

1. Orthography

1.1. The status of orthography in linguistics

1.2. The relationship between speech and writing

1.2.1. Dependence hypothesis

1.2.2. Independence hypothesis

1.2.3. The interdependence hypothesis

1.2.4. The impoverished nature of writing

1.3. Shallow versus deep orthography

1.4. English as a deep orthographic language

divergence from spelling to sound

<ea> - /e/ “bread”

<ea> - /i:/ “sea”

<ea> - /e\ / “great”

<gh> - /g/ “ghost”

<gh> - /f/ “rough”

<gh> - ↓ “daughter”

from sound to spelling

/i:/ - <ea> “speak”

/i:/ - <e> “she”

/i:/ - <ae> “encyclopaedic”

/i:/ - <ee> “heed”

/i:/ - <ie> “brief”

/i:/ - <ey> “key”

/i:/ - <ei> “receive”

/i:/ - <oe> “phoenix”

/i:/ - <eo> “people”

/i:/ - <i> “ski”

/i:/ - <ay> “quay”

1.5. Spelling rules

1.5.1. Complementary distribution of <i> and <y> as well as <u> and <w>

1.5.2. Gemination

1.5.3. Haplology (Anti-gemination)

1.5.4. Final <e> deletion

1.5.5. <k> insertion

1.5.6. Resistance of spelling to pronunciation differences

1.6. Reasons for the discrepancy between pronunciation and spelling

1.6.1. Differential change rate / The conservative nature of spelling

Example	Chaucer (1380)	Shakespeare (1600)	nowadays
name	[na:m(:)]	n↔:m	ne\m]
sweet	[swe:t	swi:t	swi:t]
time	[ti:m(:)]	t.:m	ta\m]
moon	[mo:n	mu:n	mu:n]

1.6.2. Language contact

- <g> - /g/ "get" (North Germanic) <h> "hill" (native word stock)
- <g> - /d | / "gem" (French "la gemme" [|]) <h> "hour" (Latin)
- (<g> - /j/ (native word stock, Old English "gifan")

1.6.3. Susceptibility of spelling to non-phonological influences

1.6.4. Variable codification (or no codification)

1.7. Spelling Reforms

1.8. Spelling pronunciation (SP) / Phonetic spelling (PS)

SP: forehead [fɔr)d] ~ [fɔ:hed]

language [læ |g)d |] -> [læ |g↔)d |]

corpse [kɔ:s] -> [kɔ:ps]

PS: through ~ thru

five (of the clock) -> five o' clock

M.E. son -> sound

1.9. Quantitative analyses of the relationship between spelling and sound

1.9.1. From letter to sound: consistency of body, rime, and shell pronunciation

vowel (isolated: 0.72) preceded by onset: 0.81 (n.s.)

 followed by coda: 0.92 (s.)

onset (isolated: 0.98) followed by vowel: 0.99 (n.s.)

 followed by coda: 0.99 (n.s.)

coda (isolated: 0.98) preceded by vowel: 0.99 (n.s.)

 preceded by onset: 0.99 (n.s.)

1.9.2. From sound to letter: consistency of body, rime, and shell spelling

vowel (isolated: 0.53) preceded by onset: 0.65 (s.)

 followed by coda: 0.74 (s.)

onset (isolated: 0.91) followed by vowel: 0.94 (s.)

 followed by coda: 0.94 (n.s.)

coda (isolated: 0.82) preceded by onset: 0.88 (n.s.)

preceded by vowel: 0.92 (s.)

2. Phonology

2.1. Segmental phonology

2.1.1. Consonant system

2.1.2. Vowel system

2.1.3. A quantitative analysis

2.1.4. Functional load

2.1.5. Clusters

2.1.6. Sonority

2.1.6.1. Sonority sequencing principle

2.1.6.2. Sonority contour principle

2.1.6.3. Sonority reversal

2.1.7. Case study: The problem of /r/

2.1.8. Suprasegmental phonology

2.2.1. Syllable structure

2.2.2. Syllabification

2.2.2.1. Criteria

2.2.2.1.1. Phonotactics

2.2.2.1.2. Morphology

2.2.2.1.3. Stress

2.2.2.1.4. Vowel length

2.2.2.1.5. Sonority

2.2.2.1.6. Onset maximization

2.2.2.2. Syllabification of single intervocalic consonants

2.2.2.3. Syllabification of intervocalic consonant clusters

2.2.2.4. Resyllabification

2.2.2.5. Why syllabification?

2.2.3. Stress

2.2.3.1. Fixed vs. free stress

2.2.3.2. Distinctiveness of stress

2.2.3.3. Quantity-sensitivity

The sensitivity of stress to phonological weight

Sensitivity	+	-	0	Total
Length				
Disyllabic words	121 (27.4%)	63 (14.3%)	257 (58.3%)	441
Trisyllabic words	24 (8.9%)	79 (29.2%)	168 (62.0%)	271

2.2.3.4. Stress rules

2.2.3.5. Stress clash

2.2.4. Rhythm

2.2.4.1. Principle of rhythmic alternation

2.2.4.2 Syllable timing

2.2.4.3. Stress timing

2.2.5. Connected speech

2.2.5.1. Strong vs. weak forms

3. Morphophonology

3.1. The phenomenon: Allomorphy

3.2. Stem-induced affix allomorphy vs. affix-induced stem allomorphy

3.3. Prefix vs. suffix allomorphy

3.4. Directionality

3.5. Allomorphy in inflection

3.6. Allomorphy in derivation

3.7. Comparison of allomorphy in inflection and derivation

3.8. Why allomorphy?

3.9. Advantages and one disadvantage of allomorphy

4. Morphology

4.1. Introduction

4.1.1. English as an isolating language

4.1.2. Word-based morphology

4.1.3. The suffixing preference

4.1.4. Weak fusionalty

4.2. Inflection

4.2.1. Inflectional morphemes

possessive –s

third person singular –s

plural –s
 comparative/superlative –er/-est
 past tense –ed
 past participle –ed
 present participle –ing
 progressive –ing
 gerund –ing (in some cases)
 adverbial -ly

4.2.2. Grammatical categories coded by inflectional suffixes

person on verbs
 tense on verbs
 aspect on verbs
 number on nouns
 possessive on nouns
 case on pronouns
 number on pronouns
 gender on pronouns

4.2.3. Status of possessive marker

4.3. Derivation

4.3.1. Modifier-head structure

4.4. Compounding

4.5. Productivity

4.6. Branching direction

4.6.1. Prefix-Stem-Suffix,	e.g. un-grace-ful	right-branching
	e.g. dis-grace-ful	left-branching
4.6.2. Stem-Stem-Stem,	e.g. air traffic control	left-branching
	e.g. bank interest rate	right-branching
4.6.3. Stem-Stem-Suffix,	e.g. good-natur-ed	right-branching
4.6.4. Stem-Suffix-Stem,	e.g. swimm-ing pool	left-branching
4.6.5. Stem-Suffix-Suffix,	e.g. develop-ment-al	left-branching
4.6.6. More complex structures		

5. Lexicology

5.1. The mixed nature of the lexicon

to think – to reflect – to meditate

to rise – to ascend

great – large – big

short – brief

beam – ray

snake – serpent

breast – pectoral

Is English a Romance language?

5.2. Structural differences between the Germanic and the Latinate vocabulary

	Germanic	Latinate
register	basic	“bookish”
word length	monosyllabic or weak final syllables (“fiddle”)	polysyllabic
different phonological processes	voicing alternation house – houses	
stress alternation	to believe – the belief	to record – the record to transfer – the transfer
stress shift through affixation	-ness: tender-ness -hood: brother-hood	-ity: native-ity -ette: cigar-ette
affix change following affixation	marked – unmarked	mobile – immobile
stem change following affixation	happy – happiness king – kingdom	please – pleasure infant – infancy
nominalization	through gerund: to go – the going to come – the coming to build – the building	through derivational affixes: to depart – departure to arrive – arrival
phrasal verbs	to take after to be taken in	to construct – the construction
morphological structure of verbs	to go in to go up to go forward	to enter to ascend to advance

“pseudomorphemes”	unworthy	attend – pretend compose – expose prefer – refer
Dative shift	He built her a house He sent her a letter. He gave her much money.	*He constructed her a house. *He conveyed her a letter. *He donated her much money.

5.3. Word length

number of phonemes		number of syllables	
1	0%	1	31.1%
2	0.3%	2	36.3%
3	9.3%	3	20.3%
4	16.2%	4	9.5%
5	18.4%	5	2.5%
6	14.9%	6	0.3%
7	13.3%		
8	9.7%	average: 2,17 syllables	
9	7.6%		
10	4.6%		
11	2.6%		
12	1.9%		
13	1.0%		
14	0.1%		
15	0.1%		

average 6.27 phonemes

5.4. Frequency stratification (Denes 1963)

13 words make up 25%,

67 words make up 50%

331 words make up 75% of the words in the sample

5.5. Word classes

5.6. Verb + particle combinations (complex verbs)

5.6.1. Intransitive phrasal verbs: to wake up, to wise up, to eat out

5.6.2. Transitive phrasal verbs: to mess s.th. up, to take s.th. up, to take s.o. out

5.6.3. Prepositional verb: to insist on, to deal with, to take after s.o.

5.6.4. Phrasal-prepositional verb: to put up with s.th., to take s.th. out on s.b., to get s.th. over with, to get away with s.th.

5.6.5. Phrasal vs. prepositional verbs

Phrasal Verb

He slipped on the jacket.

Prepositional Verb

She slipped on a banana peel.

5.6.6. Degrees of metaphoricity

basic: to look at, to look around

slightly metaphorical: to look ahead, to look back

strongly metaphorical: to look after, to look forward to, to look down on, to look for, to look up to.

5.7. Lexical features: Count vs. mass nouns

- the furniture - *a furniture/*the furnitures
- the information - *an information/*the informations
- snow – snows
- water – waters
- rain – rains

Totally uncountable

In-between

Fully countable

information

knowledge

cake

outskirts

cattle

dog

furniture

people (“persons”)

car

Conversion from mass to count: He ordered three coffees.

Conversion from count to mass: A cattle lorry crashed. There was cow all over the place.

It was disgusting.

6. Morphosyntax

7. Syntax

7.1. Survey of major characteristics

7.1.1. English as a fixed word order language

Basic constituent order: SVO = 89,8% ‘I cleaned the carpet.’

OSV = 10,2% ‘What did you clean?’

7.1.2. English as a typical SVO language

- 7.1.2.1. Prepositions rather than postpositions
- 7.1.2.2. Phrasal and clausal proforms (“so”)
- 7.1.2.3. Frequent use of passive
- 7.1.2.4. Frequent use of (modal) auxiliaries
- 7.1.2.5. Middle (between active and passive voice) expressed through pronouns
- 7.1.2.6. Sentence adverbials
- 7.1.2.7. Coordination is often accompanied by ellipsis
- 7.1.2.8. Frequent use of hypotaxis
- 7.1.2.9. Phonology: Closed syllables rather than open syllables
- 7.1.2.10. Morphophonology: Umlaut rather than vowel harmony
- 7.1.3. English as a strongly configurational language
 - 7.1.3.1. Rigidity of SVO order
 - 7.1.3.2. No discontinuity within VPs
 - 7.1.3.3. No discontinuity within NPs
 - 7.1.3.4. No discontinuity within PPs
 - 7.1.3.5. Few deviations from SVO
 - 7.1.3.6. Pro-VP
 - 7.1.3.7. Main vs. subordinate clauses: Distinction between conjunctions and adverbs
- 7.1.4. English as a predominantly right-branching language
 - SVO, Preposition – NP, Determiner – Adjective - Noun
- 7.1.5. English as an inconsistent head-modifier order language
 - 7.1.5.1. Modifier – Head
 - Article – Noun: the toy
 - Adjective – Noun: high heels
 - Adverb – Adjective: deeply impressed
 - Adverb – Adverb: very much
 - Possessive Determiner – Noun: my shoes
 - 7.1.5.2. Head – Modifier
 - Antecedent – Relative Clause: the time I spent with them
 - Verb – Object: He saw the doctor.
 - Preposition – NP: behind the curtain
 - Question word – Clause: What is it about?
 - Comparison adjective – Comparison clause or NP: older than Mary (was)
- 7.1.6. English as an obligatory-subject language

7.3.2. Clefting

7.3.2.1. Cleft sentences: It is his callousness that I will ignore.

It's Vicki who made the announcement.

It was yesterday that Pete flunked his orals.

7.3.2.2. Pseudoclefts: What I will ignore is his callousness.

What Robbie needs most is someone to talk to.

Here is where the accident took place.

7.3.3. Extraposition: To hear him curse shocked me. -> It shocked me to hear him curse.

You must find working here exciting. -> You must find it exciting working here.

7.3.4. Dislocation

7.3.4.1. Left-dislocation: Steve, he likes beans.

7.3.4.2. Right-dislocation: He nearly ran over me, that crazy bum.

7.4. Clause types

7.4.1. Survey

7.4.1.1. Declarative: I love her.

7.4.1.2. Imperative: Open the door. Be careful. Everybody stand still. You be careful.

7.4.1.3. Interrogative: Two types: wh-interrogative vs. yes/no interrogative

7.4.1.4. Exclamative: How well she sings!

Ambiguous: How much remains to be done? Or: How much remains to be done!

7.4.2. The relationship between clause types and discourse function

7.4.2.1. Interrogative functioning as imperative: Can you tell me what time it is.

7.4.2.2. Interrogative functioning as exclamative: Wasn't it a marvellous concert!

Would you believe it!

7.4.2.3. Interrogative functioning as declarative: rhetorical questions: Would anyone be so stupid as to believe it!

7.4.2.4. Declarative functioning as imperative: It needs to be done. I want you to do it. You open the door.

7.4.2.5. Declarative functioning as interrogative: You've got the tickets?

7.5. Inversion and do-support

7.5.1. Do-support - in questions: Does he like squid?

- in negatives: I don't like squid.

- in inversion: At no time did I leave the front door unlocked.

7.5.2. Inversion - in questions: Is he a good swimmer?

- in negatives (negated element fronted): At no time must the front door be left unlocked.
- in conditional clauses: Were we to withdraw our support, they would be indignant.

7.6. Verb complementation

Three options: a) finite subordinate clause: Tests have proved that the system works.

b) infinitival clause: She ordered her guests to leave.

c) gerund clause (with or without preposition): She stopped him (from) leaving. She thanked her mother for staying.

Choice of complementation is partly semantically motivated.

- Different options create different meanings: He stopped smoking. - He stopped to light a cigarette.
- Different options but no meaning difference: I believe that he is an honest man. – I believe him to be an honest man.

Choice of complementation depends on verb type: Cognitive verbs: I think that it's true.

7.7. Control: Subject vs. object control

a) I promised Cathy to be there on time/to help her out.

b) The traveller asked the innkeeper to wake him up at 5 o' clock.

c) The coach promised the goalkeeper to be allowed to play the second halftime.

d) The traveller asked the innkeeper to be awaked at 5 o' clock.

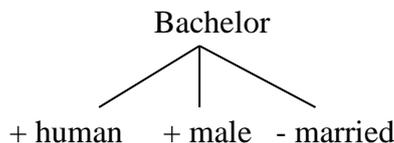
e) Johnny asked the teacher to go to the bathroom.

8. Semantics

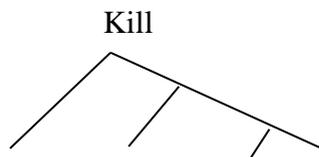
8.1. No internal structure of semantic content of words

Bachelor: + human, + male, - married, (+ young)

Widower: + human, + male, wife deceased



Hierarchical approach fails: “to kill”: to cause somebody to become not alive



cause become not alive

Three problems: a) “kill” is not synonymous with “cause to be dead”

b) the semantic components are not really semantic but lexical

c) the structure is syntactic (like sentence structure) rather than semantic.

8.2. Categories and their internal structure

A robin is a bird.

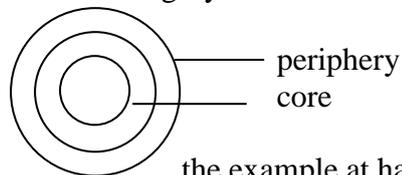
A penguin is a bird.

A sparrow is a bird.

A turkey is a bird.

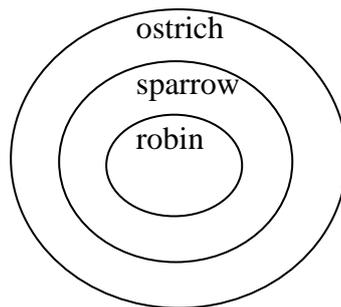
An ostrich is a bird.

The prototype structure of a lexical category: a structure of concentric circles



Applying this approach to

the example at hand gives us:



This structure is valid for all linguistic categories, e.g. the category /t/ in phonology

/t/: a voiceless aspirated alveolar stop.

- voiceless -> voiced, e.g. writer -> rider
- aspirated -> unaspirated, e.g. in clusters with initial /s/, [t=] “still”
- alveolar -> dental, e.g. “eighth” [t^o]
- stop -> affricate, e.g. utterance-finally „What“ [ts], as an ejective

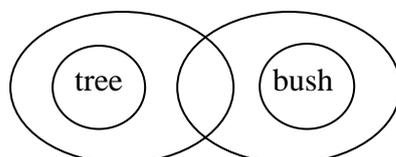
8.3. The network structure of categories: Between-category structure

Organization on the horizontal and vertical axes

Horizontal axis: how are different categories on the same level related to one another?

Vertical axis: how are different categories on different levels related to one another?

Horizontal organization: categories shade into each other

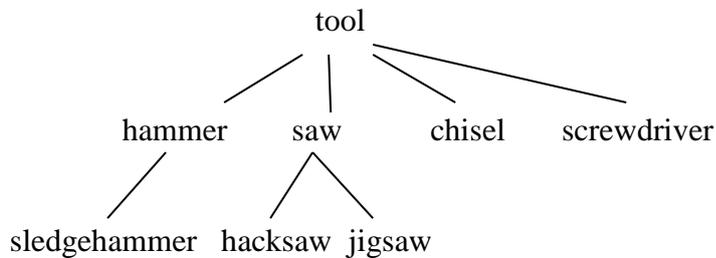


Vertical organization: categories exist at different levels of abstraction

Superordinate level:	furniture	musical instrument	vegetables
Basic level:	chair	guitar	cabbage
Subordinate level:	kitchen chair	12-string guitar	red cabbage

8.4. Semantic relations

- synonymy: e.g. almost – nearly
- antonymy, e.g. thick – thin, young – old
- meronymy, e.g. wheel – car, finger – hand
- hyponymy/hyperonymy, e.g.



8.5. Word fields: e.g. The wordfield of laughter

Verb	1	2	3	4	5	6	7
laugh	+	+					
smile	+	+					
chuckle	+	+	(+)	+	-	-	
giggle	+		-				
grin	+		+	+	+	+	
smirk	+	-					+
sneer	+	-					
snicker	+	+					

1. Facial expression with a focus on lips
2. Positive attitude towards addressee
3. Sex of speaker (male: +)
4. Number of interactants (single: +)

5. Directionality (teleological: +, causal: -)
6. Intensity of contact (autistic: -)
7. Social rank of producer (superior: +)

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