

# ENGL 306A



## Personal Notes

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# Chapter 1: Cognitive Basis of Language

## NEUROCOGNITIVE AFFINITIES

💡 "Neurocognitive affinities" are patterns in language that we can recognize.

💡 Types:

① Identity:

② Resemblance / similarity (ie metaphors)

- comparing things to others because they are similar

③ Correlation (ie metonymy)

- when we associate 2 things because they happened together in time/space

- eg "the Kremlin invaded Ukraine"

④ Subsets (ie meronymy / synecdoche)

- "meronymy": subsets, wholes & parts;  
eg fingers are part of a hand

- "synecdoche": where a part is made to describe the whole or vice versa  
(eg "Toronto made it into the finals")

⑤ Opposition (ie antithesis)

- when something is used in place for another thing that contrasts it

- eg "that tall person is tiny"

⑥ Repetition (ie multiplicity)

- when something is repeated multiple times

- eg "Go, go, go!"

⑦ Sequence

- when we process things based on their order

- eg before/after, etc

## MODES OF MEANING

💡 We understand about the world through neurocognitive affinities, but communicate about them through modes of meaning.

💡 Types:

① "symbolicality": relation of convention  
eg dog/pet/狗

② "indexicality": relation of association  
- this can be causal or correlational  
eg the sound of dropping a book is associated with it hitting the floor

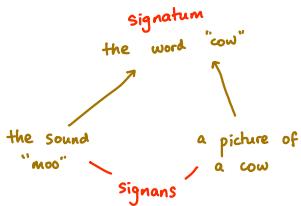
③ "iconicity": relation of resemblance  
- we recognize things because they look/feel like other objects we are familiar with  
- eg we know everyone in class is a human

## SIGNS

Q "Signs" consist of two components:

- ① the "signans", which describe the physical/sensory component of the sign. & eg a sound/image
- ② the "signatum", which describes the concept or meaning the signans represent.

eg



Q<sub>2</sub> Types of signs / dimensions of meaning:

① "Indexicality": defined by causation/correlation

eg thought of a cow ~ recording of a cow mooing

② "Iconicity": defined by resemblance

eg thought of a cow ~ picture of a cow

③ "Symbolicity": defined by convention

eg thought of a cow ~ the word "cow" in English

## FIGURATION / TROPS

Q "Tropes" occur when something (the "source") carries the primary signification for something else (the "target") that ordinarily holds that signification.

Q<sub>2</sub> Types:

- ① Metaphors;
- ② Metonymy;
- ③ Synecdoches.

## INDEXICALITY IN LANGUAGE

Q "Indexicality" occurs when one element of a set/relationship (the "source") is singled out to stand for other elements (the "target")

eg "the law is here", "Toronto wins at OT"

## ANALOGY IN LANGUAGE

Q "Analogies" occur when one element (the "source") represents another element (the "target") to which it is unrelated.

eg metaphors; ie "the sun is like an orange"

## POLYSEMY

Q "Polysemy" is when a word has multiple meanings.

eg "pussy" — sexual organ, cat, insult

## PHONOESTHemes

Q "Phonoesthemes" are units of sound that are thought to carry meaning, although there is no conventional basis for that meaning. eg "gl-" in glow, gleam, glistening connotes to "light/shine"

## STRUCTURAL PRINCIPLES IN LANGUAGE

Q All language is founded ultimately on "contiguity"; ie there must exist physical, temporal or conceptual relations between expressions & what they reference for a communicative code to exist.

Q Thus, all language is symbolic in nature.

## MOTIVATION

Q "Motivation" refers to non-arbitrary links between a form & the meaning of linguistic expressions.

# INDEXICALITY

Recall indexicality is metonymic, as it is defined by correlation/causation.

## EGOCENTRICISM / ME-CENTRICISM

① "Egocentrism" refers to the tendency to use language to communicate one's own thoughts, feelings & experiences.

② This is achieved via "deixis" (pointing words), which point to specific individuals, objects & locations.

eg "this dog, that house"

③ We can use "proximals": ie

① Speaking location:

eg here, there, near, etc

② Speaking time; &

eg now, today, then, etc

③ Relative location to the speaker.

eg this, that, etc

④ We can also use "pronouns":

① ego = 1<sup>st</sup> person

② ego + others = 1<sup>st</sup> person plural

③ hearer of ego = 2<sup>nd</sup> person

④ hearer of ego + others = 2<sup>nd</sup> person plural

⑤ not ego or hearer of ego = 3<sup>rd</sup> person

⑥ not ego or hearer of ego + others =

3<sup>rd</sup> person plural

## ANTHROPOCENTRISM / HUMAN-CENTRISM

① "Anthropocentrism" refers to using language to name objects according to their relation to us; ie we project ourselves onto objects.

eg front/back of a car, since that is how we use cars

# ICONICITY

Recall iconicity is "metaphorical", as it is defined by similarity & resemblance.

## QUANTITY

"Quantity" refers to when the amount of language resembles the amount of events/concepts.

eg - "dinosaurs lived a long, long, long time ago"

- plurals are longer than singulars

## SEQUENTIAL ORDER

"Sequential order" refers to when the order of language resembles the order of events/concepts.

In particular, the order of words/sentences usually mirrors the order of events.

eg "don't drink and drive", "stop, drop & roll"

## DISTANCE

"Distance" refers to when the closeness of linguistic elements resembles the closeness of events/concepts.

eg "greenhouse" vs "green house",

"wetsuit" vs "wet suit"

## CONSTRUCTIONS

① "Constructions" are patterns/templates that are used to build larger units of language, like phrases or sentences.  
ie the building blocks of language

② Examples:

- ① Fossilized expressions;  
eg now and then, kick the bucket
- ② Partially-filled fossilized expressions;  
eg jog X's memory
- ③ Abstract syntactic patterns;  
eg NPVP (active), NP be V by NP (passive)
- ④ Words:
- ⑤ Morphemes;  
eg pre-, -er, -ed, etc
- ⑥ Phonemes, syllables & features;  
eg /p/, /b/, higher/lower voice

## ANALOGIC FRAMES / CONCEPTUAL METAPHORS

① "Analogic frames" are cognitive structures that allow us to understand complex or abstract concepts by mapping them onto concrete & familiar experiences.

eg "time is money", "she shot me down",  
"he attacked my point", etc

## CORRELATIONAL FRAMES / CONCEPTUAL METONYMY

① "Correlational frames" are cognitive structures that allow us to understand complex or abstract concepts by replacing them with related/associated concepts.

② Examples:

- ① Producer for product;  
eg "I only read Dr. Seuss"
- ② Container for contained;  
eg "that's a tasty dish"
- ③ Person for instrument;  
eg "I'm parked out back"
- ④ Place for institution;  
eg "Ottawa sent my rebate"

# Chapter 2: Words

## WORDS

Q<sub>1</sub> A "word" is the smallest unit of language that can be uttered in a context with objective or practical meaning.

Q<sub>2</sub> Note that words are arbitrary.

## LEXICALIZATION

Q "Lexicalization" is the process of turning a concept/idea into a word or set of words.

eg the ringing of a phone → "ring"

## WHERE WORDS COME FROM

Q Words can come from

① the imagination; or

eg hobbit, googol, quark, etc

② the world.

eg bang, crackle, spark

Q They can also come from other words; these can be distinguished via the following:

① "structural" (ie permutations of form)

- ie when a word comes from borrowing other words, combining words, or reducing words

② "onomasiological" (ie permutations of meaning)

- eg metaphors

## SIMPLE VS COMPLEX WORDS

Q "Simple words" are those with only one morpheme.

eg "Fred", "sane", "disc"

Q "Complex words" are those with ≥ 2 morphemes.

eg "quicker", "blackbird"

## SEMASILOGY VS ONOMASIOLOGY

Q "Semasiology" is concerned with the question "what does the word X mean?"

Q "Onomasiology" is concerned with the question "how do you express X?"

- you use the concept to "determine" the words

# SEMASIOLOGY

## POLYSEMY

① "Polysemy" refers to when a single word has multiple meanings.

Types:

- ① Specialization - correlates with narrower sense
- ② Generalization - correlates with wider sense
- ③ Metaphorization - correlates with resemblance
- ④ Metonymy - correlates with correlation/contiguity

## HOMONYMY

② "Homonymy" refers to when two or more words have the same form (spelling and/or pronunciation) but different meanings.

eg bank (of water) vs. bank (the financial institution)

## DERIVING WORDS FROM OTHERS

③ Words can be formed from others in several ways:

- ① "Metaphorical" - a new signatum from comparison  
eg broadcast (to cast out seeds → to send out a signal)  
mouse (rodent → computer device)
- ② "Metonymical" - a new signatum from physical/conceptual association  
eg horn (animal projection → instrument)
- ③ "Specialization" - narrowing of signatum  
eg pill (small unit of medication → birth control)  
school (learning institution → K-12)
- ④ "Generalization" - broadening of signatum  
eg - ship (send by boat → send by any means)  
- school (learning institution → an intellectual/creative group)

## WORD CLASSES

⑤ Types:

- ① "Content words": carry the semantic burden & are less important syntactically
  - nouns, verbs, adjectives, adverbs
- ② "Function words": carry the syntactic work, are relatively light semantically
  - prepositions, particles, qualifiers, determiners, etc.

## WORD CLASS DIAGNOSTICS

⑥ Types:

- ① "Semantics": the type of signata the category invokes;
- ② "Morphological": the shape the signata possess; &
- ③ "Syntactic": the other words the class occurs with & the order in which they do.

## ENGLISH NOUNS

⑦ Semantic: a person/place/thing.

⑧ Morphological: takes plural & possessive abilities.

eg dogs, dog's

⑨ Syntactic: follows articles & adjectives.  
eg the green dog, a dog

## ENGLISH ADJECTIVES

⑩ Semantic: a quality attribute/property.

⑪ Morphological: takes comparative/superlative suffixes.

eg quickly, quickest

⑫ Syntactic: precedes nouns, follows degree words

eg the very big boy

## ENGLISH VERBS

⑬ Semantic: action or state.

⑭ Morphological: takes 4 suffixes:

- ① past tense;  
eg nodded
- ② third person singular present;  
eg nods
- ③ past participle; &  
eg has nodded, had nodded
- ④ present participle.  
eg is nodding, was nodding.

⑮ Syntactic: can follow an auxiliary verb.

eg he can nod his head.

## ENGLISH ADVERBS

- 1 **Semantic:** modifies an action/state.
- 2 **Morphological:** none (although many end in -ly)
- 3 **Syntactic:** follows a verb  
eg he nods vigorously

## ENGLISH PREPOSITIONS

- 1 **Semantic:** establishes spatial locations, relations or directions.  
eg at, in, on, by, etc

## ONOMASIOLOGY

### SYNONYMY

- 1 "Synonymy" occurs when the signantia are different, but the signatum is the same.
  - neurocognitive affinity: resemblance/similarity
  - eg dog, doggo, doge, etc

### PLESIONYMY

- 1 "Plesionymy" occurs when the signantia are different, & the signata are similar but not the same.
  - neurocognitive affinity: resemblance/similarity
  - eg the n word, the p word

### ANTONYMY

- 1 "Antonymy" occurs when the signantia are different & the signata are opposite.
  - neurocognitive affinity: resemblance/similarity
  - eg black/white, up/down, etc

### MERONYMY

- 1 "Meronymy" occurs when the signantia are different & the signata are in a super/subset relation.
  - superset = hypernym, subset = hyponym
  - neurocognitive affinity: meronymy
  - eg for dog: hound, terrier

# WHERE WORDS COME FROM - STRUCTURAL PROCESSES

- Q: Words can arise from structural processes:
- ① Borrowing other words;
  - ② Combining other words/phrases; &  
eg through "blends"; eg smoke + fog → smog
  - ③ Reducing words.

## BORROWING

- Q: "Borrowing" occurs when the form inevitably changes (to accommodate the borrowing languages phonology), & the meaning also shifts in various ways.  
eg skunk, chocodate, etc

## COMPOUNDS

- Q: "Compounds" are words that consist of two words combined together.  
eg airplane, fire engine, etc
- Q: Types of combinations:
  - ① the words are glued together;
  - ② the words are hyphenated; or
  - ③ the words are just stressed.

## CLIPPING

- Q: "Clipping" occurs when words are shortened/spliced before being combined.  
eg professor → prof., hamburger, etc.
- Q: This is often jargon, which increases efficiency.

## ACRONYMS / ABBREVIATIONS

- Q: "Acronyms/abbreviations" are examples of combining & reducing.  
eg radar, scuba, etc;  
CBC, USA, etc
- Q: Note that with clipping, the linkages are more apparent, & so the original meaning is more easily recoverable by outsiders; but with jargon & acronyms, often secret information is needed.
- Q: Thus, jargon is more exclusive than clipping.

## CONVERSION (DOUBLE-DIPPING)

- Q: "Double-dipping" occurs when a word/phrase is borrowed from one language into another, and then re-borrowed back into the original language.  
The word usually also changes form or meaning.  
eg café, sushi, fiancé/fiancée, etc

## PRODUCTIVITY

- Q: "Productivity" refers to the capacity of a language or specific linguistic rule to generate new words, phrases or structures.

# Chapter 3: Morphology

## INTRODUCTION

Q1 "Morphology" is the study of morphemes, which are the smallest units of language.

Q2 In particular, a morpheme is the smallest pairing of signans & a signatum.

## TYPES OF MORPHEMES

Q3 Types:

① Free morpheme: can stand alone as a word  
eg write, dog, cat

② Bound morpheme: cannot stand alone as a word.  
- "affixes" are a type of this  
- split into prefixes, suffixes, infixes & circumfixes  
- eg -er, -ez, pre-, etc.

Q4 Types of bound morphemes:

① Inflectional morphemes: added to a word to indicate grammatical information without significantly changing the meaning.  
- eg -s, -ed, -er, -est

② Derivational morphemes: added to a word to create a new word with a different meaning/category.

- eg -un, dis-, re-, -able, -ly  
- eg un-break-able, dis-associate, re-try

\* we often use the notation {x} or {x-y} to denote suffixes & prefixes.

## MORPHOLOGICAL CONSTRUCTIONS

Q1 "Morphological constructions" are patterns or structures that are formed by combining morphemes to create complex words.

Q2 We use the following syntax for our "building block":

[morpheme] word class

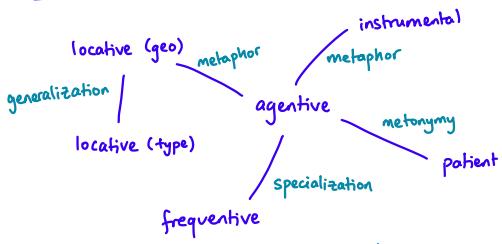
Q3 We can then combine these together.

eg [ [x] adj i ]\_N → "the property of x"  
[ [x] adj ness ]\_N → "the state of x"  
[ [x] adj dom ]\_N → "the domain of x"

Q4 Note morphemes may have different effects on the same or different base word.

eg {-er?} →  
agentive  
eg farmer, writer, etc  
locative (geographic)  
eg Londoner, etc  
locative (type)  
eg foreigner, villager, etc  
instrumental  
eg printer, toaster, etc  
patient  
eg page-turner, reader, etc  
frequentive  
eg chatter, mutter, etc  
other/misc  
eg triple-decker, parker, etc

As a radial network:



(paste diagram here from slides)

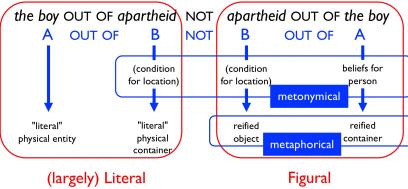
## ANTIMETABOLES

"Antimetaboles" involve repeating words/phrases in reverse order or in a mirrored pattern.

eg - all for one, one for all

- ask what you can do for your country, not what your country can do for you

This includes the "A out of B, not B out of A" construction.



## PARISON

"Parison" refers to repeating a grammatical structure/pattern in successive clauses/sentences for effect.

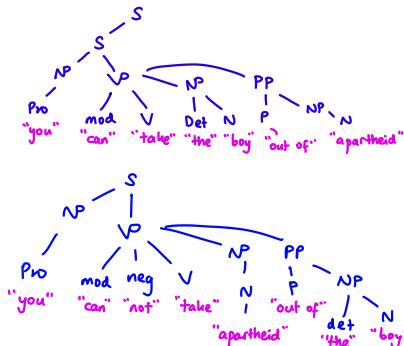
## SYNTAX TREES

"Syntax trees" are graphical representations used to analyze structure of words/phrases in a sentence.

We can explore parison via a syntax tree.

eg [Take [the boy]<sub>NP</sub> [out of [apartheid]<sub>NP</sub>]<sub>PP</sub>]<sub>VP</sub>]

As a tree:



## FIGURATIVE DIMENSIONS

"Figurative dimensions" refer to aspects of meaning that go beyond literal/straightforward interpretation.

eg with antimetaboles, we exploit multiplicity, identity & sequence.

This helps increase productivity & memorability of sentences.

## PRODUCTIVITY IN MORPHOLOGY

"Morphemes" often imply the underlying theme behind words.

eg petro-  $\Rightarrow$  petrol related

## ROOTS VS STEMS

"Roots" are the base elements of a word, that are usually irreducible units.

"Stems" are formed by combining a root with other morphemes (eg affixes/suffixes), and can serve as the base for successive word formation.

## AFFIX CONSTRUCTIONS

Constructions:

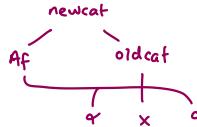
① Prefix: [Af [x] oldcat ] newcat



② Suffix: [Cx] oldcat Af ] newcat



③ Infix: [Cx/xi] Af [xi/xi] oldcat ] newcat



④ Circumfix: [Af [x] oldcat Af ] newcat



## EXAMPLE: ENGLISH MORPHEMES

(paste SS from slides)

# Chapter 4: Syntax

"Syntax" is the subfield that studies the structure, organization & rules governing the formation of sentences/phrases in a language.

## NOTATION

" $X \rightarrow Y$ " → X "is a" Y  
"XY" → X precedes Y  
"(X)" → X is optional  
" $X^*$ " → X iterates  
" $\{X, Y\}$ " → X or Y

## BASIC ENGLISH PHRASE STRUCTURE SYNTAX RULES

sentence:  $S \rightarrow NP \text{ PredP } (AdvP)^*$   
noun phrase:  $NP \rightarrow (Det) (AP)^* N (PP)$   
adjective phrase:  $AP \rightarrow (Deg) A$   
propositional phrase:  $PP \rightarrow P NP$   
predicate phrase:  $\text{PredP} \rightarrow (\text{Aux}) \{ VP, VP_{cop} \} (AdvP)^*$   
verb phrase:  $VP \rightarrow V (NP) (NP) (PP)$   
copulative verb phrase:  $VP_{cop} \rightarrow V_{cop} \{ AP, NP, PP \}$   
adverb phrase:  $AdvP \rightarrow \{ (Deg) AdvP, PP \}$

## BASIC SENTENCE PATTERNS

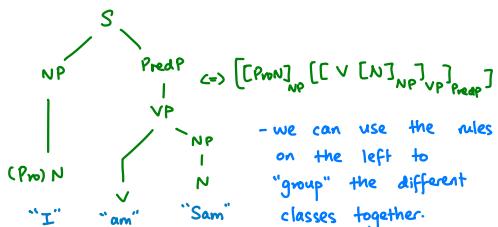
"Basic sentence patterns" are common syntactic arrangements used to form sentences in a language.

## WORD PATTERNS

"Word patterns" refer to the systematic combinations of words within a language.

## EXAMPLE: I AM SAM / SAM

### I AM



## TYPES OF VERBS

### Types:

- ① "Intransitive": does not require a direct object to complete its meaning
  - eg "sings", "laughed", etc
- ② "Transitive": requires a direct object to complete its meaning
  - transfers its meaning from the subject to the object
  - eg "kicked", "painted"
- ③ "Ditransitive": requires both a direct object & an indirect object
  - transfers its meaning from the subject to both direct & indirect objects
  - eg "they sent me a gift"
- ④ "Copulative/linking": connects subject to a subject complement
  - complement provides more information about the subject
  - eg "she is a teacher"  
"they are students"

# ENGLISH BASIC SENTENCE PATTERNS

Q<sub>1</sub> Types:

## ① Intransitive - V<sub>1</sub>

- consists of a subject & intransitive verb
- eg "she dances", "they laughed"

## ② Transitive - V<sub>2</sub>

- consists of a subject, transitive verb & direct object
- eg "he kicked the ball", "she ate an apple"

## ③ Ditransitive - V<sub>3</sub>

- consists of a subject, ditransitive verb, a direct object & an indirect object
- eg "she gave him a book", "they sent me a gift"

## ④ Copulative - V<sub>cop</sub>

- consists of a subject, copulative verb & a subject complement
- verb links subject to a complement that describes/identifies it
- eg "she is a teacher", "they seem happy"

## ⑤ Complement - V<sub>comp</sub>

- consists of a subject & a complement
- complement describes/provides more info on the subject
- eg "they go to school"

## ⑥ Transitive-complement - V<sub>T-comp</sub>

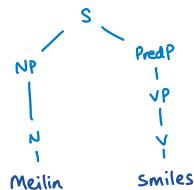
- consists of a subject, transitive verb, a complement & an object
- verb transfers the action from the subject to both the direct object & the complement.
- eg "she made him happy", "he painted the wall red"

Q<sub>2</sub> We can view all these as syntax trees.

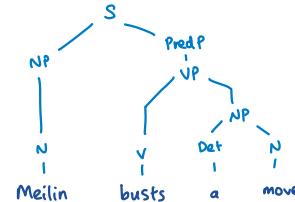
# CONSTRUCTING SYNTAX TREES FROM SENTENCES

Q<sub>1</sub> Idea: We can start by identifying the classes of the individual words, and then "combine our way up" using our syntax rules until we reach the original sentence S, and return the formed syntax tree.

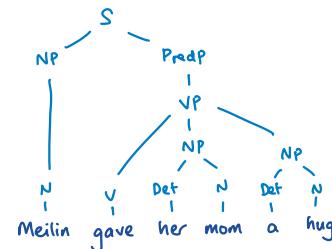
# EXAMPLE: INTRANSITIVE



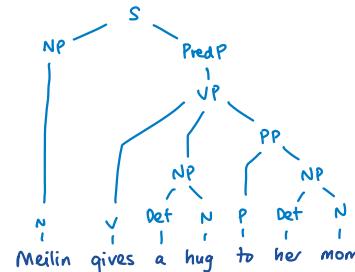
# EXAMPLE: TRANSITIVE



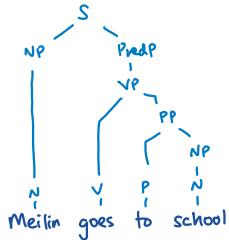
# EXAMPLE: DITRANSITIVE



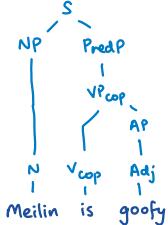
# EXAMPLE: TRANSITIVE-COMPLEMENT



## EXAMPLE: COMPLEMENT



## EXAMPLE: COPULATIVE



## EVENT SCHEMATA

Event schemata are cognitive structures that represent understanding of language related to events or actions.

### BEING SCHEMA

The "being" schema relates a characteristic or any other conceptual category to a given entity that does not really play a dominant role in the relationship. The "patient" is the main participant. An "essive" is any role that is related to a patient via a "being" link.

eg The Sahara is dangerous.



### HAPPENING SCHEMA

The "happening schema" emphasizes a process taking place & the participating entity involved in it.

eg - "the weather is clearing up"  
- "the dog is whining"

## DOING SCHEMA

- ① The "doing schema" refers to when one entity is seen as the source of the "energy" that is developed, and thus instigating the action.
- ② In particular, an "agent" is causing the action deliberately (whereas it is "just" occurring in the happening schema).

## EXPERIENCING SCHEMA

- ① The "experiencing schema" describes the mental processing of the contact with the world.
  - ② In particular, the entity involved is an "Experiencer" that has said mental experience.
- eg - "Bernice sees a snake"  
- "He thinks he can swim"  
- "He wants to pick it up"

## HAVING SCHEMA

- ③ The "having schema" relates
  - ① a human possessor to a possessed object;
  - eg Doreen has a nice house
  - ② an affected entity to the cause of affection;
  - eg John has very bad flu
  - ③ a whole to its parts; or
  - eg this table has 3 legs
  - ④ one family member to another.
  - eg she has one sister

## MOVING SCHEMA

- ⑤ The "moving schema" is a combination of the happening or doing schema with the places where
  - ① the action sta