is 'auto' that means (self), and the second is 'mobile' that means (mobile).

Accordingly, each one recognizes or analyzes one morpheme in two different ways.

2. Some speakers do not differentiate between the agentive

original form (-er, -or, ar) as found in the word ‘sweater’ /'sweta(r)/, which is a piece of clothing from the derivational suffixes that are added to the verbs to form nouns, such as speaker, reader, actor, etc.

Sweater Speak=er

### Agentive Derivational Suffix

Nouns having agentive (er) include ( voucher, cracker, tumbler, mother, father, etc.)

Nouns having derivational suffixes (-er) include ( speaker, reader, writer, driver, etc.)

3. The third problem is that some morphemes undergo semantic changes, this means their meanings changed through the course of time. For instance, the morpheme (-prehend), which means (seize), but its meaning changes depending on the surrounding morphemes:

A. Apprehend means to arrest or seize.

B. Comprehend means to seize mentally, and this is metaphor, but this metaphor has been

changed and now it means “to understand”.



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اسم المحاضرة العاشرة باللغة الإنكليزية : Inflectional Paradigm

**A paradigm** is a set of related forms having the same stem, but they have different affixes. For example, the stem „head“ has a derivational paradigm: **ahead**, be**headed**, **header**, **headlong**, **headship**, **heady**, and **subheaded**, **heading**, **headstrong**.

Paradigms are also formed by the words to which the inflectional affixes are attached. These are called inflectional paradigms. There are only four of them as illustrated below:

#### Noun Paradigm

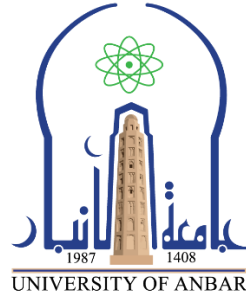
Forms	Stem	Plural	Possessive	Plural + Possessive
<b>Inflectional Suffixes</b>		<b>(-s pl)</b>	<b>(-s Poss.)</b>	<b>(- s pl Poss.)</b>
<b>Irregular Noun</b>	<b>woman</b>	<b>Women</b>	<b>woman's</b>	<b>women's</b>
<b>Regular Noun</b>	<b>doctor</b>	<b>Doctors</b>	<b>doctor's</b>	<b>doctors'</b>

## Pronoun Paradigm

Speaker	Subject	Object	Prenominal Possessive	Substitutional Possessive
1 <sup>st</sup>	I	Me	My	mine
2 <sup>nd</sup>	You	You	your	yours
3 <sup>rd</sup>	He	Him	His	his
Masculine				
Feminine	She	Her	Her	hers
Neutral	It	It	Its	Its
1 <sup>st</sup>	We	Us	Our	ours
2 <sup>nd</sup>	You	You	your	yours
3 <sup>rd</sup>	They	Them	their	Theirs
Interrogative Relatives	Who	Whom	whose	whose

According to the above table, the pronoun „I“ functions as the subject of the sentence, „me“ functions as the object of the sentence. „My“ functions as the prenominal possessive determiner that specifically precedes the nouns only. Finally, the pronoun paradigm „mine“ functions as the substitutional possessive personal pronoun, which is usually placed after verb be. The examples below explain practically the fore-mentioned cases:

1. **I** like him too much. (Subject)
2. He drove **me** to my work place. (Object)
3. Sarah took **my** car. (Determiner)
4. This book is **mine**. (Substitutional Pronoun /Nominal)



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اسم المحاضرة الحادية عشر باللغة الإنكليزية : The Development of Writing



## The development of writing

### Writing:

is the symbolic representation of language through the use of graphic signs.

Writing is a system that is not simply acquired but has to be learned through sustained conscious effort.

-Some languages do not have written form.

### Types of writing

#### Pictograms and ideograms

**1.Pictograms (pictographic writing):** is a writing phenomena. It is a way of writing in which a picture/ drawing of an object is used to represent the object.



-**pictograms** are figures, which are language independent and can be understood with some conventional meaning in

different places where a number of different languages are spoken.

**2.Ideogram (ideographic writing):** a way of writing in which each symbol represents a concept. It is part of a system of idea writing. It has an abstraction away from the physical world.

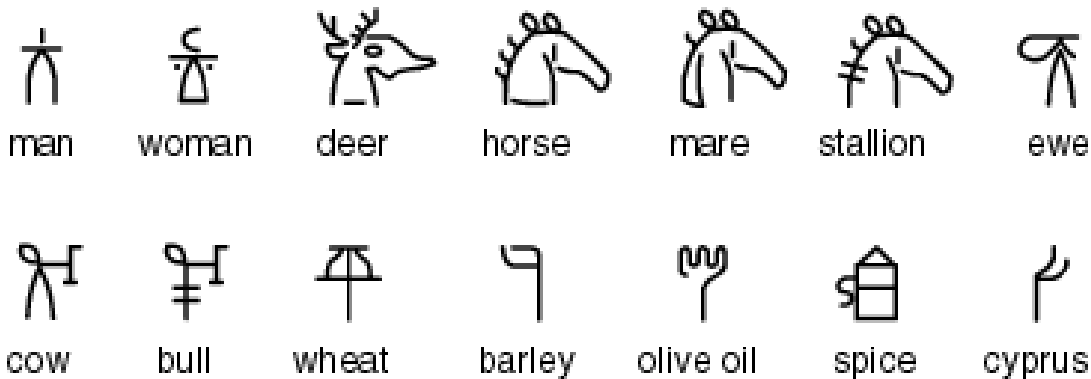


Ideograms is the use of a representative symbol that everyone should use to convey a roughly similar meaning.

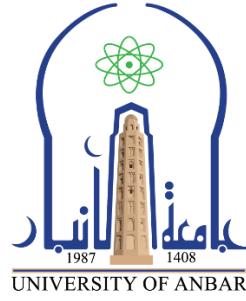
-The more picture- like forms **are pictograms** and the more abstract derived forms **are ideograms.**

**3. Logograms (logographic writing):** a way of writing in which each symbol represents a word. They are symbols to be used to represent words in a language. They can be described as word- writing.

**Logograms** refer to the written form that gives no clue to what type of entity is being referred to. The relationship between the written form and the object it represents has become arbitrary and have no a clear example of word-writing.



**Cuneiform:** a way of writing created by pressing a wedge-shaped implement into soft clay.



كلية : الآداب

القسم او الفرع : قسم اللغة الانجليزية

المرحلة: الرابعة

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اسم المحاضرة الثانية عشر باللغة الإنكليزية : Discourse Analysis

### **Discourse Analysis ...**

What is meant by Discourse Analysis?

-Language beyond sentence and it concerned with the study of language in texts and conversation.

- Reading a notice like this, no shoes, no service on shop windows in summer means a conditional relationship between the two parts (if you are wearing no shoes, you will receive no service). So, we have the ability to create complex discourse interpretation of fragmentary linguistic messages.

### **Interpreting Discourse**

**-Many of us can cope with texts which we did not produce by ourselves . We can build interpretation.**

**-In many texts, they may contain set of errors yet they can be understood.**

**e.g.,.....it takes this name from people's carer. In my childhood, I remember the people live. It was very simple. Most people was farmer.**

**-This example about my town illustrates some ungrammatical forms yet we can reach a reasonable interpretation of what the writer intended to convey.**

**-To interpret something or to be interpreted are the key elements investigated in the study of discourse.**

## **Cohesion**

**-Texts must have structure that depends on factors different from those required in the structure of a single sentence, such factors are described in terms of cohesion.**

**-Cohesion refers to the ties and connections that exist within texts.**

**-Among those types of cohesive ties are the following : he, my, I .. as in the following example:**

**e.g. My father once bought a Lincoln convertible. He did it by saving every penny he could. That car would be worth a fortune nowadays. However, he .....**

**-In this regards, some words maintain reference to same people and things such as he and my.**

**-There are also general connections that share a common element of meaning such as 'money' (including saving and penny) and time ( including time and nowadays).**

**-There are also connections such however to the opposite of what has already been said before.**

**-Such cohesive ties gives us insight how writers structure what they want to say.**

**-The conventions of cohesive ties structure differ from one language to the next.**

**-Cohesion would not be enough to enable us to make sense of what we read, e.g. Lincoln, the car, that color, her, she and letter (these are a number of connections but is very difficult to interpret)**

**-Yet, this sentence: My father bought a Lincoln convertible. The car driven by the police was red. That color does not suit her. She consists of three letters. Now, it becomes clear from this sentence that 'connectedness' we experience in our interpretation of normal texts is not simply based on connections between words.**

## **Coherence**

**-Coherence is another factor that helps us distinguish connected texts that make sense from those that do not.**

**-It is concerned with everything fitting together well .**

**-It is something that exists in people not in words or structures.**

**-Coherence is involved in creating meaningful connections that are not actually expressed by the words and sentences.**

**-It is not only related to understanding odd texts but rather involved in our interpretation of all discourse.**

**-It is present in the interpretation of casual conversation.**

**-for example,**

**Her: that is the telephone.**

**Him: I'm in the bath.**

**Her: ok.**

**-There are no cohesive ties within this fragment of discourse. Yet, they do use the information contained in the sentences expressed, but there must be something else involved in the interpretation. It is suggested that**

**exchanges of this type are best understood in terms of the conventional  
actions performed by the speakers in such interaction.**





**كلية : الاداب**

**القسم او الفرع : قسم اللغة الانجليزية**

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**اسم المحاضرة الثالثة عشر باللغة الإنكليزية : References**

## **References**

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