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Second Edition

FOR THE LOVE OF LANGUAGE

AN INTRODUCTION TO LINGUISTICS

For the Love of Language: An Introduction to Linguistics is a comprehensive and engaging introduction to human language and the role of linguistics in understanding its fundamental design, acquisition and functions. Replete with case studies and examples from Australia, New Zealand and around the world, this text offers a thorough introduction to core topics, including the structure and meaning of words, the systems that organise language, strategies for learning about language, the evolution of language and the function of language as a complex social resource.

The second edition includes extensive new content across the entire text, including the areas of orthography, syntax, corpus linguistics, language acquisition and multilingualism. Each topic is accompanied by a wide array of pedagogical resources designed to consolidate student understanding, including examples, exercises and discussion points. Each chapter ends with a research project, providing readers with an opportunity to build on fundamental skills and engage more thoroughly with each topic through independent research.

Written by leading authors in the field of linguistics, *For the Love of Language* is an essential resource for undergraduate students in foundation linguistics.

Kate Burridge is Professor of Linguistics in the School of Languages, Cultures and Linguistics, Monash University, and a fellow of the Australian Academy of the Humanities.

Tonya N. Stebbins is Professor of Linguistics at La Trobe University.

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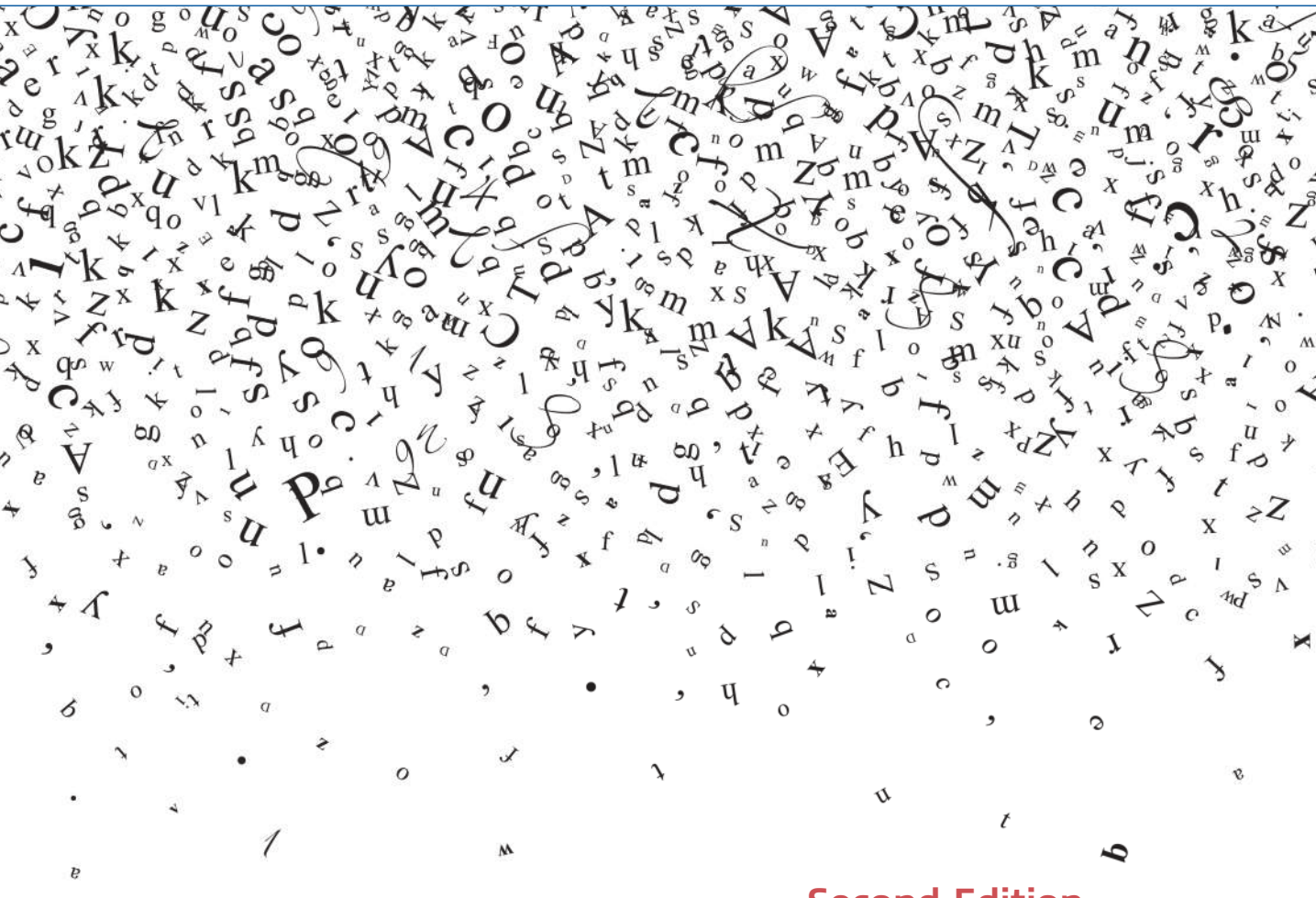

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Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

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

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

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www.cambridge.org
Information on this title: www.cambridge.org/9781108701013

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First published 2016
Second edition 2020 (version 3, June 2023)

Cover and text designed by Anne-Marie Reeves
Typeset by Integra Software Services Pvt. Ltd
Printed in Singapore by Markono Print Media Pte Ltd, March 2023

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

A catalogue record for this book is available from the National Library of Australia

ISBN 978-1-108-70101-3 Paperback

Additional resources for this publication at www.cambridge.edu.au/academic/linguistics

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PREFACE

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 had always wanted – a textbook that:

- covered a full year of content to save on textbook costs for students
- included comprehensive exercises, discussion points, 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 are now reading – and challenged us to think about new ways to juggle the competing priorities we set ourselves. Following is a brief summary of how the book is set up as a result.

CONTENT

The text is arranged into six parts:

- Part I – 'Using language to expose language': Setting the scene
- Part II – 'In the beginning was the word': Words, their structure and meaning
- Part III – 'The deep grooves of language': Sounds and grammar
- Part IV – 'Language is a social fact': Variation and change
- Part V – 'Language that rolls up its sleeves': Language at work
- Part VI – '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 twelve- to thirteen-week semester. As a result, there may 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 regarding what they covered and also to demonstrate to students the relevance that linguistics has 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.

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CASE-STUDY LANGUAGES

Why case-study languages? And why these particular choices? Our case-study languages are Auslan, English, German, Gurindji (and Gurindji Kriol), Japanese, Mali, Māori, Russian and Turung. Each of these languages is introduced to readers on the website. We wanted to focus on a smaller number of languages than included in 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 may have made different choices – with around 6000 languages to choose from, there are lots of interesting options!

STYLE AND REFERENCING

We have used the friendly writing style we associate with popular science writing in this text and tried to write in 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, we provide guidelines for presenting work, as well as an extract from our book with appropriate academic referencing and supporting discussion, in the online materials.

LINGUISTICS MATTERS

In this book, we seek to expose the wondrous workings of language – as well as we can in eighteen short chapters. At the same time, we want to highlight many of the ways in which people's lives are affected by language. We trust it will be a comfort to students to know that the things they learn in this book will prove useful. 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 the 'commonsense' beliefs people hold about their language often inform decisions that affect the life chances of others, and the consequences can be catastrophic.

Sociolinguist Diana Eades describes a significant legal case, a murder trial, where the oral evidence and reports of four linguists were central to shaping the judge's final decision. Students can read the judgment (*Western Australia v Gibson 2014)* at http://www.austlii.edu.au/au/cases/wa/WASC/2014/240.html. Because it is a long and difficult read (Diana Eade's report alone was 10 000 words!), 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'.

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Many of our colleagues, including Diana, have made it their life work to ensure that well-researched principles of linguistics are put above entrenched but inaccurate notions about how people speak (or should speak). Now, due to their hard work, linguistic evidence is 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 flag this important work.

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ABOUT THE AUTHORS

Kate Burridge is Professor of Linguistics in the School of Languages, Cultures and Linguistics, Monash University, and a fellow of the Australian Academy of the Humanities. Her main areas of research are grammatical change in Germanic languages, the Pennsylvania German spoken by Amish/Mennonite communities in North America, the notion of linguistic taboo, popular perceptions about language, and the structure and history of English. She is a regular presenter of language segments on radio and TV.

Tonya N. Stebbins is Professor of Linguistics at La Trobe University. Her contributions to the field include innovative partnerships with communities who speak minority and endangered languages, and ensuring that communities have access to resources that support language revitalisation. Stebbins is an experienced consultant who has completed projects across the health, human services and education sectors. Projects include program evaluation, organisational development, program review, and qualitative research on topics such as family violence, child protection, alcohol and other drugs (AOD) interventions, homelessness and financial capability.

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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 a 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 that provides a useful reference point (see https://www.eva.mpg.de/lingua/resources/glossing-rules.php).

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 are listed below.

[ ] = 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)

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ACKNOWLEDGEMENTS

Needless to say, a book like this has depended upon 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 Ian Cummins). We are grateful to Sarah Fishlock, Emma Murphy 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. We thank our dear and tolerant friends, colleagues and students who have been so supportive during the period of writing this book, and, of course, we give our love and thanks to our wonderful families for their endless encouragement and generous patience.

For this second edition, we have additional thanks. A number of people have very generously allowed us to use their images. We are indebted to: Wes Robertson (for the railway signage), Headline Shirts (for the ümlaut T-shirt), Bob Dixon (for the 1910s Aussie slang clipping), Carolin Biewer (for the Hong Kong street scene), and Louisa Willoughby and Ramas McRae (for the Auslan images). We would also like to acknowledge the original contribution that Jenny Price made to Chapter 7 (on phonetics); this chapter could not have happened without her expertise. We are also grateful to Marko Pavlyshyn for his input to the Russian examples and to Liz Pearce and Miriam Meyerhoff for their careful reading of our Māori examples. We owe a huge debt of thanks to the students at La Trobe University, Monash University and Victoria University of Wellington – their eagle eyes spotted a number of errors in the first edition. Another huge thanks to Allie Severin for her insightful and meticulous reading of the manuscript. Finally, both of us are extremely grateful to our editors at Cambridge University Press over the years; we give our thanks in particular to Olivia Tolich and more recently Tanya Bastrakova.

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A variety of student resources to support learning are provided on the companion website to this text at https://www.cambridge.edu.au/academic/linguistics.

You will come across this icon in the margin throughout the book, indicating that a useful video, resource or weblink is available on the companion website. Some items are tied to specific exercises in the book, while others are purely reference material to expand upon the content covered.

ESSENTIAL CONCEPTS

Here we provide concise definitions for each term. This section will be useful for revision and may also help you to clarify your understanding as you read.

For a more extensive glossary of linguistics terminology, we recommend students use a dictionary of linguistics or an online glossary, such as the Online Dictionary of Language Terminology (ODLT).

RESPONSES TO EXERCISES AND DISCUSSION POINTS IN THE BOOK

This section provides a range of additional prompts, and describes the responses to the exercises and discussion points in each chapter.

ADDITIONAL EXERCISES, DISCUSSION POINTS AND RESEARCH PROJECTS

The best way to learn the new analytical skills and concepts associated with linguistics is through practice and reflection. An additional five exercises or discussion points for each chapter have been provided online.

In addition to the research projects suggested in the book (one for each chapter), there are two additional research projects per chapter online.

RESEARCH PROJECT TIPS AND RESOURCES

Research projects can be a fantastic opportunity to get your hands dirty with linguistics data and analysis, but sometimes it can be hard to know quite where to start. The online materials provide additional guidance for each research project, including links and references that will get you started.

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FURTHER LINKS

The further links section provides a list of activated links, including links to further resources of interest, and websites that will help you to complete the exercises or discussion points and research projects in the chapters.

FURTHER RESOURCES

The further resources section provides materials to extend your thinking in fun and interesting ways. Each further resources section has numbered subheadings; these numbers correspond to the section of the book that relates to the suggested resources.

PODCASTS

Each part commences with a short podcast in which the authors introduce and discuss relevant and interesting topics in the field of linguistics.

LANGUAGE BIOGRAPHIES

In Chapter 1, you are introduced to the nine case-study languages discussed throughout the book. The purpose of this online material is to provide an extended introduction to each language and to signal where each language is of particular interest in the book.

GUIDE TO ACADEMIC REFERENCING

This text follows the conventions of popular science writing and avoids detailed referencing. This is done in order to make the text as readable as possible. The online guide presents additional material to help you see how to use references, quotes and examples from other sources in your assessments.

IPA FLASHCARDS

Phonetics are discussed in Chapter 7, but the IPA is discussed and used throughout the text. You will find the IPA on the inside back cover of the text. On the website, you will find printable flashcards that will enable you to revise and check your understanding of the IPA symbols.

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QUIZZES

A set of ten extra questions is available to instructors. These can be set as assessment tasks or used in other class activities to check student's learning and progress.

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A set of PowerPoint slides for each chapter provides an outline for weekly lecture presentations and covers key concepts.

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