

# The Study of Language

## SEVENTH EDITION

This bestselling textbook provides an engaging and user-friendly introduction to the study of language. Assuming no prior knowledge of the subject, Yule presents information in bite-sized sections, clearly explaining the major concepts in linguistics and all the key elements of language.

This seventh edition has been revised and updated throughout, with substantial changes to the chapters on phonetics and semantics, and 40 new study questions. To increase student engagement and to foster problem-solving and critical thinking skills, the book includes over 20 new tasks.

An expanded and revised online study guide provides students with further resources, including answers and tutorials for all tasks, while encouraging lively and proactive learning. This is the most fundamental and easy-to-use introduction to the study of language.

GEORGE YULE has taught linguistics at the University of Edinburgh, the University of Hawai'i, the University of Minnesota and Louisiana State University.

“With a wide array of illustrative examples, accessible explanations, and engaging activities, Yule excels in transforming his readers’ inherent familiarity with language into explicit knowledge of linguistic concepts. In its seventh edition, *The Study of Language* thus retains its status as the pre-eminent text for introducing students to language as a field of study and guiding them through a broad range of linguistic analyses.”

Kristy Beers Fagersten, *Sodertorn University*

“*The Study of Language* provides a solid overview of an impressively wide range of areas in linguistics, not only “core” areas such as syntax and phonology, but also the origins of language, pragmatics, discourse analysis, historical linguistics and more. Each chapter succeeds in providing a thorough overview of its topic while remaining at a level appropriate to newcomers in the field. The book is written in a style accessible even to non-native English speakers. A great book for introductory undergraduate linguistics classes. The study questions and tasks at the end of each chapter are engaging and the discussion topics/projects are designed to push students beyond the material, and to use their own experiences and analytical skills to think about language.”

Kathleen O’Connor, *University of Lille 3 – Charles de Gaulle*

“... the 7<sup>th</sup> edition of *The Study of Language* continues the charm of Yule’s introductory method for student and instructor, offering intellectually manageable chunks of information to first-time learners of linguistics, with ample space for elaboration and practice in the classroom.”

Aaron Smith, *Illinois State University*

“In this beautifully exemplified and coherently structured book, Yule guides readers through the various aspects of language study. This is an ideal introduction to linguistics for students and practitioners with a general interest in language. This edition is enriched with study questions and tasks which will be particularly useful to readers.”

Sofia Lampropoulou, *University of Liverpool*

“... an impeccably organized introduction to linguistics.”

Geraldine Bard, *Buffalo State University*

# The Study of Language

**SEVENTH EDITION**

GEORGE YULE



**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom  
One Liberty Plaza, 20th Floor, New York, NY 10006, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India  
79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9781108499453](http://www.cambridge.org/9781108499453)  
DOI: 10.1017/9781108582889

© George Yule 2020

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1985  
Second edition 1996  
Third edition 2006  
Fourth edition 2010  
Fifth edition 2014  
Sixth edition 2017  
Seventh edition 2020

Printed in Singapore by Markono Print Media Pte Ltd

*A catalogue record for this publication is available from the British Library.*

*Library of Congress Cataloging-in-Publication Data*

Names: Yule, George, 1947– author.

Title: The study of language / George Yule.

Description: Seventh edition. | New York, NY : Cambridge University Press, [2019] | Includes bibliographical references and index.

Identifiers: LCCN 2019020553 | ISBN 9781108499453 (alk. paper)

Subjects: LCSH: Language and languages. | Linguistics.

Classification: LCC P107 .Y85 2019 | DDC 401–dc23

LC record available at <https://lcn.loc.gov/2019020553>

ISBN 978-1-108-49945-3 Hardback

ISBN 978-1-108-73070-9 Paperback

Additional resources for this publication at [www.cambridge.org/yule7](http://www.cambridge.org/yule7)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

# Contents

|                                     |           |   |           |
|-------------------------------------|-----------|---|-----------|
| Preface                             | page xi   |   |           |
| <b>1 The Origins of Language</b>    | <b>1</b>  | <b>3 The Sounds of Language</b>         | <b>28</b> |
| The Divine Source                   | 2         | Phonetics                               | 29        |
| The Natural Sound Source            | 3         | Consonants                              | 29        |
| The “Bow-Wow” Theory                | 3         | Voiced and Voiceless Sounds             | 29        |
| The “Pooh-Pooh” Theory              | 3         | Place of Articulation                   | 30        |
| The Musical Source                  | 4         | Familiar Symbols                        | 31        |
| The Social Interaction Source       | 5         | Unfamiliar Symbols                      | 31        |
| The Physical Adaptation Source      | 5         | Transcribing Sounds (Not Letters)       | 32        |
| Teeth and Lips                      | 6         | Manner of Articulation                  | 33        |
| Mouth and Tongue                    | 6         | A Consonant Chart                       | 34        |
| Larynx and Pharynx                  | 6         | Glottal Stops and Flaps                 | 34        |
| The Tool-Making Source              | 7         | Vowels                                  | 35        |
| The Human Brain                     | 7         | Diphthongs                              | 36        |
| The Genetic Source                  | 8         | American and British Diphthongs         | 37        |
| The Innateness Hypothesis           | 8         | Subtle Individual Variation             | 37        |
| Study Questions                     | 9         | Study Questions                         | 38        |
| Tasks                               | 9         | Tasks                                   | 39        |
| Discussion Topics/Projects          | 10        | Discussion Topics/Projects              | 41        |
| Further Reading                     | 11        | Further Reading                         | 42        |
| <b>2 Animals and Human Language</b> | <b>13</b> | <b>4 The Sound Patterns of Language</b> | <b>44</b> |
| Communication                       | 14        | Phonology                               | 45        |
| Properties of Human Language        | 14        | Phonemes                                | 46        |
| Displacement                        | 15        | Natural Classes                         | 46        |
| Arbitrariness                       | 15        | Phones and Allophones                   | 47        |
| Cultural Transmission               | 16        | Complementary Distribution              | 48        |
| Productivity                        | 17        | Minimal Pairs and Sets                  | 48        |
| Duality                             | 18        | Phonotactics                            | 48        |
| Talking to Animals                  | 18        | Syllables                               | 49        |
| Chimpanzees and Language            | 19        | Consonant Clusters                      | 49        |
| Washoe                              | 19        | Coarticulation Effects                  | 50        |
| Sarah and Lana                      | 20        | Assimilation                            | 50        |
| The Controversy                     | 21        | Nasalization                            | 50        |
| Kanzi                               | 22        | Elision                                 | 51        |
| Using Language                      | 22        | Normal Speech                           | 51        |
| Study Questions                     | 23        | Study Questions                         | 52        |
| Tasks                               | 23        | Tasks                                   | 52        |
| Discussion Topics/Projects          | 24        | Discussion Topics/Projects              | 55        |
| Further Reading                     | 26        | Bob Belviso Translated                  | 56        |
|                                     |           | Further Reading                         | 56        |

|   |           |                                    |            |
|---|-----------|------------------------------------|------------|
| <b>5 Word Formation</b>                     | <b>58</b> |                                    |            |
| <b>Neologisms</b>                           | 59        |                                    |            |
| <b>Etymology</b>                            | 59        |                                    |            |
| <b>Borrowing</b>                            | 60        |                                    |            |
| Loan-Translation                            | 60        |                                    |            |
| <b>Compounding</b>                          | 61        |                                    |            |
| Blending                                    | 61        |                                    |            |
| <b>Clipping</b>                             | 62        |                                    |            |
| Hypocorisms                                 | 62        |                                    |            |
| Backformation                               | 62        |                                    |            |
| <b>Conversion</b>                           | 63        |                                    |            |
| <b>Coinage</b>                              | 64        |                                    |            |
| Acronyms                                    | 64        |                                    |            |
| <b>Derivation</b>                           | 65        |                                    |            |
| Prefixes and Suffixes                       | 65        |                                    |            |
| Infixes                                     | 65        |                                    |            |
| <b>Multiple Processes</b>                   | 66        |                                    |            |
| <b>Study Questions</b>                      | 67        |                                    |            |
| <b>Tasks</b>                                | 68        |                                    |            |
| <b>Discussion Topics/Projects</b>           | 72        |                                    |            |
| <b>Further Reading</b>                      | 73        |                                    |            |
| <b>6 Morphology</b>                         | <b>75</b> |                                    |            |
| <b>Morphology</b>                           | 76        |                                    |            |
| <b>Morphemes</b>                            | 76        |                                    |            |
| Free and Bound Morphemes                    | 77        |                                    |            |
| Lexical and Functional Morphemes            | 77        |                                    |            |
| Derivational Morphemes                      | 78        |                                    |            |
| Inflectional Morphemes                      | 78        |                                    |            |
| <b>Morphological Description</b>            | 79        |                                    |            |
| <b>Morphs, Allomorphs and Special Cases</b> | 80        |                                    |            |
| <b>Other Languages</b>                      | 81        |                                    |            |
| Kanuri                                      | 81        |                                    |            |
| Ganda                                       | 81        |                                    |            |
| Ilocano                                     | 82        |                                    |            |
| Tagalog                                     | 82        |                                    |            |
| <b>Study Questions</b>                      | 83        |                                    |            |
| <b>Tasks</b>                                | 84        |                                    |            |
| <b>Discussion Topics/Projects</b>           | 89        |                                    |            |
| <b>Further Reading</b>                      | 91        |                                    |            |
| <b>7 Grammar</b>                            | <b>92</b> |                                    |            |
| <b>English Grammar</b>                      | 93        |                                    |            |
| <b>Traditional Grammar</b>                  | 93        |                                    |            |
|   |           | <b>The Parts of Speech</b>         | 94         |
|   |           | Agreement                          | 95         |
|   |           | Grammatical Gender                 | 96         |
|   |           | Traditional Analysis               | 96         |
|   |           | <b>The Prescriptive Approach</b>   | 97         |
|   |           | Captain Kirk's Infinitive          | 97         |
|   |           | <b>The Descriptive Approach</b>    | 98         |
|   |           | Structural Analysis                | 98         |
|   |           | Constituent Analysis               | 99         |
|   |           | <b>Subjects and Objects</b>        | 100        |
|   |           | <b>Word Order</b>                  | 101        |
|   |           | Language Typology                  | 101        |
|   |           | <b>Why Study Grammar?</b>          | 102        |
|   |           | <b>Study Questions</b>             | 103        |
|   |           | <b>Tasks</b>                       | 103        |
|   |           | <b>Discussion Topics/Projects</b>  | 109        |
|   |           | <b>Further Reading</b>             | 110        |
|   |           | <b>8 Syntax</b>                    | <b>112</b> |
|   |           | <b>Syntactic Rules</b>             | 113        |
|   |           | A Generative Grammar               | 113        |
|   |           | <b>Deep and Surface Structure</b>  | 114        |
|   |           | Structural Ambiguity               | 114        |
|   |           | <b>Syntactic Analysis</b>          | 115        |
|   |           | <b>Phrase Structure Rules</b>      | 116        |
|   |           | <b>Lexical Rules</b>               | 116        |
|   |           | <b>Tree Diagrams</b>               | 117        |
|   |           | Tree Diagrams of English Sentences | 118        |
|   |           | <b>Just Scratching the Surface</b> | 119        |
|   |           | <b>Study Questions</b>             | 120        |
|   |           | <b>Tasks</b>                       | 121        |
|   |           | <b>Discussion Topics/Projects</b>  | 126        |
|   |           | <b>Further Reading</b>             | 128        |
|   |           | <b>9 Semantics</b>                 | <b>129</b> |
|   |           | <b>Meaning</b>                     | 130        |
|   |           | <b>Semantic Features</b>           | 131        |
|   |           | Componential Analysis              | 131        |
|   |           | Words as Containers of Meaning     | 132        |
|   |           | <b>Semantic Roles</b>              | 132        |
|   |           | Agent and Theme                    | 132        |
|   |           | Instrument and Experiencer         | 133        |
|   |           | Location, Source and Goal          | 133        |
|   |           | <b>Lexical Relations</b>           | 134        |

|                                   |            |                                      |            |
|-----------------------------------|------------|--------------------------------------|------------|
| Synonymy                          | 134        | Hedges                               | 175        |
| Antonymy                          | 135        | Implicatures                         | 175        |
| Hyponymy                          | 135        | <b>Background Knowledge</b>          | 176        |
| Prototypes                        | 137        | Schemas and Scripts                  | 177        |
| Homophones and Homonyms           | 137        | <b>Study Questions</b>               | 178        |
| Polysemy                          | 138        | <b>Tasks</b>                         | 178        |
| Word Play                         | 138        | <b>Discussion Topics/Projects</b>    | 181        |
| Metonymy                          | 139        | <b>Further Reading</b>               | 182        |
| <b>Collocation</b>                | 139        |                                      |            |
| Concordance                       | 140        | <b>12 Language and the Brain</b>     | <b>184</b> |
| <b>Study Questions</b>            | 141        | <b>Neurolinguistics</b>              | 185        |
| <b>Tasks</b>                      | 142        | <b>Language Areas in the Brain</b>   | 185        |
| <b>Discussion Topics/Projects</b> | 146        | Broca's Area                         | 186        |
| <b>Further Reading</b>            | 147        | Wernicke's Area                      | 186        |
|                                   |            | The Motor Cortex and the Arcuate     |            |
| <b>10 Pragmatics</b>              | <b>149</b> | Fasciculus                           | 187        |
| <b>Invisible Meaning</b>          | 150        | The Localization View                | 187        |
| <b>Context</b>                    | 151        | <b>Tongue Tips and Slips</b>         | 188        |
| Deixis                            | 152        | The Tip of the Tongue Phenomenon     | 188        |
| <b>Reference</b>                  | 153        | Slips of the Tongue                  | 188        |
| Inference                         | 153        | Slips of the Brain                   | 189        |
| Anaphora                          | 154        | Slips of the Ear                     | 189        |
| <b>Presupposition</b>             | 155        | <b>Aphasia</b>                       | 190        |
| <b>Pragmatic Markers</b>          | 155        | Broca's Aphasia                      | 190        |
| <b>Politeness</b>                 | 156        | Wernicke's Aphasia                   | 191        |
| Negative and Positive Face        | 156        | Conduction Aphasia                   | 191        |
| <b>Speech Acts</b>                | 157        | <b>Dichotic Listening</b>            | 192        |
| Direct and Indirect Speech Acts   | 157        | Left Brain, Right Brain              | 193        |
| <b>Study Questions</b>            | 158        | <b>The Critical Period</b>           | 193        |
| <b>Tasks</b>                      | 159        | Genie                                | 194        |
| <b>Discussion Topics/Projects</b> | 163        | <b>Study Questions</b>               | 195        |
| <b>Further Reading</b>            | 165        | <b>Tasks</b>                         | 195        |
|                                   |            | <b>Discussion Topics/Projects</b>    | 197        |
| <b>11 Discourse Analysis</b>      | <b>167</b> | <b>Further Reading</b>               | 198        |
| <b>Discourse</b>                  | 168        |                                      |            |
| Interpreting Discourse            | 168        | <b>13 First Language Acquisition</b> | <b>201</b> |
| <b>Cohesion</b>                   | 169        | <b>Acquisition</b>                   | 202        |
| <b>Coherence</b>                  | 170        | Input                                | 202        |
| <b>Conversation Analysis</b>      | 171        | Caregiver Speech                     | 203        |
| Turn-Taking                       | 171        | <b>The Acquisition Schedule</b>      | 203        |
| Pauses and Filled Pauses          | 172        | Cooing                               | 204        |
| Adjacency Pairs                   | 172        | Babbling                             | 204        |
| Insertion Sequences               | 173        | The One-Word Stage                   | 205        |
| <b>The Co-operative Principle</b> | 174        | The Two-Word Stage                   | 205        |

|   |     |  |     |
|---|-----|--|-----|
| Telegraphic Speech                                  | 206 | Oralism                                    | 237 |
| <b>The Acquisition Process</b>                      | 206 | <b>Signed English</b>                      | 237 |
| Learning through Imitation?                         | 207 | <b>Origins of ASL</b>                      | 238 |
| Learning through Correction?                        | 207 | <b>The Structure of Signs</b>              | 238 |
| <b>Developing Morphology</b>                        | 208 | Shape and Orientation                      | 239 |
| <b>Developing Syntax</b>                            | 209 | Location                                   | 239 |
| Forming Questions                                   | 209 | Movement                                   | 239 |
| Forming Negatives                                   | 210 | Primes                                     | 239 |
| <b>Developing Semantics</b>                         | 211 | Facial Expressions and Finger-Spelling     | 240 |
| Later Developments                                  | 212 | <b>Representing Signs</b>                  | 240 |
| <b>Study Questions</b>                              | 213 | <b>The Meaning of Signs</b>                | 241 |
| <b>Tasks</b>  | 213 | <b>Sign Languages as Natural Languages</b> | 242 |
| <b>Discussion Topics/Projects</b>                   | 216 | <b>Study Questions</b>                     | 243 |
| <b>Further Reading</b>                              | 217 | <b>Tasks</b>                               | 243 |
|   |     | <b>Discussion Topics/Projects</b>          | 244 |
|   |     | <b>Further Reading</b>                     | 245 |
| <b>14 Second Language Acquisition/<br/>Learning</b> | 219 |  |     |
| <b>Second Language Learning</b>                     | 220 | <b>16 Written Language</b>                 | 247 |
| Acquisition and Learning                            | 220 | <b>Writing</b>                             | 248 |
| Acquisition Barriers                                | 221 | Pictograms                                 | 248 |
| The Age Factor                                      | 221 | Ideograms                                  | 249 |
| Affective Factors                                   | 222 | Logograms                                  | 250 |
| <b>Focus on Teaching Method</b>                     | 222 | <b>Phonographic Writing</b>                | 251 |
| The Grammar–Translation Method                      | 223 | The Rebus Principle                        | 251 |
| The Audiolingual Method                             | 223 | <b>Syllabic Writing</b>                    | 252 |
| Communicative Approaches                            | 223 | <b>Alphabetic Writing</b>                  | 253 |
| <b>Focus on the Learner</b>                         | 224 | <b>Written English</b>                     | 254 |
| Transfer  | 224 | English Orthography                        | 255 |
| Interlanguage                                       | 225 | <b>Study Questions</b>                     | 256 |
| Motivation  | 225 | <b>Tasks</b>                               | 256 |
| Input and Output                                    | 226 | <b>Discussion Topics/Projects</b>          | 258 |
| Task-Based Learning                                 | 227 | <b>Further Reading</b>                     | 260 |
| <b>Communicative Competence</b>                     | 227 |  |     |
| <b>Study Questions</b>                              | 228 | <b>17 Language History and Change</b>      | 262 |
| <b>Tasks</b>  | 228 | <b>Family Trees</b>                        | 263 |
| <b>Discussion Topics/Projects</b>                   | 231 | <b>Indo-European</b>                       | 264 |
| <b>Further Reading</b>                              | 232 | Cognates                                   | 264 |
|   |     | <b>Comparative Reconstruction</b>          | 265 |
| <b>15 Gestures and Sign Languages</b>               | 234 | Comparing Cognates                         | 265 |
| <b>Gestures</b>                                     | 235 | Sound Reconstruction                       | 266 |
| Iconics   | 235 | Word Reconstruction                        | 266 |
| Deictics  | 235 | <b>The History of English</b>              | 267 |
| Beats   | 236 | Old English                                | 267 |
| <b>Types of Sign Languages</b>                      | 236 |  |     |



|  |            |                                    |            |
|--|------------|------------------------------------|------------|
| Middle English                             | 268        | Speech Accommodation               | 300        |
| <b>Sound Changes</b>                       | 269        | Convergence                        | 300        |
| Metathesis                                 | 269        | Divergence                         | 301        |
| Epenthesis                                 | 270        | <b>Register</b>                    | 301        |
| Prothesis                                  | 270        | Jargon                             | 301        |
| <b>Syntactic Changes</b>                   | 270        | <b>Slang</b>                       | 302        |
| Loss of Inflections                        | 271        | Taboo Terms                        | 302        |
| <b>Semantic Changes</b>                    | 271        | <b>African American English</b>    | 303        |
| Broadening of Meaning                      | 272        | Vernacular Language                | 303        |
| Narrowing of Meaning                       | 272        | The Sounds of a Vernacular         | 304        |
| <b>Diachronic and Synchronic Variation</b> | 272        | The Grammar of a Vernacular        | 304        |
| <b>Study Questions</b>                     | 273        | <b>Study Questions</b>             | 306        |
| <b>Tasks</b>                               | 273        | <b>Tasks</b>                       | 306        |
| <b>Discussion Topics/Projects</b>          | 276        | <b>Discussion Topics/Projects</b>  | 309        |
| <b>Further Reading</b>                     | 277        | <b>Further Reading</b>             | 309        |
| <br>                                       |            |                                    |            |
| <b>18 Regional Variation in Language</b>   | <b>279</b> | <b>20 Language and Culture</b>     | <b>311</b> |
| <b>The Standard Language</b>               | 280        | <b>Culture</b>                     | 312        |
| Accent and Dialect                         | 280        | <b>Categories</b>                  | 312        |
| Variation in Grammar                       | 281        | Kinship Terms                      | 313        |
| <b>Dialectology</b>                        | 281        | Time Concepts                      | 313        |
| Regional Dialects                          | 282        | <b>Linguistic Relativity</b>       | 314        |
| Isoglosses                                 | 282        | The Sapir–Whorf Hypothesis         | 314        |
| Dialect Boundaries                         | 283        | Against the Sapir–Whorf Hypothesis | 315        |
| The Dialect Continuum                      | 284        | Snow                               | 315        |
| <b>Bilingualism</b>                        | 284        | Non-lexicalized Categories         | 316        |
| Diglossia                                  | 285        | <b>Cognitive Categories</b>        | 316        |
| <b>Language Planning</b>                   | 286        | Classifiers                        | 317        |
| <b>Pidgins</b>                             | 287        | <b>Social Categories</b>           | 317        |
| <b>Creoles</b>                             | 288        | Address Terms                      | 318        |
| The Post-Creole Continuum                  | 288        | <b>Gender</b>                      | 319        |
| <b>Study Questions</b>                     | 289        | Gendered Words                     | 319        |
| <b>Tasks</b>                               | 289        | Gendered Structures                | 320        |
| <b>Discussion Topics/Projects</b>          | 292        | Gendered Speech                    | 320        |
| <b>Further Reading</b>                     | 292        | Same-Gender Talk                   | 321        |
|  |            | Gendered Interaction               | 321        |
|  |            | <b>Study Questions</b>             | 322        |
|  |            | <b>Tasks</b>                       | 322        |
|  |            | <b>Discussion Topics/Projects</b>  | 326        |
|  |            | <b>Further Reading</b>             | 327        |
|  |            |                                    |            |
| <b>19 Social Variation in Language</b>     | <b>295</b> | <b>Glossary</b>                    | 330        |
| <b>Sociolinguistics</b>                    | 296        | <b>References</b>                  | 345        |
| Social Dialects                            | 296        | <b>Index</b>                       | 362        |
| Education and Occupation                   | 297        |                                    |            |
| Social Markers                             | 298        |                                    |            |
| <b>Speech Style and Style-Shifting</b>     | 299        |                                    |            |
| Prestige                                   | 300        |                                    |            |



## Preface

### In This New Edition

Thanks to a number of constructive reviews by instructors familiar with earlier editions, I received some good advice and suggestions for improvements to this new edition. Detailed revisions and additions have been made to Chapter 3 (Phonetics) and Chapter 9 (Semantics), along with additional material on a possible musical source for language, phonetic transcription, manner of articulation, the pronunciation of diphthongs, componential analysis, corpus studies, concordances, right brain specializations, PET scans, infant gestures, Nicaraguan Sign Language, an epenthetic vowel, *terribly* and *literally*, non-standard grammatical features, the future in Aymara and singular *they*.

In addition, there are forty new study questions and twenty-six new tasks. The majority of the tasks are data based and designed to help develop analytic, problem-solving and critical-thinking skills. There are new examples from languages as diverse as Arabana, Arabic, Daga, Dong, Hausa, Jamaican Creole, Lotuko, Maninka, Nahuatl, Setswana, Spanish, Wangkajunga, Wolaytta and Yoruba. Additional topics explored in the study of English include causatives, collocation, conversational features, developmental sequences, dissimilation, impoliteness, rhotic and non-rhotic varieties, palimpsests, the *Peterborough Chronicle*, semantic maps of the brain and word play. An expanded and revised Study Guide providing answers and tutorials for all the tasks can be found on the book's website, along with other resources including the full IPA chart: [www.cambridge.org/yule7](http://www.cambridge.org/yule7)

### To the Student

In *The Study of Language*, I have tried to present a comprehensive survey of what is known about language and also of the methods used by linguists in arriving at that knowledge. There continue to be interesting developments in the study of language, but it is still the case that any mature speaker of a language has a more comprehensive “unconscious” knowledge of how language works than any linguist has yet been able to describe. Consequently, as you read each of the following chapters, take a critical view of the effectiveness of the descriptions, the analyses and the generalizations by measuring them against your own intuitions about how your language works. By the end of the book, you should feel that you do know quite a lot about both the internal structure of language (its form) and the varied uses of language in human life (its function), and also that you are ready to ask more of the kinds of questions that professional linguists ask when they conduct their research.

At the end of each chapter, there is a section where you can test and apply what you have learned. This section contains:

- **Study questions** that you can use to check if you have understood some of the main points and important terms introduced during that chapter
- **Tasks** that extend the topics covered in the chapter, mostly through exercises in data analysis, with examples from English and a wide range of other languages
- **Discussion topics/projects** that offer opportunities to consider some of the more general, sometimes controversial, language-related topics and to develop your own opinions on issues involving language
- **Further reading** suggestions provided to help you find more detailed treatments of all the topics covered in that chapter

The origins of this book can be traced to introductory courses on language taught at the University of Edinburgh, the University of Minnesota and Louisiana State University, and to the suggestions and criticisms of hundreds of students who forced me to present what I had to say in a way they could understand. An early version of the written material was developed for Independent Study students at the University of Minnesota. Later versions have had the benefit of expert advice from a lot of teachers working with diverse groups in different situations. I am particularly indebted to Professor Hugh Buckingham, Louisiana State University, for sharing his expertise and enthusiasm over many years as a colleague and friend. I must also acknowledge the support of the excellent production team at Cambridge University Press, with special thanks to Andrew Winnard, Charlie Howell and Jane Adams.

For feedback and advice in the preparation of recent editions of the book, I would like to thank Jean Aitchison (University of Oxford), Linda Blanton (University of New Orleans), Karen Currie (Federal University of Espíritu Santo), Mary Anna Dimitrakopoulos (Indiana University, South Bend), Thomas Field (University of Maryland, Baltimore), Anthony Fox (University of Leeds), Agustinus Gianto (Pontifical Biblical Institute), Gordon Gibson (University of Paisley), Katinka Hammerich (University of Hawai'i), Raymond Hickey (Essen University), Richard Hirsch (Linköping University), Mohammed Hosseini-Maasum (University of Copenhagen), Fiona Joseph (University of Wolverhampton), Eliza Kitis (Aristotle University), Mairead MacLeod, Terrie Mathis (California State University, Northridge), Megan Melançon (Georgia College), Stephen Matthews (University of Hong Kong), Robyn Najar (Flinders University), Eric Nelson (University of Minnesota), Mana Overstreet, Jens Reinke (Christian Albrechts Universität zu Kiel), Philip Riley (Université de Nancy 2), Rick Santos (Fresno City College), Joanne Scheibman (Old Dominion University), Robert Sinclair, Royal Skousen (Brigham Young University), Michael Stubbs (Universität Trier), Mary Talbot (University of Sunderland), Sherman Wilcox (University of New Mexico) and Jay Yule.

For my own introductory course, I remain indebted to Willie and Annie Yule, and, for my continuing enlightenment, to Maryann Overstreet.