《语言与文化》教师用书

使用说明

　　传统的高中英语教学往往以词汇、语法等语言知识的掌握和运用为最重要甚至是唯一的目标，本套教材的编写理念与此不同，既注重学科性，又强调思辨性，以培养学生的思辨能力、语言运用能力、跨文化能力、交际能力和自主学习能力为宗旨。在教材编写过程中，课文遴选和练习设计都紧扣这五大能力的各项指标（详见学生用书的 Map of the book），因此，我们建议教师在学期之初即相应地引导学生改变传统的学习理念，并在授课中自觉地以提高这五项能力为教学目标。

　　《语言与文化》共 15 个单元，分为三个模块：语言、文化、语言与文化的界面，涵盖了语言的本质、功能、习得、语言与思维、语言与性别、语言与政治、语言与媒体、全球化、价值观、文化中心主义、跨文化交际以及非语言交际等语言、文化和交流领域的重要话题。

　　各单元均以话题导入开始，每个单元包括两篇课文和四个部分的练习。其中，Text A 和 Text B 围绕同一个主题，相辅相成。起点较高、学有余力的班级可以深入探讨两篇课文，而学时较少或起点较低的班级可以重点讲解 Text A，让学生自己阅读 Text B。

　　Preparatory work 主要为培养学生的自主学习能力服务，教师在每个单元授课前应具体、明确地指定学生应完成的资料查阅、准备性练习、对课文内容的思考以及分组进行的讨论和合作研究。此外，为了培养学生的自主学习能力和习惯，本套教材全四册都没有提供生词表，学生在每个单元的预习过程中应该自主完成查阅生词的任务、制作个性生词表。我们建议教师在学期之初即统一说明这项工作的完成方式和检查方式。

　　Critical reading 是本教材最具特色也是最为重要的练习。编者参照 Paul & Elder 的思辨模型和 Delphi 的 CT 模型将该练习分为两个部分：Understanding the text 和 Evaluation and exploration，前者以引导学生在阐释、分析中深度理解课文为目标，后者则更加注重评价、解释、推理和反思，以培养更高层次的批判性思维。Understanding the text 部分的练习基本上按照课文结构和段落次序安排，教师可以在讲解课文时穿插完成这些练习，也可以直接以这些练习的完成来组织课文讲解。Evaluation and exploration 大多是开放性的问题，没有标准、统一的答案，在讨论这些问题时，我们建议教师重点关注学生的思维方法和质量，例如论证的逻辑、对资料的运用、对待不同观点的客观性以及创新意识等，而不要强行要求学生记录甚至背诵所谓的标准答案。该部分的练习大多需要查阅资料或合作完成，为提高课堂效率，我们建议教师提前一周布置好分工和准备工作。

　　本书力图兼顾学科系统性和思辨性，因此 Language enhancement 部分的练习并没有按照语法体系系统编排，而是编者根据各单元课文的语言特色而设计，但整体而言，此部分的练习覆盖了词法、句式、语篇和修辞等层面，既保留了传统的翻译、转释、填空、改错等题型，也融入了编者结合 TOFEL、GRE 等经典考试设计的新题型。我们建议教师根据学生的水平灵活地、有选择地处理这一部分的练习，可以课堂讲解，也可以课下完成。

　　Intercultural reflection 部分是对整个单元主题的跨文化反思，该部分的练习大多以 presentation 和 essay writing 形式呈现，要求学生在阅读并理解了 Text B 的

基础上独立或合作完成。为提高完成质量，我们建议教师至少提前一周给学生布置好任务。

由于练习内容较多，并且有些练习需要查阅大量的资料并在课外进行充分的讨论，所以我们建议教师根据学生水平选择合适的练习，掌握好练习总量。对于起点较高的班级，教师可以突出 Preparatory work, Critical reading 和 Intercultural reflection 的重要性；对于起点较低的班级，教师可适当强调 Language enhancement 部分的词汇、语法、阅读、修辞等语言练习。

以每单元 6 课时为例，我们建议教师按以下学时分配教学内容：

教学内容	课时分配
预习 Text A：查阅生词、完成 Preparatory work	
Lead-in, Preparatory work,课文讲解	2 课时
预习 Critical reading,完成 Language enhancing	
Critical reading, Language enhancing	2 课时
预习 Text B 和 Intercultural reflection	
Language enhancing,Text B 和 Intercultural reflection	2 课时

最后我们想再次强调，本教材的大部分练习（包括语言练习）都没有统一的标准答案。设计这些练习的初衷不是强迫学生背诵标准答案，而是希望教师引导学生在研究和讨论中锻炼思辨能力、提高语言水平，并学会学习和合作。考虑到教材使用者的现实需求，我们在本册教师用书中仍沿袭传统做法，提供了部分参考答案，但这些答案只是名副其实的"参考"而已，它们的存在应是批判性思维的起点，而不是终点。

Unit 1 The Nature of Language

Unit Overview

What is language? This seemingly simple question has puzzled philosophers for centuries. To provide students with a panorama of linguistics, this book starts with a fresh in-depth understanding of the nature of language. This unit aims to clarify a number of common misconceptions about language by taking a close look at the complexity of language form and of its use. We believe that such discussions could prepare students for a systematic study of language and linguistics.

Text A

Language is the most complex thing human beings will ever learn. In both reading and speaking, our brain processes at great speed linguistic units which could be combined into words, sentences and paragraphs in many different ways. This complexity of language enables us to say and write whatever we want to. Two other distinctive features of language are its productivity and creativity, which set language apart from other ways of communication. Gestures and body movements, although sometimes also labeled as "language", are different from language proper in many aspects, such as scale, creativity, and structure.

Text B

The ease with which we comprehend and produce language belies a level of complexity of immense proportions. Language is blind to demographics, socioeconomics and ethnic difference, and we use it to fulfill two key functions, a symbolic/communicative function and an interactive/social function. Our knowledge of our native language is implicit rather than explicit, which includes phonetics, phonology, morphology, semantics, syntax, pragmatics, and paralinguistic knowledge.

The two texts both discuss the complexity of language, which is often overlooked by ordinary users. Text A focuses on the productivity and originality of language while Text B analyzes language complexity at different levels.

Teaching objectives:
This unit is designed to help students develop their reading skills, communicative competence, critical thinking, intercultural reflection and abilities of autonomous learning in the following aspects.

Reading skills:
Scan for main ideas
Identify topic sentences

Identify supporting details

Communicative competence:
Illustrate your points with appropriate examples
Use topic sentences and supporting sentences to organize your presentation/essay
Be aware of different styles in communication

Critical thinking:
Make inferences and Interpretations based on linguistic facts
Assess the credibility of statements
Note and reflect on significant similarities and differences between two languages

Intercultural competence:
Identify and articulate similarities and differences between different languages and cultures
Be aware of the links between cultural differences and language differences
Devalue discriminations against a language or culture

Teaching strategies
In this first unit, it is advisable that the teacher introduce to students the structure of the book and of each unit and clarify the organization and rules of in-class and after-class activities.

It is also recommended that the teacher explicates the teaching objectives and teaching/learning philosophy right at the beginning, making it clear to students that the purpose of this course is to cultivate critical thinking, intercultural and communicative competence, and abilities of autonomous learning as well as language proficiency, and that the exercises (and class teaching) are specifically designed to achieve this goal.

Further reading:
Crystal, David. (2010). *A Little Book of Language.* Sydney: University of New South Wales Press Ltd.
Moulton, William G. (1973).The Nature of Language. *Daedalus*, 102(3), pp. 17-35.
Yule, George.(2014). *The study of language*. Cambridge: Cambridge University Press.

Preparatory Work
1. **The author of this article, David Crystal, is a famous British linguist, academic and author. Find out more information about him:**

Academic interests:

His academic interests mainly lie in English language studies, in such fields as phonetics and phonology, stylistics, clinical linguistics, forensic linguistics, language death, "ludic linguistics" (Crystal's neologism for the study of language play), Shakespeare, indexing, lexicography, and applied linguistics.

References:
http://www.davidcrystal.community.librios.com
http://en.wikipedia.org/wiki/David_Crystal

Main publications:

Crystal has authored, co-authored, and edited over 120 books on a wide variety of subjects, but his major contribution is in the field of language, including several Penguin books, but he is perhaps best known for his two encyclopedias for Cambridge University Press, *The Cambridge Encyclopedia of Language* and *The Cambridge Encyclopedia of the English Language*. His other major books include:

Prosodic Systems and Intonation in English
The English Tone of Voice
Introduction to Language Pathology
Profiling Linguistic Disability
Clinical Linguistics
Linguistic Encounters with Language Handicap
A little book of language
Child language, learning and linguistics
A glossary of Netspeak and Textspeak
English as a global language
How language works
Internet linguistics
Introduction to language pathology
Language death

For a complete list, please visit:
http://www.davidcrystal.community.librios.com/books-and-articles

2. This text is extracted from Crystal's *A Little Book of Language* published by University of New South Wales Press Ltd. in 2010. The whole book consists of 40 topics, ranging from the acquisition and

use of language to studies of language. You can find the e-version of this book on the internet. Scan three of the topics and briefly summarize the author's viewpoints:

Baby talk (Chapter 1):
One of the funny things we do with language is to talk to babies as if they could understand us. For example, the mother usually talks continuously to her baby in a high-pitched voice (e.g., "*Hello*", or "*Oh you are gorgeous, you are gorgeous, you are, you are, youare.*") and often with rounded lips. It seems stupid to talk in that way in ordinary life, but it is normal in baby-talk.

Baby talk is one of the ways mothers and other care-takers develop a strong bond with their babies, and it lays the foundation to a certain extent for the development of language. By repeating the words and sentences, and making them noticeable and melodious, mothers are hopefully kick-starting the process of language learning of their babies.

Having a conversation (Chapter 7)
The ordinary, everyday use of language is to have conversations with each other. Conversing seems like the most natural thing in the world, yet behind it there are a large number of rules which we may not be conscious of unless drawn attention to. The most basic rule of having a successful conversation is that we take turns. In the first few years of language acquisition, babies learn how to be listeners as well as speakers in a conversation. When they grow up a little bit, children have to learn how to carry on a conversation in a socially acceptable way. Another feature of conversation that children have to learn is 'how to read between the lines' - that is, how to work out what people really mean by the words they use.

Linguistics (Chapter 38)
Linguistics is more the science of language in general than the study of different languages. It aims to answer questions such as *What do all languages have in common? How do they vary? How do people speak, write and sign? How do they learn their language? Why do they use language?* In other words, the aim of a linguist is not to be fluent in many different languages, but to discover how different languages work. Many of the world's languages, indeed, haven't been studied at all. Even the well-known languages need further study. English, for example, is ever changing and our understanding of it needs updating all the time. Aspects of linguistics include phonetics, grammar, semantics, sociolinguistics, psycholinguistics, and historical linguistics, to name just a few.

3. Lewis Carroll's *Alice in Wonderland* (full name *Alice's Adventures in Wonderland*) has inspired many linguists. You can have access to

this book on the internet as well. Please name at least 6 characters in the book in the space provided below.

Alice
The White Rabbit
The Mouse
The Dodo
The Lory
The Eaglet
The Duck
Pat
Bill the Lizard
Puppy
The Caterpillar
The Duchess
The Cheshire Cat
The March Hare
The Hatter
The Dormouse
The Queen of Hearts
The Knave of Hearts
The King of Hearts
The Gryphon
The Mock Turtle

Reference:
http://en.wikipedia.org/wiki/Alice_in_Wonderland#Characters

4. Sign language is a language which uses manual communication and body language to convey meaning. It develops within communities of deaf people and exhibits the same linguistic properties as spoken language. Can you find out more about the Chinese sign language and the American sign language and demonstrate 3 signs for each?

Modern Chinese Sign Language (CSL or ZGS) is the deaf sign language of the People's Republic of China. It is unrelated to Taiwanese Sign Language. The first deaf school using Chinese Sign Language was created by the wife of an American missionary, Nellie Thompson Mills, in the year 1887. Schools, workshops and farms in different areas for the deaf are the main ways that CSL has been able to spread in China.

Like most other sign languages, Chinese Sign Language is mostly conveyed through shapes and motions joined by facial expressions. CSL has also at its

disposal an alphabetic spelling system similar to pinyin, with a system of blinks used to communicate tones, usually expressed as a change in gaze or a slight head turn.

The Chinese culture and language heavily influence signs in CSL. For example, there is no generic word for *brother* in CSL, only two distinct signs, one for "older brother" and the other for "younger brother". This is because the Chinese language also specifies "older brother" and "younger brother" rather than simply "brother". Similarly, the sign for "eat" incorporates a pictorial representation for chopsticks instead of using the hand as in ASL.

Reference: http://en.wikipedia.org/wiki/Chinese_Sign_Language

American Sign Language (ASL) is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many deaf North Americans and is one of several communication options used by people who are hard-of-hearing.

Reference: http://www.nidcd.nih.gov/health/hearing/pages/asl.aspx

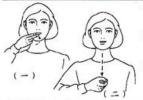|	
	舌 shé tongue 口张开,一手食指指一下伸出的舌头。
	牙齿 yáchǐ tooth 口张开,一手食指指一下牙齿。
	喉 hóu throat 一手食指指喉部。
	食道 shídào esophagus (一)一手食、中指横伸在嘴边划动,模仿用筷子吃饭状。 (二)一手拇、食指捏成小圆圈,自喉部往下移。
	胸 xiōng chest 一手食指指胸部。

"Hello" "Goodbye" "Please"

"You're Welcome" "Yes" "Sorry"

"No" "Thanks"

5. Body language is a form of human non-verbal communication. It consists of body posture, gestures, facial expressions, and eye movements, etc. List below a few examples of typical body language of the Chinese people and of the American people from your own observations.

There are many differences between Chinese and American cultures of body language. In physical contact, for example, the two cultures show different rules. Hugging (and possibly kissing) is a means of showing intimacy in friends' reunion between American women, but it is considered awkward in China, especially among the older generations. Generally speaking, American people use more head movements and shrugs than Chinese in their daily conversation.

However, we must be aware that America is a multicultural country and different nations (such as Indians, Hispanics, and Asians) often exhibit distinctive habits and customs. So it is in China.

Critical Reading
I. Understanding the text
1. Outlining
Thesis: The complexity of language allows us to be original and communicate in a way that no other means of communication does.

Part	Section	Para(s). and main idea
I	1 Introduction	1 Introduction
II	2 The complexity of language	2 The complexity of written language
		3 The complexity of spoken language
	3 The purpose of being complex	4 Why is language complex?
	4 Originality of language	5 Originality: Making new sentences
		6 Originality : Creating new words with "un-"
III	5 Language and body language	7 "Language" and other ways of communication
		8 The metaphorical use of the word "language"

		9 Three differences between language and body language
		10 Difference between language and facial expressions: grammatical rules
	6 Body language: gestures and touching	11 A transition: from facial expression to gestures and touching
		12 Gestures and sign language
		13 Touching and Helen Keller's "language"
IV	7 Conclusion	14 Some other uses of "language"
		15 Fundamental differences between language proper and other forms of language

2. Comprehension checks

1) **Can you give some examples to show the complexities of written language at the levels of alphabet, words, sentences and discourse respectively?**

   Complexity in alphabet and word-formation:
   unenthusiastically
   intersubjectivity
   antidisestablishmentarianism

   Complexity in sentence:
   Human beings have distinguished themselves from other animals, and in doing so ensured their survival, by the ability to observe and understand their environment and then either to adapt to that environment or to control and adapt it to their own needs.

   Classroom tactics:
   Refer to interpreting linguistic facts on page 10 and word formation exercises on page 11. Ask students to figure out the complexity of English in alphabet, word formation, sentence and discourse by brainstorming or answering questions step by step.

2) **Can you give some examples to show the complexities of spoken language at the levels of sounds, words, sentences and dialogues respectively?**

   Examples of the complexity of sounds:
   Phoneme identification; liaisons

   At each level of language, there are rules and exceptions. For example, in English, the longest possible initial consonant cluster is three consonants, as in *split* and *spring*, and only a few consonants

are allowed to be combined in a particular order, but some loanwords are exceptions.

[Classroom tactics: The teacher can point out to students that although we are all native speakers of a language, it is difficult, if not impossible, for us to summarize the phonetic rules of our mother tongue without professional training.]

Complexity of dialogue:
Ambiguity and disambiguation, euphemism, and how people get the meaning between the lines

Complexity of using language:
Breaking rules for creativity; creating neologism

3) Following Crystal's donkey example, can you make up a few sentences that nobody has ever said before? What does this tell us about language?

Chomsky's example:
Colorless green ideas sleep furiously.
This tells us the originality and productivity of language.

Classroom tactics:
The teacher can say more about Chomsky's example to illustrate the complexity of language. A syntactically well-formed sentence is not necessarily semantically fluent.

4) 'Un-' is a frequently used prefix that can be attached to a large number of words to form new words. Can you think of more prefixes and words containing those prefixes? What does this tell us about language?

Unanimous; unable; unbelievable; uncandid…

More prefixes:
Cf. *Word formation* exercises on page 11.

Classroom tactics:
The teacher can say more about prefixes and suffixes (and their differences). Most prefixes change the meaning of their stems (e.g. un-; in- pre-; anti-; etc.), while many suffixes change the part of speech (-ment; -able; -fy; -al; etc.). But there are also exceptions (e.g. en-; -er).

5) According to Crystal, what are the main differences between 'body language' and language proper?

Para 12:
Body language and language proper are different in number of words (hence expressiveness), creativity, and structure.

6) What is the fundamental difference between all the art forms and language proper as observed by Crystal at the end of the text?

Para 18: "Language allows us to talk about our experience of the world in a way that no other means of communication can."

Cf: Displacement of language:
Language allows us to talk about things remote in time and space, or both, from the site of the communication (cf. honeybee's dance).

II. Evaluation and exploration

1. Interpreting linguistic facts

The statements given below all express some linguistic facts. Answer the question following each statement and see what kind of inferences you can make about language and the use of language. Reading the first two paragraphs of Text B might help you with some of the questions.

Example:
Once we've learned a few thousand words, and learned the ways our language allows us to put them together into sentences, we can say things that nobody has ever said before.
Question: What distinctive feature of language is behind this observation?
Answer: *Language has got productivity and provides us with unlimited possibilities of being original.*

1) Sound-sequences such as 'up', 'shoe', and 'spots' are possible ways of talking in English, but 'ngop', 'shmfi', and 'doprns' aren't.
Question: What does this tell us about phonetic rules in general and English phonetic rules in particular?
Answer: For any language, there are certain phonetic rules that determine which sounds are allowed or disallowed in each part of the

syllable.

English allows very complicated syllables; syllables may begin with up to three consonants (as in *string* or *splash*), and occasionally end with as many as four (as in *prompts*).Initial consonant clusters in English always begin with a /s/, followed by one of the voiceless stops (/p/, /t/, /k/) and a liquid or glide (/l/, /r/, /w/).In fact there are only five initial consonant clusters in English: */spl-/, /spr-/, /str-/, /skr-/, /skw-/*). (George Yule, *The Study of Language*, 4th ed. Cambridge Univ. Press, 2010)

2) While people are talking, they're also looking at each other, and we can see that the expressions on their faces add a great deal to what they're saying.
   Question: What does this tell us about the visual aspect (a kind of paralinguistic feature) of linguistic communication?
   Answer: Communication is not completed merely in the exchanges of words, especially in face-to-face talk. Communication is prototypically multi-modal. Paralinguistic features add to or even convert the literal meaning of what people say.

3) You might not know a preposition from an adverb, or the difference between the passive voice and the indicative, nor what the double object construction is, but as a native speaker of English, you can use them with your hands tied behind your back.
   Question: What does this tell us about people's knowledge of grammar?
   Answer: A native speaker's knowledge of grammar is implicit rather than explicit.

4) A sobering fact about language is that unlike other forms of cultural behavior, it is blind to demographics, socioeconomics and ethnic difference.
   Question: What distinctive feature of language is behind this observation?
   Answer: As a tool of communication, language, by its nature, has nothing to do with values or discriminations associated with culture, society or ethnicity.

2. Exploring beyond the text

The following topics take you beyond the text and help you explore languages yourself. Form groups of four to five and discuss two of the topics in some detail.

1) **English, as an alphabetic language, is composed of 26 letters.**

Chinese, as a word language, is composed of thousands of different words. Please compare the composition of an English word and that of a Chinese word and comment on the advantages and disadvantages of the two writing systems.

Morphologically, English words are usually formed in three ways, compounding, derivation and conversion. Compounding is a process in which two independent words are put together to make one word, e.g. *firework* from *fire* and *work*. Derivation is the process of forming a new word on the basis of an existing word, e.g. *happiness* and *unhappy* from *happy*,and *determination* from *det ermine*. Derivation often involves the addition of a morpheme in the form of an affix, such as *-ness*, *un-* and *-ation*. Conversion is a change in the function of a word without changing its form. For example, …

All Chinese characters are logograms, and six different types can be identified, based on the manner in which they are formed or derived. There are a handful which derive from pictographs (象形) and a number which are ideographic (指事) in origin, including compound ideographs (会意), but the vast majority belong tophono-semantic compounds (形声). The other two categories in the traditional system of classification are rebus or phonetic loan characters (假借) and derivative cognates (转注).

Morphologically, Chinese characters are all morphemes, based on which words are composed in several ways such as compounding, translation, and occasionally affixation.

Advantages and disadvantages: open to discussion. The teacher can refer to debates on the reform of the Chinese language in the first decades of the 20th century (cf. Gu Hongming, Qu Qiubai, Liu Bannong, Arthur Smith, etc.).

2) **In English there are 20 vowels and 28 consonants. Can you find out how many vowels and consonants there are in Chinese? Please compare the possible structures of an English syllable and that of a Chinese syllable and work out their similarities and**

differences.

The general structure of both Chinese and English syllables consists of three segments: the Onset (consonant, optional in both English and Chinese), Nucleus (sonorant, obligatory in both) and Coda (consonant, optional in both).

A Chinese syllable, with only a limited number of coda, is often divided into two parts: an initial and a final. An initial is *shengmu*, and a final *yunmu*. A syllable can be an initial + a final or a final without an initial. An initial is always a consonant. The Chinese alphabet has 21 *shengmu* and 38 *yunmu*.

An English syllable can be stressed or unstressed while a Chinese syllable carries a tone.

3) **In English you can create new words by adding a prefix or a suffix or both to a word. The word writing system of Chinese determines that this is not possible in Chinese. Can we then create new Chinese words? If yes, how? And if not, does this mean that Chinese has lost a part of its productivity?**

Neologism, i.e. introduction of new words, is not only possible but also necessary in all languages. Chinese is no exception. Chinese new words are created in a number of ways, among which the most popular ones are borrowing (transliteration) and compounding. Chinese compound words can take many different forms, including modifier-head, verb-complement, verb-object, subject-predicate, and number-measure, etc.

4) **Finally, what do you think are the distinctive features of language, i.e. features that differ language from other ways of communication? Can you give a definition to language?**

American linguist Charles Hockett specified 13 design features of language in *The Origin of Speech* (1960):
1. Vocal-Auditory Channel: Much of human language is performed using the vocal tract and auditory channel. Hockett viewed this as an advantage for human primates because it made it possible for them to participate in other activities while simultaneously communicating through spoken language.
2. Broadcast transmission and directional reception: Human language can be heard if it is within range of another person's

auditory channel. Additionally, a listener has the ability to determine the source of a sound by binaural direction finding.

3. Rapid fading (transitoriness): Wave forms of human language dissipate over time and do not persist. A hearer can only receive specific auditory information at the time that it is spoken.
4. Interchangeability: A person has the ability to both speak and hear the same signal. Anything that a person is able to hear, he/she has the ability to reproduce through spoken language.
5. Total feedback: A speaker has the ability to hear himself/herself speak. Through this, speakers are able to monitor their speech production and internalize what they are producing through language.
6. Specialization: Human language sounds are specialized for communication. When dogs pant, it is to cool themselves off, when humans speak, it is to transmit information.
7. Semanticity: This refers to the idea that a specific signal is matched with a specific meaning.
8. Arbitrariness: There is no limitation to what can be communicated about and there is no specific or necessary connection between the sounds used and the message being sent.
9. Discreteness: Phonemes can be placed in distinct categories which differentiate them from one another, such as the distinct sound of /p/ versus /b/ in English.
10. Displacement: The ability to refer to and communicate about things in space and time removed from here and now.
11. Productivity: The ability to create new and unique meanings of utterances from existing utterances and sounds.
12. Traditional Transmission: The idea that human language is not completely innate and acquisition depends in part on the learning of a language.
13. Duality of patterning: Phonic segments (phonemes) are combined to make words, which in turn are combined to make sentences.

Source: Hockett, Charles F. (1960). The Origin of Speech, Scientific American, 203: 88-96.
http://www.columbia.edu/~rmk7/HC/HC_Readings/Hockett.pdf

Definitions of language:
Oxford Dictionary Online: The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.
(http://www.oxforddictionaries.com)

Language is not to be confused with human speech, of which it is

only a definite part, though certainly an essential one. It is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty.
Source: F. de Saussure: *Course in General Linguistics* (1916)

Edward Sapir: Language is a purely human and non-instinctive method of communicating ideas, emotion and desires by means of voluntarily produced symbols.
 Source: E. Sapir. *Language: An Introduction to Study of*

Speech(1921). NewYork: Harhcount, Brance ＆Company.

Noam Chomsky: A set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.
N. Chomsky: *Syntactic Structures* (1957)

R.A. Hall: The institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.
R. A. Hall. *Introductory linguistics* (1964)

David Crystal: The systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression.
D. Crystal. *Introducing linguistics*(1992)

Language Enhancement

I. Words and Phrases
1. Word Formation

nouns: *unrest , unease, unbelief*
verbs: *untie, uncover,unearth,unbalance, unblock*
adjectives: *unaccountable,unappreciated, unaccustomed,unworthy*

2. Antonym

	Antonym	**Prefix**
connection	disconnection	dis-
construct	deconstruct	de-
equality	inequality	in-
encourage	discourage	dis-
ever	never	ne-/n-

fortunate	unfortunate	un-
logical	illogical	il-
mature	immature	im-
monolingual	bilingual/multilingual	bi-/multi-
normal	abnormal	ab-
include	exclude	ex-
relevant	irrelevant	ir-
symmetric	asymmetric	a-
understanding	misunderstanding	mis-
verbal	nonverbal	non-

3. Prepositions

1) in a way
2) in a way
3) in the way
4) in the way
5) in the case of
6) in the case of
7) in case of
8) on; from
9) into
10) with

II. Sentences and Discourse
1. Telling the differences

1b) – 4b) are more formal than 1a) – 4a) because the verbs are less frequently used;
5b) starts with an inanimate subject "language", which is personified in "allows us to talk about our experience". 6b) involves a metaphor, comparing a "not well-centered talk" to "purposeless walk (wandering)". In both cases, there is a rhetorical device that adds to the vividness of the expressions.

2. Paraphrasing
(1) This ability to take familiar bits of language and to combine them to make new words and sentences is what sets language apart from other ways that human beings use to communicate.
[Because of the existence of morphological and syntactic rules,] language enables to create new words and sentences making use of available materials. This is not possible with other ways that we use to communicate, such as the use of facial expressions or bodily gestures.

(2) We have to beware the word 'language'. It's often used in a vivid way to mean any kind of connection between people.
We have to be cautious about the use of "language" because it is often used figuratively, refering to any means of communication (body language) or even the basis of mutual understanding (speaking the same language).

(3) We learn many rules of grammar in order to express different meanings, such as changing the order of words in a sentence. But we don't have rules which change the order of our facial expressions to express different meanings.
Facial expressions are different from real language in that there are no grammatical rules such as word order to help us express different meanings when we communicate with facial expressions.

(4) If I have the ability, I can paint them, draw them, sculpt them, dance them, compose them into a symphony or a ballet or a piece of jazz, and express myself in all the ways that are called "arts and crafts".
"Arts and crafts" are also means of communication. If I have the ability, I can express my thoughts and feelings in painting, drawing, sculpture, dance and music.

(5) In our everyday lives we produce and comprehend language with such apparent ease that we take it for granted. Yet the ease with which we use language belies a level of complexity of immense proportions.
Our everyday use of our native language, whether to express ourselves or to understand others, is so easy that we have never realized the great complexity behind this simple fact.

3. Translation

1) Once we've learned a few thousand words, and learned the ways our language allows us to put them together into sentences, we can say things that nobody has ever said before.

   一旦我们掌握了数千个单词和语言所允许的将这些单词组合成

   句的方法，我们就可以说出别人从未说过的话。

2) When people use their faces or hands to show their feelings, they're doing something that is very different from what they do when they speak, write, or use a deaf sign language.

   当人们用脸或手来表达情感的时候，他们所做的是一件与说话、

   书写或者使用聋人手语很不一样的事情。

3) Language allows us to talk about our experience of the world in a way that no other means of communication can.

语言使我们能够以一种其他交际手段所不能比拟的方式谈论我们对世界的体验。

4) 那件鲜红的大衣使她在姑娘们中间显得特别突出。(apart from)

Her bright red coat set her apart from the other girls.

5) 我们的触觉能力也可以演绎出一套语言。(develop into)

Our ability to touch can also be developed into a language.

6) 他以蛮横无理的方式对他的助手们发号施令。(in a way)

He orders his assistants around in a way that is very offensive.

7) 与书面语不同的是，我们在口语中并不是按照段落或章节来组织思想的。(frame)

Unlike writing, our thoughts are not framed in paragraphs or chapters in speech.

4. Rhetorical devices

1) Parallelism
2) Parallelism
3) Parallelism
4) Parallelism
5) Parallelism
6) Parallelism; rhyme

Parallelism: similarity of structure in a pair or series of related words, phrases, or clauses.
Rhyme: a repetition of similar sounds, usually the final vowel or consonant, in the end of two or more words.

Intercultural Reflection

The following research topics are designed to help you find out more about the nature of language. Choose one from them, conduct a small survey on it

in small groups of four or five, and prepare a 5-minute presentation or write an essay of 200-300 words based on your findings.

1. **Word order is important in both English and Chinese, for a change in the word order of a sentence may bring changes to the meaning conveyed. Do you think that Chinese and English follow the same word order in their sentences? Support your arguments with examples.**

   The answer is yes and no.
   At the level of basic sentence structure, Chinese word order very closely matches that of English, both being SVO (subject + verb + object). Yet please keep in mind that "SVO" doesn't include little details like articles (*a*, *the*) or prepositions (*to*, *for*, etc.).In addition, the placement of attributives and adverbials isnot exactly the same in the two languages. The attributive clause in English, for example, is not allowed in Chinese.

   Reference:http://resources.allsetlearning.com/chinese/grammar/Word_order

2. **Language is forever changing. You can feel the changes that are taking place in a language most vividly in its net language. Carry out a small survey to find out the differences between net Chinese and everyday Chinese.**

   Points:
   1) The creation of new words and expressions is very popular on the internet. There appears a list of top network buzzwords every year.
   2) The use of Internet jargon (cyber-lingo) is no longer confined to the cyberspace.It has gone from the virtual world to the real world. The most glaring example is that the young generation has begun to use Internet jargon in their daily communication.
   3) On formal occasions, people are still reluctant to use the net language.

3. **Learn more about American Sign Language and Chinese Sign Language. In what way do you think they resemble and differ from English and Chinese respectively?**

   Points:
   1) The basis of any language is to communicate with one another (mostly of the same inclination).
   2) Sign languages of the world are more similar to each other than

written/spoken languages.

3) The goals for establishing sign languages are universal: to enhance the quality of life of the hearing disadvantaged by (1) eliminating the obstruction between the deaf and the hearing people, assisting the government in promulgating the Law for the Protection of the Handicapped, (2) reviewing and promoting the education of sign language and assisting the deaf in removing their obstacles to communicate with people, and (3) improving the deaf schooling, employment, medical care and support and seeking for a living space free of obstruction.

4) In addition to their pictorial similarity, both CSL and ASL resort to the use of constraints and helpful gestures in similar manner. Forexample, CSL, just like ASL, assumes verb agreement.

5) Even though both Chinese and American sign languages have established formal connections to written Chinese and English by defining a set of symbols for the *pinyin*in Chinese and the alphabet in English , most of the signsneeded for daily communication in both CSL and ASL are by pictures and by actions, coupled by facial expressions.

6) An interesting thing aboutthe ASL is the infrequent use of the alphabet. Although ASL users are taught how to sign words by using the alphabet, they rarely spell out words. Most of the words are signed by actions and facial expressions that can be related to our daily encounters, e.g., driving a car or a truck, asking about who, why, where and when.

7) It is the same with the CSL community. Because Chinese is already a pictorial language, the connection between written Chinese and CSL is even tighter than that between written English and ASL.

8) It is suggested that it may be easier for a Chinese to pick up CSL than for an American to learn ASL. This could be because a Chinese is already equipped with a language based on pictorial characters. Consequently, the translation to the equally pictorial CSL is easier than what an American has to deal with: translating the alphabetized words into pictures and relating those to ASL.

For more details, please refer to:
Chinese Sign Language by Elizabeth T. Yeh:
http://www.lifeprint.com/asl101/topics/chinesesignlanguage.htm

Useful resources:
http://www.chinashouyu.cn/
http://www.start-american-sign-language.com/
Yau, S. C.(1977). *The Chinese signs: Lexicon of the standard sign language for the deaf in China*. HongKong: Chiu Ming Pub. Co.