Language is essential to human life, both as a basic social necessity and also as a powerful and complex social resource. *For the Love of Language: An introduction to linguistics* offers a comprehensive introduction to the workings of language and the role of linguistics in investigating its fundamental design.

Kate Burridge and Tonya Stebbins' thorough and engaging investigation into language and linguistics covers topics such as:

- strategies for learning about how language works
- the use of linguistics to address real-world problems
- the structure and meaning of words
- the systems that organise language
- changes to language over time
- how language is used in written and spoken communication
- the links between language, the mind and the world.

Written by authors with extensive academic experience in the field of linguistics and including examples from Australia, New Zealand and around the world to engage the reader, *For the Love of Language* is a lively and comprehensive resource for undergraduate students in foundation linguistics.

Extensive additional resources, including a list of key words and essential concepts, quizzes, additional exercises and research projects, can be found on the book's companion website at www.cambridge.edu.au/academic/linguistics.

**Kate Burridge** is Professor of Linguistics at Monash University, Victoria.

**Tonya N. Stebbins** is Adjunct Research Fellow of Linguistics at Monash University, Victoria.
# CONTENTS

*Symbols used in this book*  
*Preface*  
*Acknowledgements*  

**PART 1  ‘USING LANGUAGE TO EXPOSE LANGUAGE’: SETTING THE SCENE**  

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is language?</td>
<td>3</td>
</tr>
<tr>
<td>1.0</td>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>1.1</td>
<td>Hockett’s design features of language</td>
<td>4</td>
</tr>
<tr>
<td>1.2</td>
<td>Signs</td>
<td>6</td>
</tr>
<tr>
<td>1.3</td>
<td>Arbitrariness of signs</td>
<td>7</td>
</tr>
<tr>
<td>1.4</td>
<td>Language modalities</td>
<td>9</td>
</tr>
<tr>
<td>1.5</td>
<td>‘Infinite use of finite means’: rules and paradigms</td>
<td>11</td>
</tr>
<tr>
<td>1.6</td>
<td>Prescriptive and descriptive approaches</td>
<td>13</td>
</tr>
<tr>
<td>1.7</td>
<td>‘The ideal and the real’</td>
<td>15</td>
</tr>
<tr>
<td>1.8</td>
<td>Language in its social context</td>
<td>16</td>
</tr>
<tr>
<td>1.9</td>
<td>Language across time</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Further reading</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Exercises/discussion points</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Research project</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>What linguists do</td>
<td>22</td>
</tr>
<tr>
<td>2.0</td>
<td>Introduction</td>
<td>22</td>
</tr>
<tr>
<td>2.1</td>
<td>Everyone should know about language</td>
<td>22</td>
</tr>
<tr>
<td>2.2</td>
<td>Linguistics at work</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Linguists in the legal system</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Linguists in education</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Linguists in communication</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Linguists in the field</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Linguists in advertising and marketing</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Linguists in health sciences</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Linguists in business and professional services</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Linguists in the film industry</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Linguists in computing and technology</td>
<td>35</td>
</tr>
<tr>
<td>2.3</td>
<td>Some final remarks</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Further reading</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Exercises/discussion points</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Research project</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>Ways to study language</td>
<td>39</td>
</tr>
<tr>
<td>3.0</td>
<td>Introduction</td>
<td>39</td>
</tr>
<tr>
<td>3.1</td>
<td>Sources of linguistic data</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Corpora</td>
<td>40</td>
</tr>
</tbody>
</table>
vi CONTENTS

Observational data, including participant observation and case studies 42
Interview data, questionnaires and focus groups 45
Experimental data 48

3.2 Uses of linguistic data
Quantitative analysis 49
Qualitative analysis 50

3.3 Ethics in linguistics
Human research ethics 51
Power, representation and authorship 53
Relationships and research partnerships 53

Further reading 54
Exercises/discussion points 55
Research project 57

PART 2 ‘IN THE BEGINNING WAS THE WORD’: WORDS, WORD STRUCTURE, AND MEANING

Chapter 4 What’s in a word? 61
4.0 Introduction 61
4.1 Defining a word
Three facets of wordhood 62
4.2 Lexical versus grammatical words 65
4.3 Formulaic expressions (or lexical chunks) 66
4.4 Magical words: names 66
4.5 Lexical addition
Acronyms 70
Shortenings 71
Compounding 71
Affixation 73
Backformation 74
Blends 75
Conversion 76
Commonisation 76
Reduplication 77
Borrowing 78
4.6 Word mortality 81
Further reading 82
Exercises/discussion points 83
Research project 84

Chapter 5 Morphology: the structure of words 86
5.0 Introduction 86
5.1 Word, lexemes and morphemes 86
5.2 Roots, stems and affixes 88
### Contents

**Chapter 5**

5.3 Inflection and derivation
- Paradigms

5.4 Morphs and allomorphs

5.5 Lexical and grammatical morphemes

5.6 Word classes/parts of speech
- Nouns
- Verbs
- Adjectives and adverbs

5.7 More morphological processes
- Modification
- Suppletion

5.8 Productive morphemes

Further reading

Exercises/discussion points

Research project

**Chapter 6**

Semantics: the meaning of words

6.0 Introduction

6.1 The meaning of meaning

6.2 Meaning properties: ambiguity and anomaly

6.3 Lexical relations – all those ‘nyms’
- Synonymy
- Antonymy
- Homonymy
- Polysemy
- Hyponymy

6.4 Meaning components
- Natural semantic metalanguage

6.5 Meaning and context
- ‘You shall know a word by the company it keeps’: collocation
- Idioms: special examples of collocation

6.6 Metonymy and metaphor

6.7 Semantic change – types of meaning shifts
- Broadening
- Narrowing
- Shifting
- Changing values: elevation and deterioration
- Why words shift their meanings

6.8 Slips of the ear and brain

6.9 Phonesthemes

Further reading

Exercises/discussion points

Research project
PART 3  ‘THE DEEP GROOVES OF LANGUAGE’: SOUNDS AND GRAMMAR 141

Chapter 7  Phonetics  143
7.0  Introduction  143
7.1  Articulatory phonetics and the vocal tract  143
7.2  Consonants  144
    Voicing  145
    Manner of articulation  145
    Stops  146
    Fricatives  146
    Affricates  147
    Approximants  147
    The International Phonetic Alphabet  149
7.3  Vowels  150
    The basics  151
    Australian and New Zealand English  152
    Other languages  153
    Diphthongs  154
7.4  Uncomfortable relations – the written and spoken word  155
    Sounds to symbols  155
7.5  Prosody  156
    Syllables  157
    Pitch and intonation  158
    Tone  159
    Paralinguistic features  160
7.6  Unpacking the parts  161
    Phonetics and sound symbolism  162
7.7  Acoustic phonetics  163
    Visualising sound  163
    Acoustic analysis – how it’s used  165
    Forensic phonetics  165
    Sociophonetics  166
    Sound change  166
Further reading  168
Exercises/discussion points  168
Research project  170

Chapter 8  Phonology: the sound system  171
8.0  Introduction  171
8.1  Phonemes, phones – and allophones  171
    Why bother with allophones and phonemes?  173
8.2  Sounds in connected speech – phonological processes  175
    Changes that alter syllable structure: deletion, addition and reordering of sounds  176
    Processes that involve the modification of sounds  178
8.3  Determining phonemes  181
12.1 Types of contact between languages
   The outcomes of language contact
294
12.2 Language maintenance
   Diglossia
   Code-switching
   Structural borrowing
   Areal linguistics
296
298
299
300
12.3 Language shift
   Language maintenance and reclamation
   Factors contributing to language shift
301
303
305
12.4 The creation of new languages
   Pidgin languages
   Creoles
   New mixed languages
307
308
310
12.5 Language choice and linguistic accommodation
311
12.6 Translation and interpreting
313
Further reading
316
Exercises/discussion points
316
Research project
318

PART 5 ‘LANGUAGE THAT ROLLS UP ITS SLEEVES’: LANGUAGE AT WORK

Chapter 13 Language and text
321
13.0 Introduction
321
13.1 Information packaging
   Given information comes before new
   Topic comes before comment
   Principle of front focus
322
324
325
13.2 Special discourse strategies
   Passives – creating new subjects
   Existentials (or there-constructions)
   Extraposition
   Cleft constructions
   Fronting
   Dislocation
326
327
328
328
329
330
13.3 Cohesion
   Reflexive pronouns
   Deixis – ‘pointing words’
331
332
334
13.4 Different types of communication
   Conversations
   Expressing support
   Turn-taking
   Narrative structures
   Cultural aspects of narratives
335
337
340
340
341
343
13.5 Ethnography of communication
346
Further reading
348
Chapter 14  Language and interaction

14.0 Introduction 352
14.1 Some preliminary observations 352
14.2 Context – linguistic and situational 354
14.3 The force of words 357
14.4 The Cooperative Principle 358
   Maxim of Quantity 359
   Maxim of Quality 360
   Maxim of Relation 360
   Maxim of Manner 361
14.5 Extracting meaning from talk 362
   Contravening maxims 363
   Presuppositions 364
   Inferencing 364
   Implicature 365
14.6 (Im)politeness 366
   Face 367
   Social distance 368
   Relative power 368
   Ranking impositions 368
14.7 Cross-cultural pragmatics 369
   Silence across cultures 370
   When insults aren't insults – the 'Banter Principle' 371
14.8 Discourse analysis 372
Further reading 373
Exercises/discussion points 374
Research project 375

Chapter 15  Language and social values

15.0 Introduction 376
15.1 Linguistic prejudice and stereotyping 377
15.2 The identity functions of language 379
15.3 Verbal hygiene – doctrines of correctness and linguistic purism 381
   Style guides 384
   Good grammar 384
   Political correctness 385
   Language and gender 386
15.4 Prescription, competence and social inclusion 387
   Educational implications of non-standard variation 389
15.5 Language planning 390
   Language planning – who decides? 391
PART 6 ‘LANGUAGE IS THE DRESS OF THOUGHT’: LANGUAGE, MIND AND WORLD

Chapter 16 Language, the mind and the brain

16.0 Introduction 405
16.1 Language, culture and the mind 405
16.2 How language maps onto the brain 410
16.3 Ways of learning about language and the brain 412
  Behavioural methods of psycholinguistic research 412
  Neuroimaging techniques 414
16.4 Models of language processing 415
16.5 Language production 417
  Error analysis 417
  Lexical retrieval 418
16.6 Comprehending words 419
16.7 Comprehending sentences 421
16.8 The bilingual brain 421
16.9 Language disability 423
  Developmental disability 424
  Acquired disability 426
Further reading 427
Exercises/discussion points 427
Research project 429

Chapter 17 Language acquisition

17.0 Introduction 430
17.1 Approaches to language acquisition research 430
17.2 Language acquisition pathways 431
  A note about ‘input’ 432
  The critical period hypothesis 434
17.3 Acquisition of phonology 435
  The ‘fis phenomenon’ 436
17.4 Acquisition of vocabulary 437
17.5 Acquisition of grammar 438
  The one-word stage 440
  The two-word stage 440
CONTENTS

Telegraphic speech and beyond 441

17.6 Other things you need to know to be a user of language 443
  Acquiring honorifics in Japanese 444

17.7 Development of literacy 446
  Exploration of a literate identity 446
  Exploration of text features 446
  Early reading 446
  Reading for meaning 447
  Independent reading 447
  Developing writing 447

17.8 Second-language acquisition 447
  Developmental patterns in second-language acquisition 448
  The impact of the first language in second-language acquisition 449
  Success factors in second-language acquisition 450

17.9 Growing up bilingual 450
  Acquisition of phonology 451
  Acquisition of vocabulary 451
  Acquisition of grammar 451
  Language awareness and differentiation 451
  The benefits of growing up bilingual 453

Further reading 453
Exercises/discussion points 454
Research project 456

Chapter 18  Computational linguistics 457

18.0 Introduction 457

18.1 How does HAL understand what is said? 457
  Speech recognition 458
  Syntactic and semantic analysis 459

18.2 How does HAL say anything? 462

18.3 Machine translation 464

18.4 Corpus linguistics 466

18.5 Techniques from genetics 469

18.6 Conclusion 470

Further reading 470
Exercises/discussion points 471
Research project 472

References 473
Index 486
SYMBOLS USED IN THIS BOOK

Although linguistics relies heavily on abbreviations in a number of areas, we have tried to spell out most terms in this book. Where abbreviations are used, they are always introduced first in spelt out form. If the reader does come across an abbreviation that is not clear, the Leipzig Glossing Rules includes a list of standard abbreviations (beginning on page 8) that provides a useful reference point (see https://www.eva.mpg.de/lingua/pdf/LGR08.02.05.pdf).

The reader may also find it useful to refer to the materials on the inside cover of the book that set out the International Phonetic Alphabet (IPA) and provide references for phonemes and parts of speech in English.

Other symbols that we use in the book but do not always define include:

- [] = phonetic representation (in IPA – see Chapters 7 and 8)
- // = phonemic representation (in IPA – see Chapters 7 and 8)
- <> = orthographic representation (see Chapters 7 and 8)
- > = historical changes (see Chapter 11)
- → = processes (see Chapter 8)
- $ = syllable boundary (see Chapters 7 and 8)
- . = phonological word break within grammatical word
- - = affix
- = = clitic
- * = ungrammatical sentence (see Chapter 9); and reconstructed form in a proto language (see Chapter 11)
After many years of teaching first-year linguistics from a variety of textbooks, piles of notes, selected readings, and so on, we decided to write the textbook we'd always wanted. We had in mind a textbook that:

• covered a full year of content to save on textbook costs for students
• included comprehensive exercises, discussion points, and ideas for research projects to facilitate team teaching and course planning
• showcased the applications of linguistics to real life
• focused on a small number of 'case-study languages' so students could get a deeper sense of language diversity
• was accessible but provided strong foundations for later years.

Each of these choices has had an influence on the book you're now reading – and challenged us to think about new ways to juggle the competing priorities we set ourselves. Here's a brief summary of how the book is set up as a result.

**CONTENT**

The text is arranged into six parts.

• Part 1, 'Using language to expose language': setting the scene
• Part 2, 'In the beginning was the word': words, word structure, and meaning
• Part 3, 'The deep grooves of language': sounds and grammar
• Part 4, 'Language is a social fact': variation and change
• Part 5, 'Language that rolls up its sleeves': language at work
• Part 6, 'Language is the dress of thought': language, mind and world

We imagine that two or three parts of the text would be enough to fill a 12–13 week semester. As a result, there will be sections of the text that students do not cover in class. These could be set as pre-reading for later courses.

We chose this breadth of content to provide lecturers with flexibility as to what they cover and also to demonstrate to students the relevance of linguistics to so many areas of life. Naturally, if a unit focuses quite deeply on a specific topic, an additional reading or two may be needed.

**SUPPORTING MATERIALS**

The book is best read and used in conjunction with the supporting materials available on the website. These include additional exercises and research projects as well as more information on the case-study languages and referencing conventions.

**CASE-STUDY LANGUAGES**

Why have we used case-study languages? And why these particular choices? Our case-study languages are Auslan, English, German, Gurindji (spoken in Australia's Northern Territory), Japanese, Malí (spoken in Papua New Guinea), Māori, Russian and Turung (spoken in Assam, India). Each of these languages is introduced to readers on the website. We wanted to focus on a smaller number of languages than the typical introductory text so that students could gain familiarity with new languages and see how methods and
concepts from linguistics aid this type of learning. We included English as a starting point in many chapters since, in our experience, it can be helpful to start students off with what they already know. It was also important to us to include Auslan, Māori and an Australian Aboriginal language because some awareness of these languages is important in many of the professions in which linguistics students find themselves working later in life. Other people would have made different choices – with around 6000 languages to choose from, there are lots of interesting options!

STYLE AND REFERENCING

In this text we have used the friendly style we associate with popular science writing and tried to write the way we sound when we give lectures. This approach increases accessibility for readers new to linguistics. Consistent with this approach, we have avoided in-text referencing. Obviously this is not the model that students should follow in writing essays. In order to demonstrate the difference, in the online materials we provide guidelines for presenting work, as well as an extract from our book with appropriate academic referencing and supporting discussion.

LINGUISTICS MATTERS

In this book we seek to expose the wondrous workings of language – well, as best we can in 18 short chapters. At the same time, we want to highlight many of the ways in which people’s lives are affected by language – and we trust it will be a comfort for students to know that the things they learn in this book will prove useful. But in particular we want to show what can go wrong when people don’t know enough about language and how it actually works.

Throughout the book we address questions to do with beliefs about class and dialect, bilingualism and language proficiency, correctness and incorrectness, manipulation through advertising and propaganda, the influences of language on thinking and behaviour, linguistic discrimination and the maintenance of power. When a radio talkback caller condemns another for a dropped consonant or an aberrant apostrophe, the comment appears harmless enough. But ‘commonsense’ beliefs people hold about their language often inform decisions that affect the life chances of others, and the consequences can be catastrophic. Just as we were finishing the writing of this book, sociolinguist Diana Eades told us of a significant legal case, a murder trial, in which the oral evidence and reports of four linguists were central to shaping the judge’s decision to disallow the police interview into evidence. This is because the suspect’s basic level of English was not enough for him to understand his right to silence without an interpreter. Students can read the judgment (Western Australia v Gibson [2014] WASC 240) here: http://www.austlii.edu.au/au/cases/wa/WASC/2014/240.html. But it is a long and difficult read (Diana Eades’ report alone was 10000 words!), so Diana has kindly summarised the case for us in a piece that appears on the website – ‘The Relevance of Linguistics to Human Rights in Police Interviews’.

Many of our colleagues, like Diana, have made it their life work to ensure that well-researched principles of linguistics are put above very entrenched but inaccurate notions about how people speak (or should speak). And through their hard work linguistic evidence is now playing a crucial role in dispensing justice in many important areas, such as the law, education and immigration. We wish we could do more in this book to highlight this important work.
ACKNOWLEDGEMENTS

Needless to say, a book like this has depended on the generous support of many people. First, we owe a huge debt of gratitude to those colleagues who generously supplied us with material and advice on various case-study languages (Felicity Meakins, Stephen Morey, Adam Schembri, Liz Pearce, Wes Robertson and Marko Pavlyshyn). We are grateful to Mel Burns (whose inspiration became the title of this book) and to Sarah Fishlock, Emma Murphy, Debbie Loakes and Christina Eira, who bravely read draft chapters of the book – their advice and suggestions were invaluable. Special thanks must go to Simon Musgrave for his chapter on computational linguistics and to Jenny Price for her chapter on phonetics – their contributions have been spectacular. There are others we need to thank too – our dear and tolerant friends, colleagues and students who have been so supportive during the time of writing this book, and of course our wonderful families for their endless encouragement and generous patience.

The authors and Cambridge University Press would like to thank the following for permission to reproduce material in this book.

ARTWORK

TEXT
Chapter 2: ‘Linguistics exposes miscarriages of justice’ text box extract reproduced with permission of William Labov; ABC Radio interview extract reproduced with permission of Jeff Siegel; extract from ‘Identifying, Teaching and Assessing Key Skills in Linguistics’ workshop reproduced with permission of Richard Hudson; extract from ‘How to pick the perfect brand name’ reproduced with permission of Dan Heath and Chip Heath; second ABC Radio interview extract reproduced with permission of Denise Burnham. Chapter 13: Transcription of basketball player story reproduced with permission of Tania Strahan.

Every effort has been made to trace and acknowledge copyright. The publisher apologises for any accidental infringement and welcomes information that would rectify this situation.