

## 1. What is Science?

1.1.1. Science is making claims or asking questions

1.1.2. The scope of science: What claims do we wish to make (and why)?

1.1.3. The culture-dependence of science

1.1.4. The aims of science, Part I: Making true statements about reality

1.1.5. The aims of science, Part II: Advancing the boundaries of knowledge

1.1.6. The aims of science, Part III: Producing testable models in an attempt to find the best

1.1.7. The nature of scientific claims

1.1.8. The testing of claims

1.1.9. The evaluation of claims

1.1.10. The construction of models and theories

## 1.2. Science as a game

1.2.1. The rules of the game

1.2.1.1. Identification of the problem

1.2.1.2. Statement of the problem

1.2.1.3. Analysis of the problem

1.2.1.4. Theoretical discussion of the problem

## 1.3. Two types of science: formal vs. empirical

1.4. The scientific circle: description – explanation – prediction (with feedback loop from the latter to the former)

## 1.5. Explanation

1.5.1. First definition: Going beyond simple observables

1.5.2. Description vs. explanation

1.5.3. Two types of explanation: causal and teleological

1.5.4. The infinity of the causal chain

1.5.5. Second definition: a connection between two hitherto unconnected things (Popper)

1.5.6. Is there anything to explain?

1.6. Prediction: follows from theories and leads to new descriptions

What can and what cannot be predicted?

2. Linguistics as a Science

2.1. Linguistics as an empirical science

2.2. Three types of data in linguistics

2.2.1. Introspective data

2.2.2. Decontextualized data

2.2.3. Usage data

2.3. Conceptions of language in linguistics

2.3.1. Language as a phenomenon of the third kind

2.3.2. Language as a psychological phenomenon

2.3.3. Language as a cultural phenomenon

3. Macrolinguistics

3.1. Language and Mind (Psychology) -> Psycholinguistics

3.2. Language and Brain (Neurology) -> Neurolinguistics

3.3. Language and Disease (Medicine) -> Patholinguistics (Language Disorders)

3.4. Language and Time (History) -> Historical Linguistics

3.5. Language and Space (Geography) -> Dialectology

3.6. Language and Society (Sociology) -> Sociolinguistics

3.7. Language and Context (Communication Science) -> Pragmatics

3.8. Language and Knowledge (Philosophy) -> Philosophy of Language

3.9. Language and Sound (Physics: Acoustics) -> Acoustic Phonetics

3.10. Language and Body (Biology: Anatomy) -> Articulatory Phonetics

3.11. Language and Number (Mathematics) -> Quantitative Linguistics

3.12. Language and Power (Political Sciences) -> Language Planning

3.13. Language and Art (Aesthetics) -> Rhetoric

3.14. Language and Machine (Computer Science) -> Computational Linguistics

## 4. Semiotics

4.1. The study of signs

4.2. Language as a system of signs

4.3. Relationship between “signifiant” and “signifié”

4.4. The nature of “signifié”

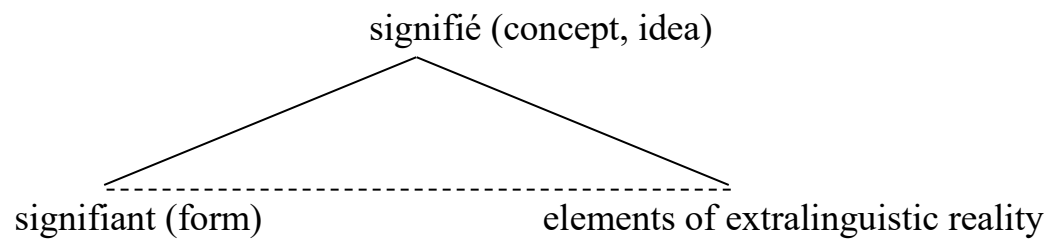
4.5. Sign types

4.6. Sign types in language

4.7. The phylogenetic development of signs

4.8. The semiotic triangle

### Semiotic Triangle (Ogden & Richards 1922)



## 5. Functions of Language

### 5.1. Two main functions of language: communication and cognition

#### 5.1.1. Communication: Producer – message - recipient

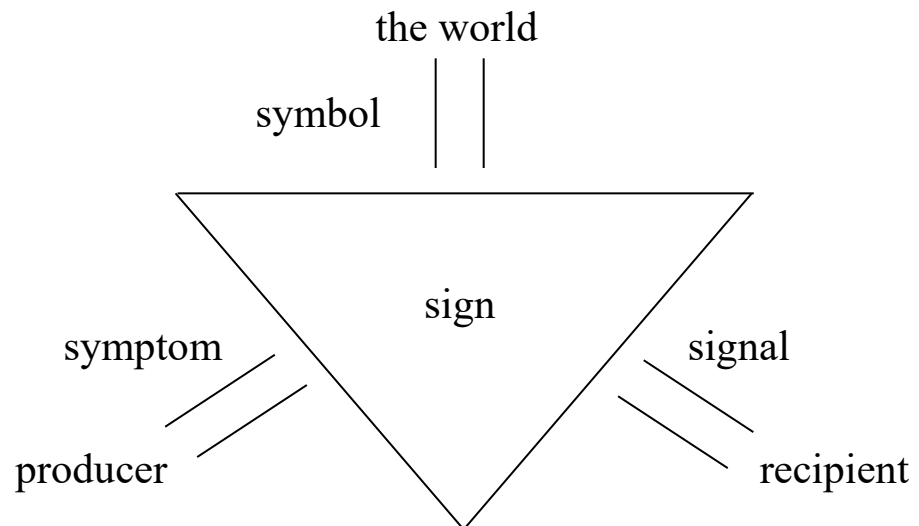
#### 5.1.2. Cognition: language as a tool for thought

as a means of creating awareness

as a system of categories

as crystallized thought

### 5.1. Organon Model (Bühler 1936)



### 5.2. Jakobson's six functions

#### 5.2.1. expressive

#### 5.2.2. conative

#### 5.2.3. referential

#### 5.2.4. metalinguistic

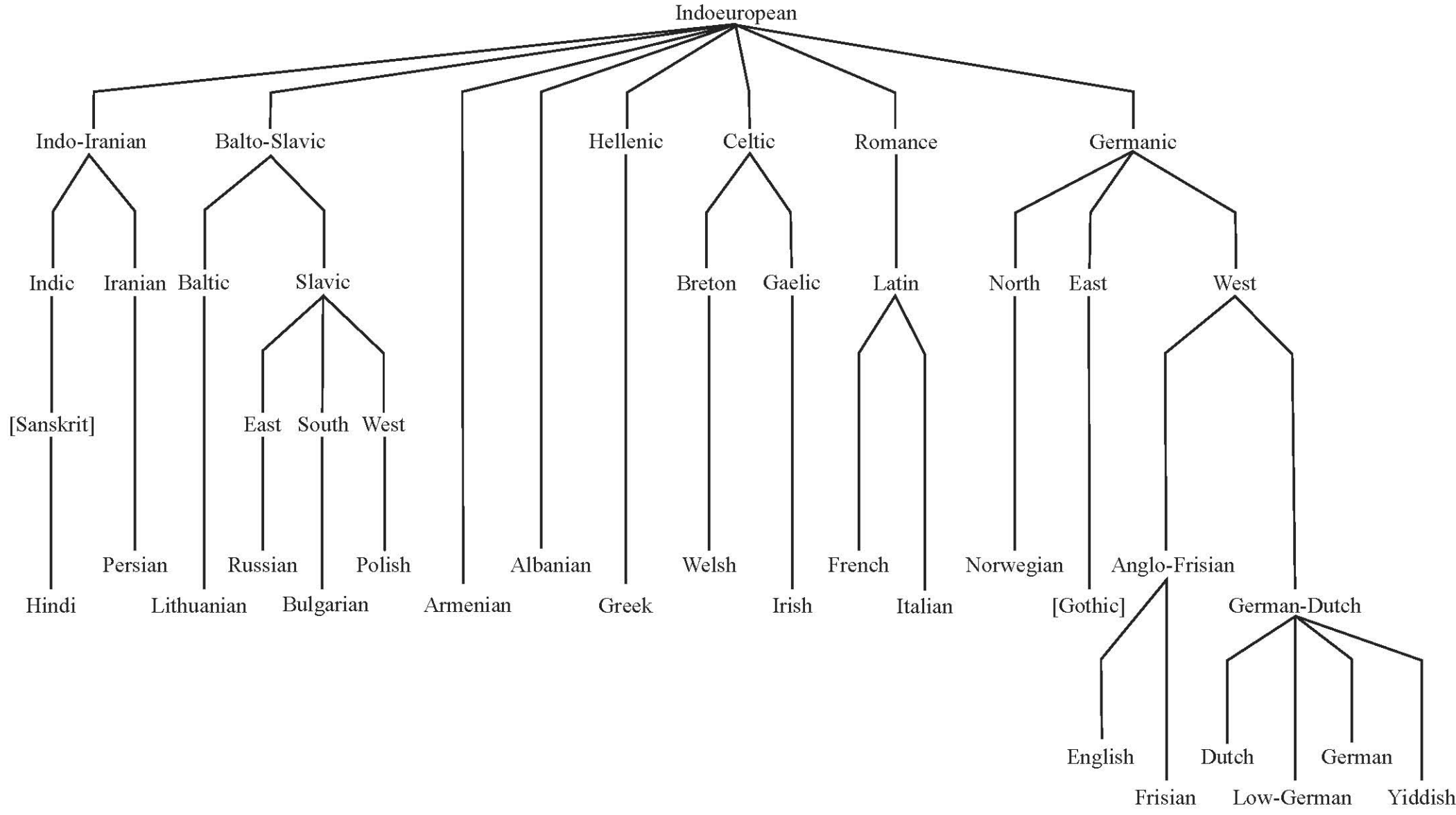
#### 5.2.5. poetic

#### 5.2.6. phatic

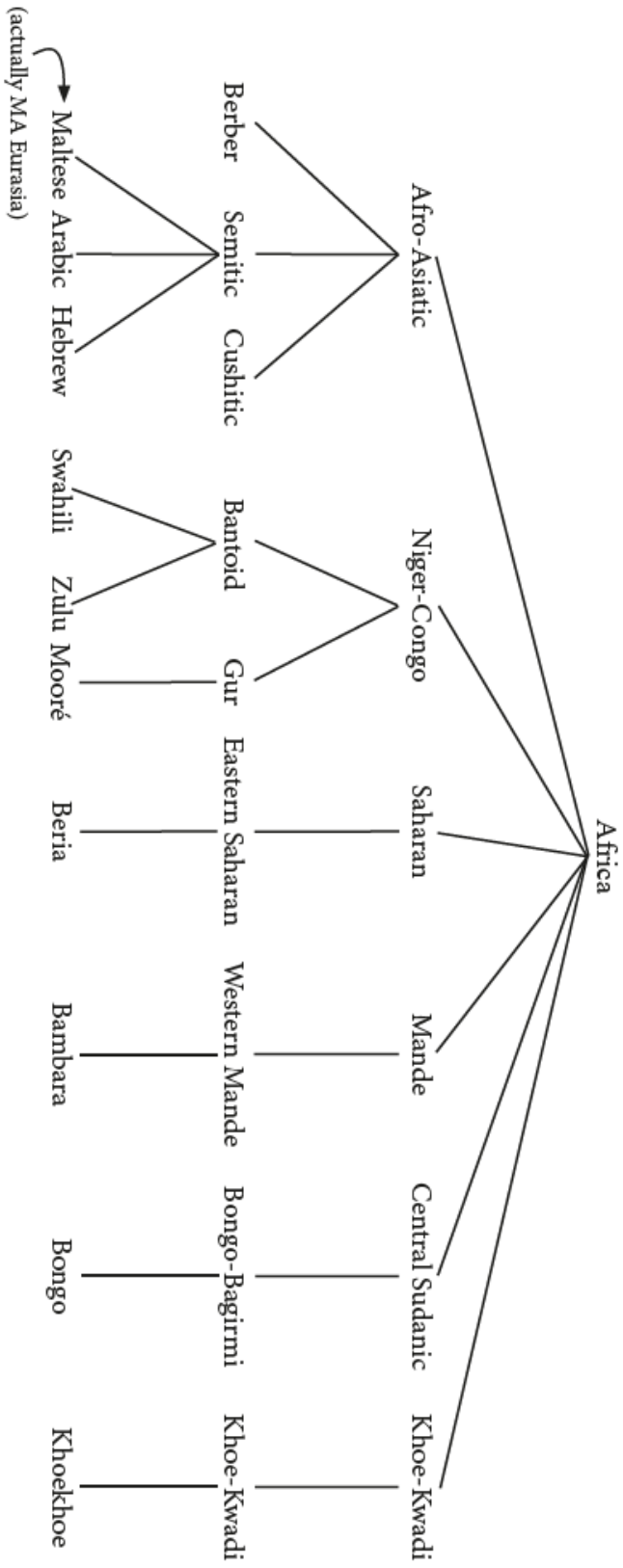
## 6. A survey of the world's languages

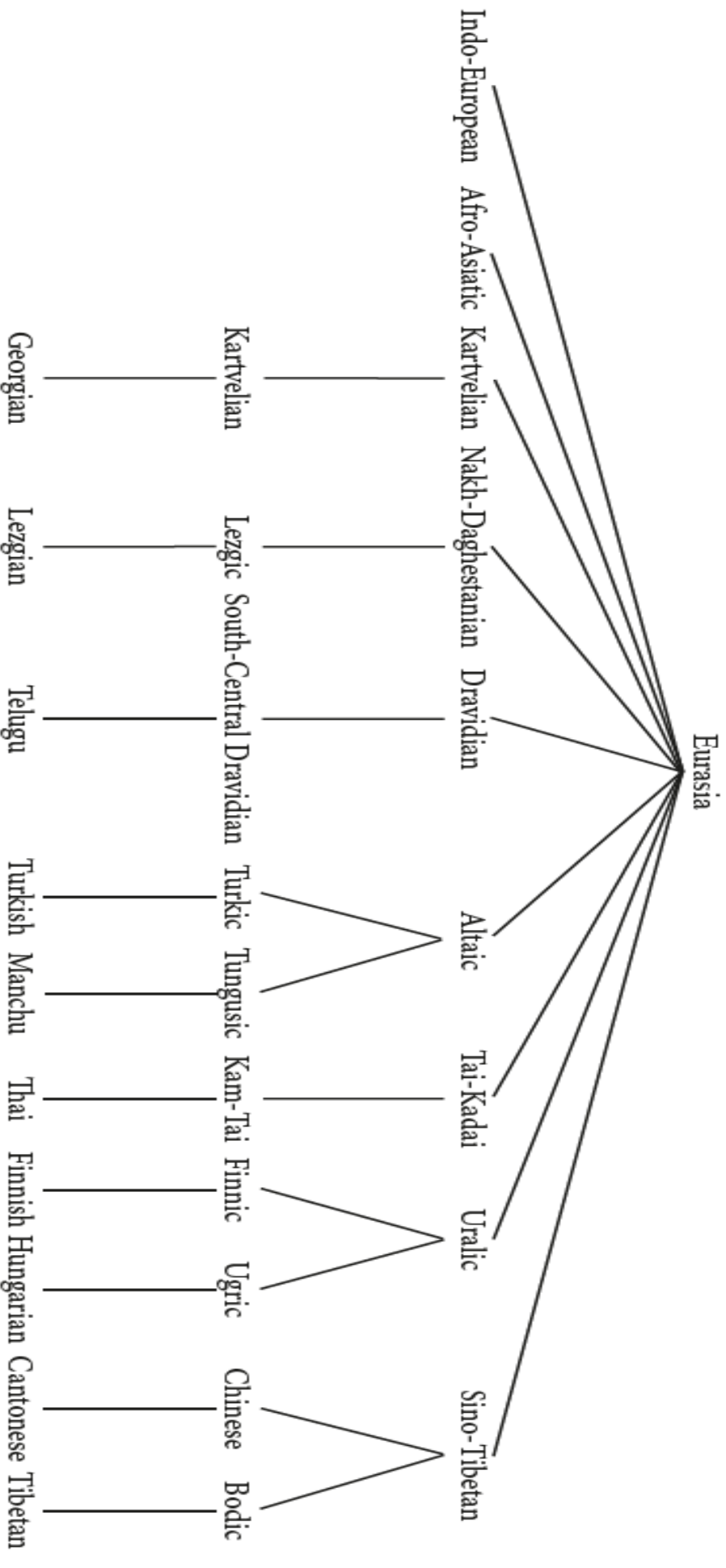
### 6.1. A note on the origin of language

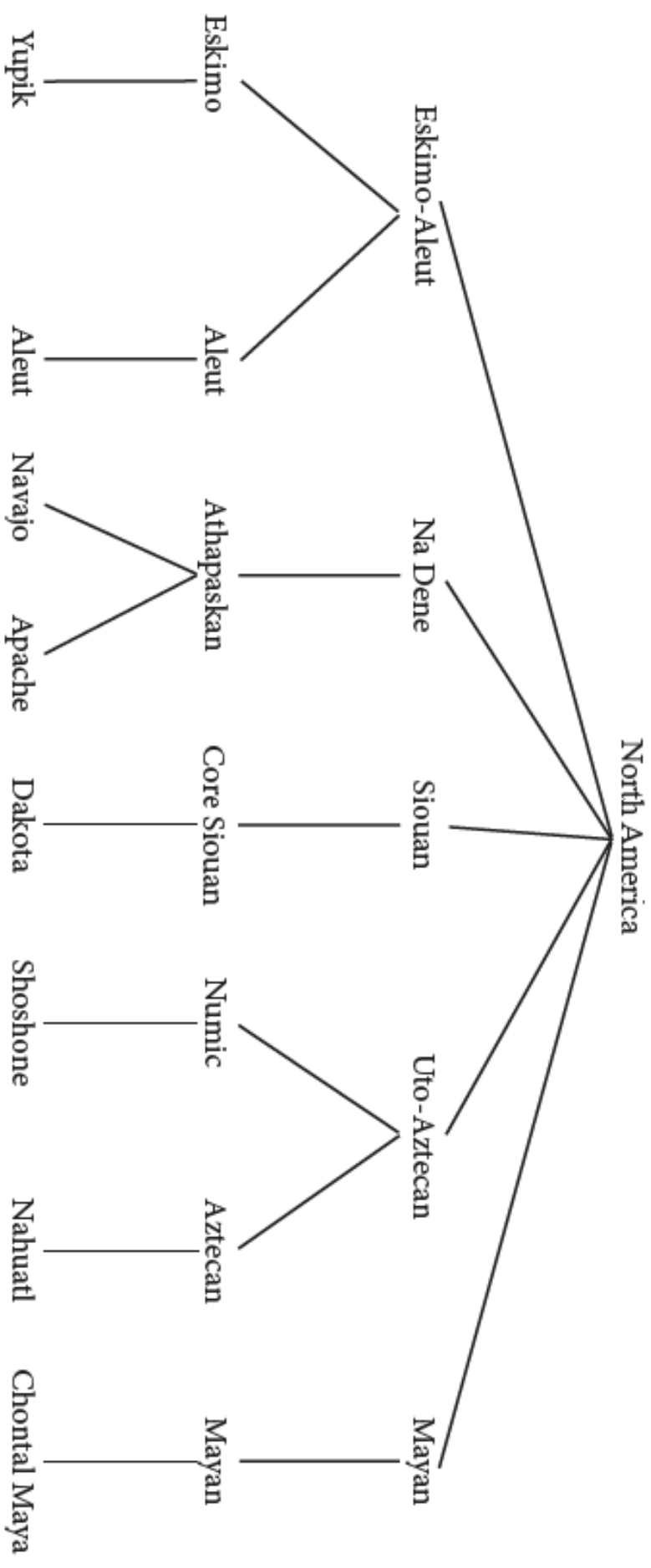
### 6.2. Indo-European



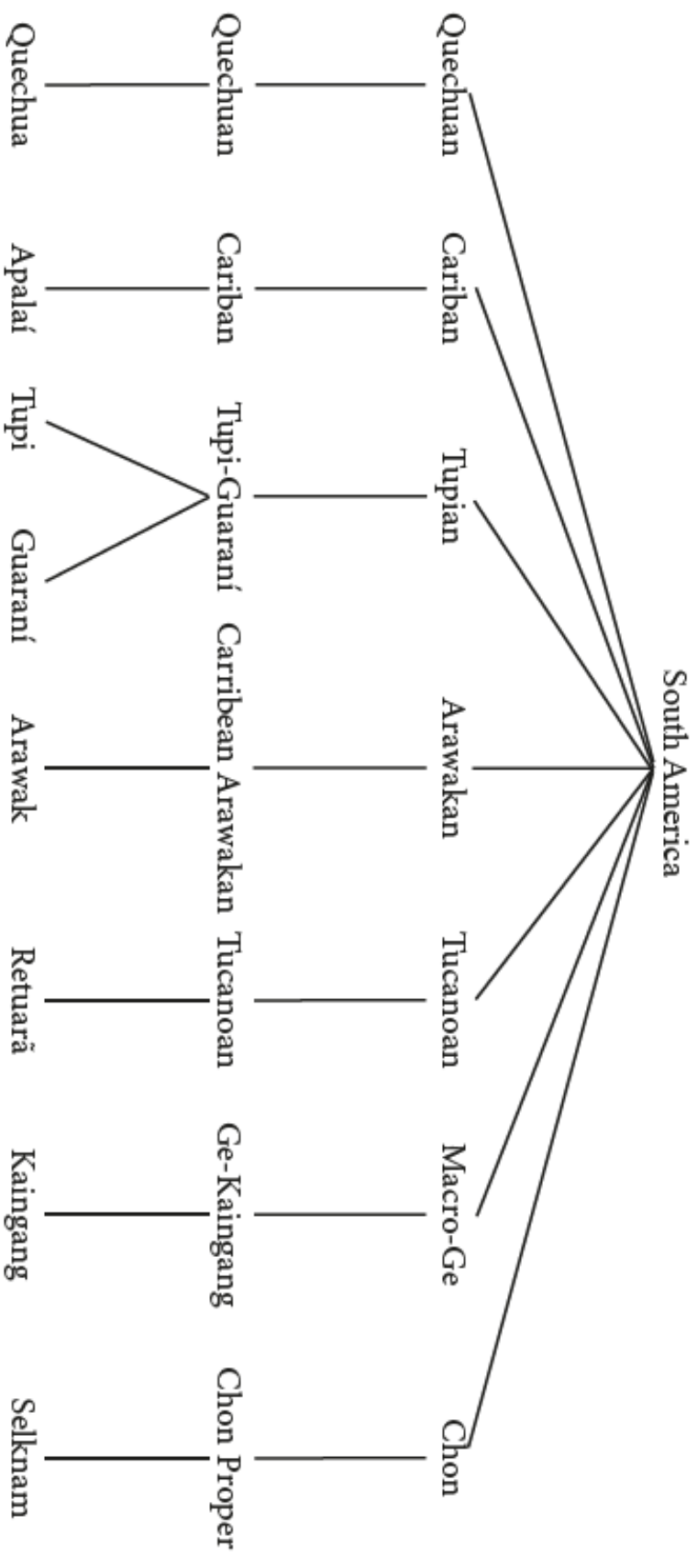
6.3. Africa





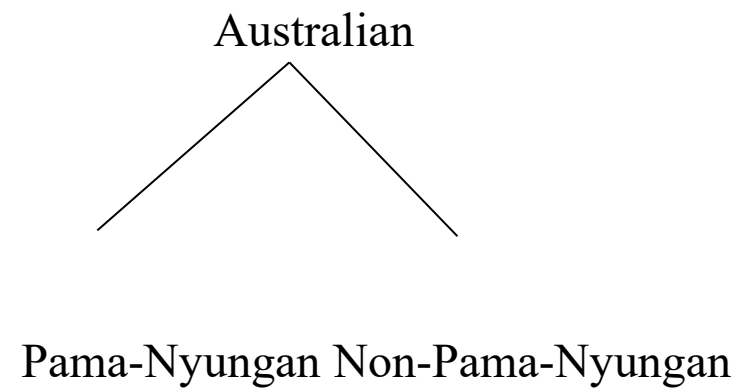






## 6.5. Australia

↘



## 7.1. Open vs. closed class words

### Open class words

Nouns

Verbs

Adjectives

Adverbs

### Closed class items

Conjunctions

Prepositions

Pronouns

Determiners

Interjections

Numerals/Quantifiers

## 7.2. Status and function of word classes

## 7.3. Criteria for determining word classes

### 7.3.1. semantic

### 7.3.2. syntactic I: distributional

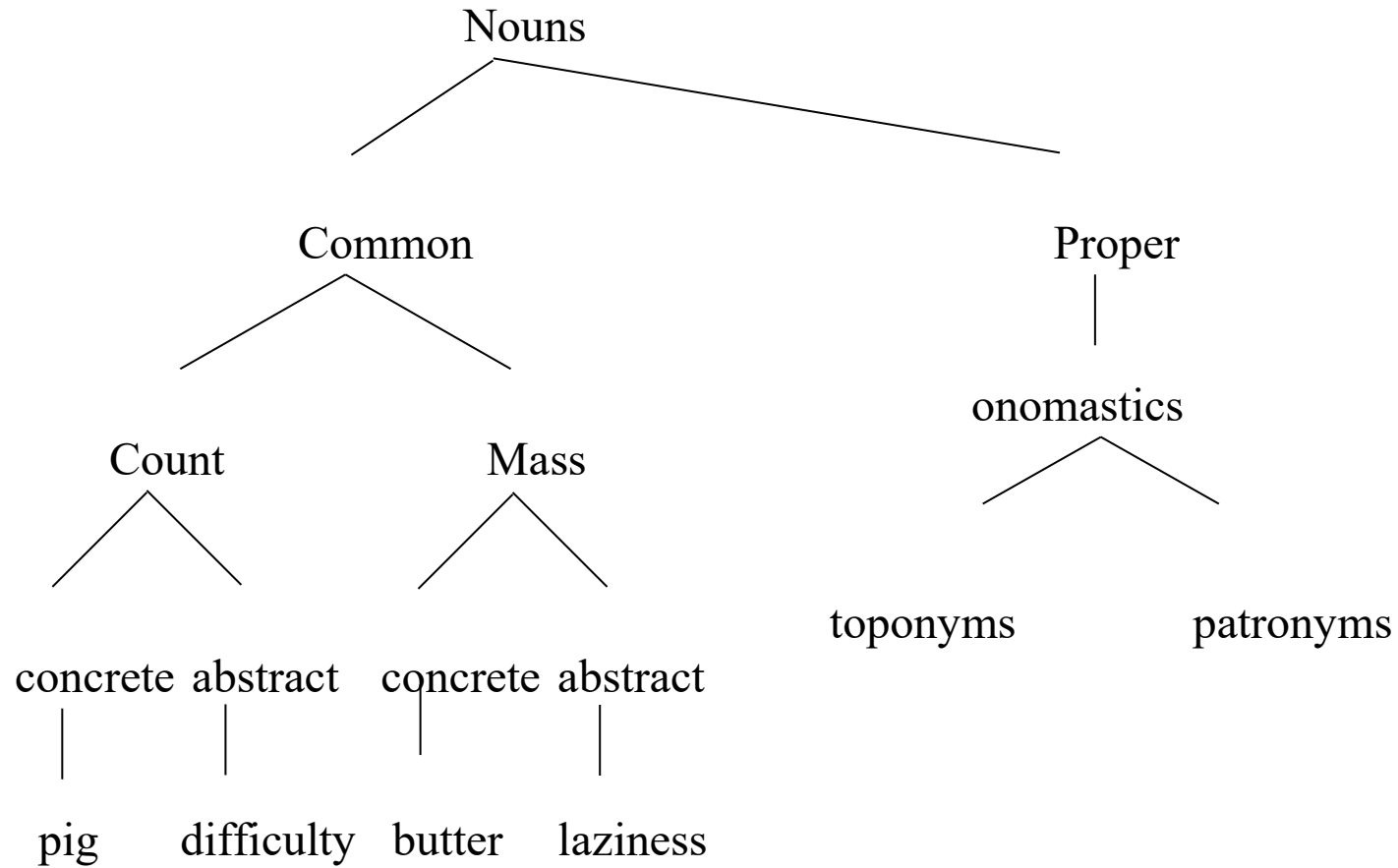
### 7.3.3. syntactic II: functional

### 7.3.4. morphological

### 7.4.5. phonological

## 7.5. Nouns

### 7.5.1. Classification



## 7.5.2. Syntactic criteria for distinguishing between common and proper nouns

Context	Proper Noun	Count Noun	Mass Noun
No article	Peter	*book	music
Definite article	*the Peter	the book	*the music
Indefinite article	*a Peter	a book	*a music
Indefinite determiner	*some Peter	*some book	some music
Plural	*Peters	books	*musics

## 7.6. Verbs

### 7.6.1. Basic classification

	Verbs		
	Main verbs	Auxiliaries	Modal auxiliaries
a) stand on their own	+	-	-
b) require “do”-support	+	-	-
c) can take an object and a “that” clause	+	-	-

d) require linking “to”	+	-	-
e) take 3 rd p. sg. agreement	+	+	-
f) nonfiniteness possible	+	+	-
g) attitudinal meaning	+	-	+

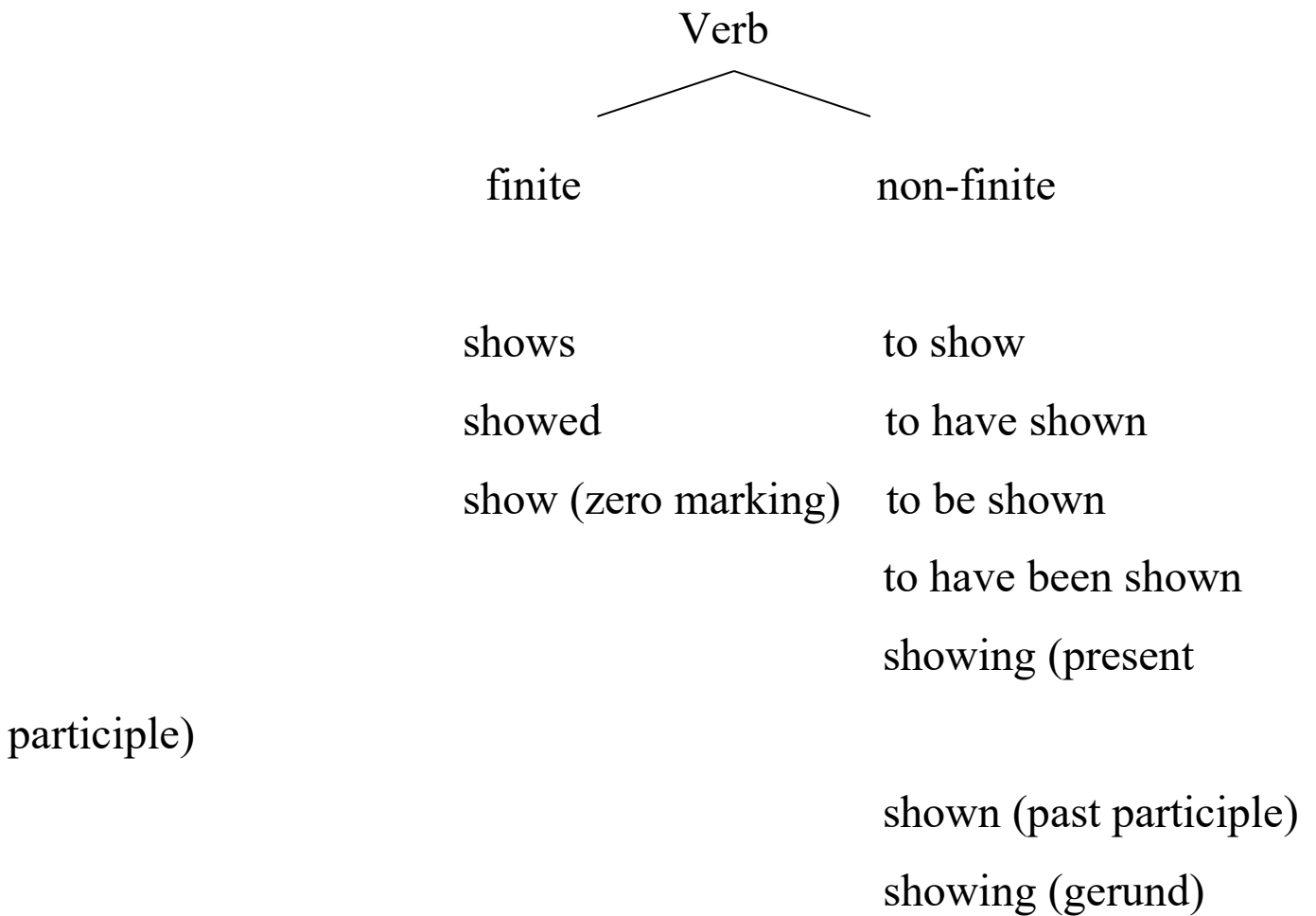
### Plurifunctionality of “to be”, “to have” and “to do”

“to be”: She is having breakfast. – She is a real monster.

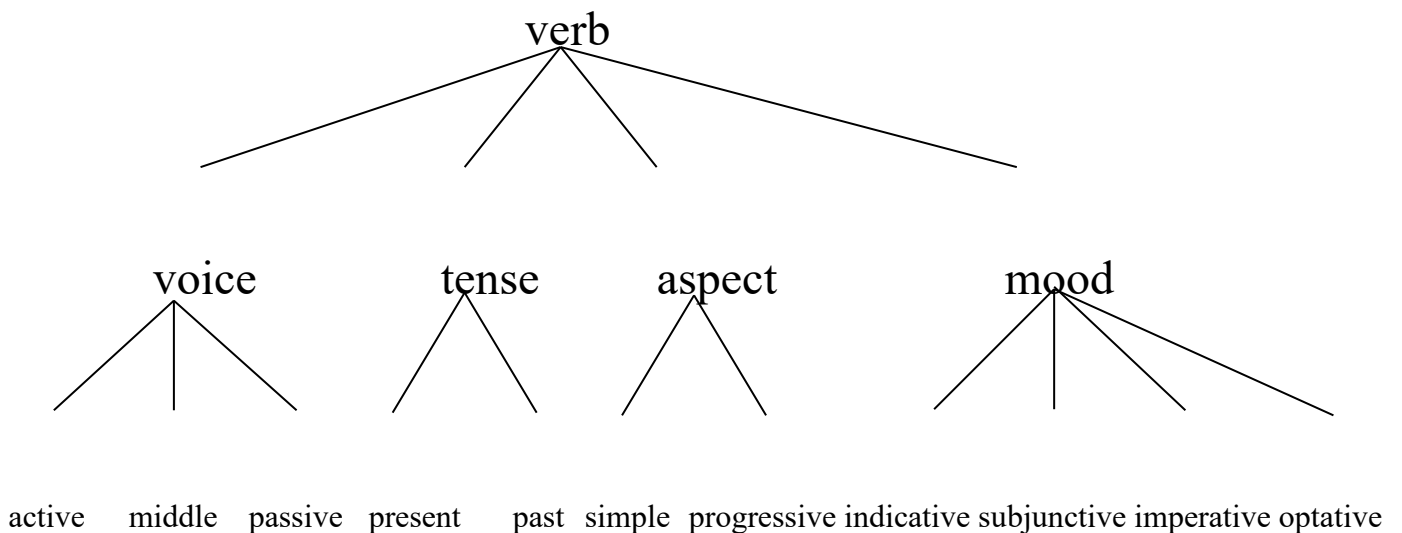
“to have”: He has witnessed the murder. – I have no money.

“to do”: Do you like frog thighs? – That’ll do the trick.

## 7.6.2. Verb forms



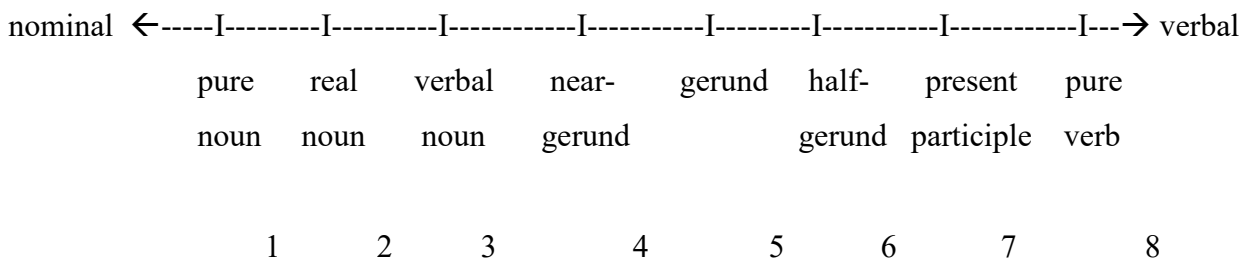
## 7.6.4. Grammatical categories coded



### 7.6.5. Subcategorization

- a) intransitive: SV: The sun shone.
- b) monotransitive: SVO: The lecture bored us.
- c) ditransitive: SVO(i)O(d): He gave me a good example.
- d) Complex transitive: SVOC: He found her an entertaining partner.  
SVOA: He put the disk on the table.
- e) Copular: SVC: She seems nice.  
SVA: She is at home.

### 7.6.6. The gerund: A hybrid of noun and verb

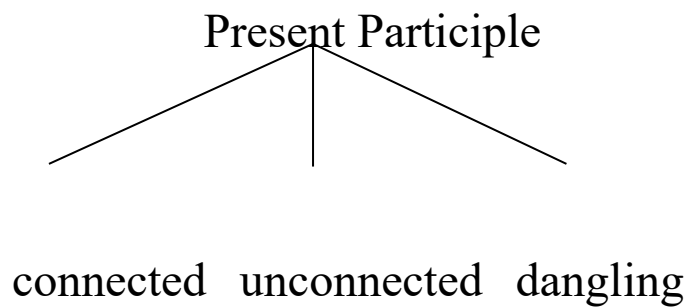
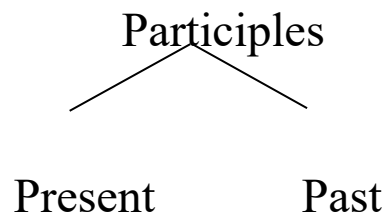


1. e.g. the ladder
2. real noun originally derived from verb. e.g. the building, the meaning, the painting
3. e.g. Who does the cooking? Her singing got better.

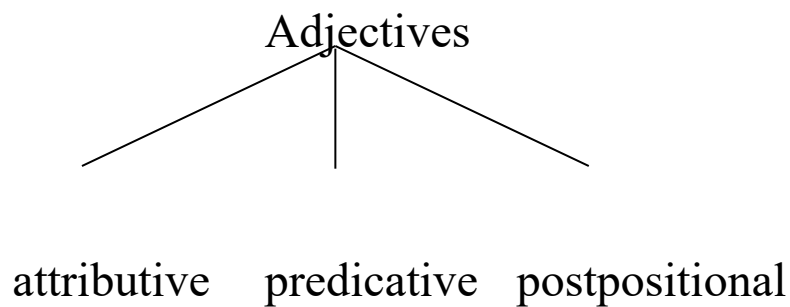


4. e.g. Would you mind my opening the window?
5. e.g. It is no use studying the gerund.
6. e.g. Would you mind me opening the window?
7. e.g. The train standing on platform three is bound for London.
8. e.g. to start

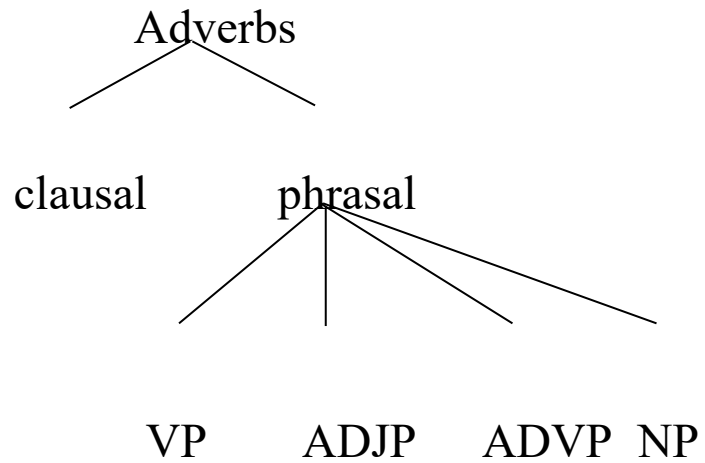
### 7.6.7. Participles



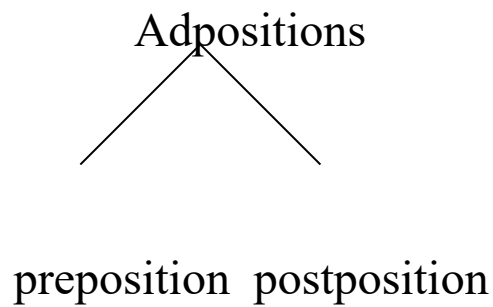
### 7.7. Adjectives



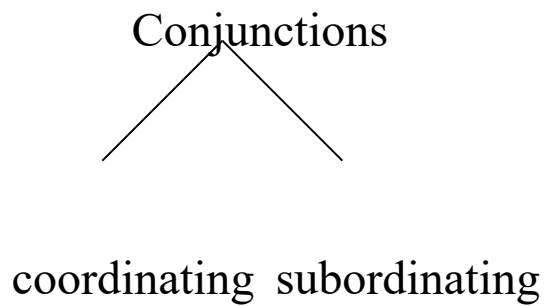
## 7.8. Adverb



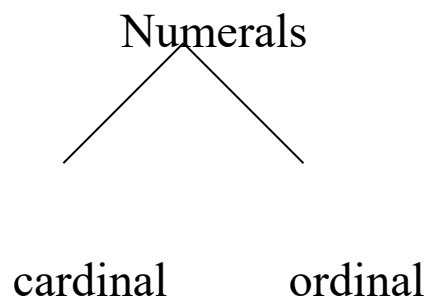
## 7.9. Prepositions



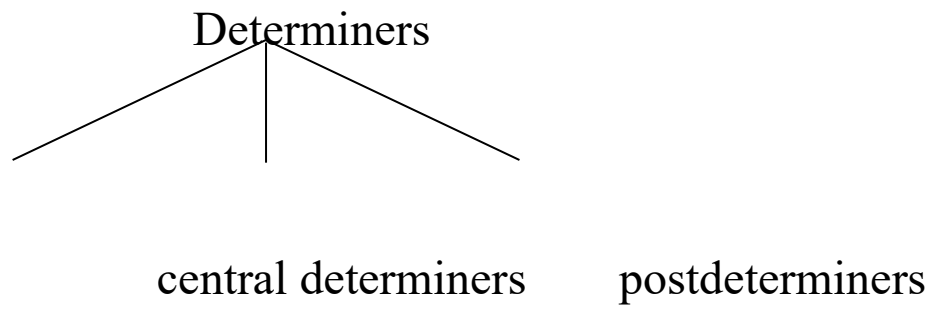
## 7.10. Conjunctions



## 7.11. Numerals

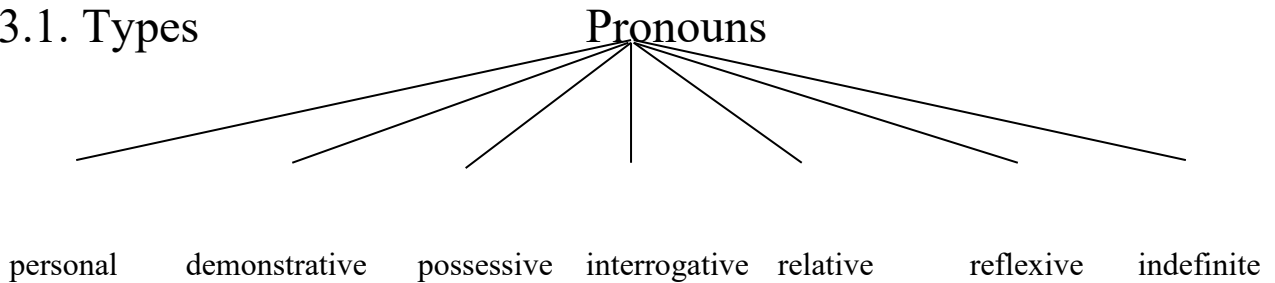


## 7.12. Determiners

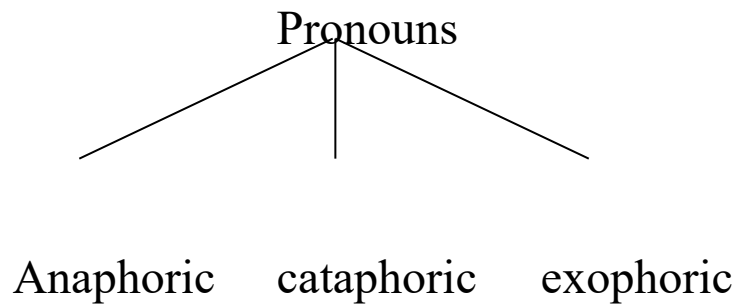


## 7.13. Pronouns

### 7.13.1. Types



### 7.13.2. Function

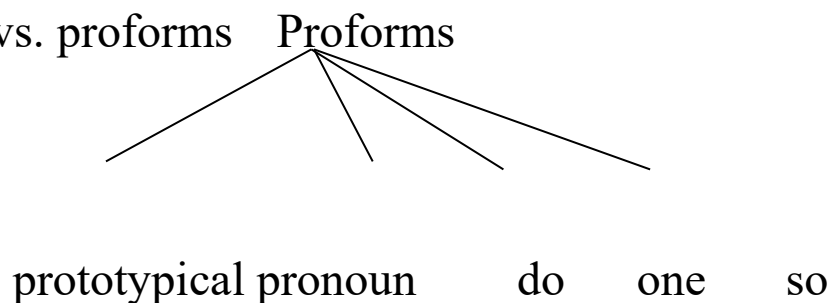


anaphoric: It was George Clooney’s birthday yesterday. He turned 51.

cataphoric: I don’t like to say it but I must: “You are a liar.”

exophoric: It’s raining. It turned out that I was wrong.

### 7.13.3. Pronouns vs. proforms



Pro-N “one”: Give me the red ball. I hate the blue one.

Pro-NP “it”: Give me the red ball. I like it.

Pro-VP “do”: People don’t like people, but I do.

Pro-S “so”: If you want to go home, just say so.

#### 7.13.4. Survey

		Personal		Possessive		Reflexive
		Subject	Object	Determiner	Pronoun	
Singular	1	I	me	my	mine	myself
	2	you	you	your	yours	yourself
	3	he, she, it	him, her, it	his, her, its	his, hers, (its)	him/her/itself
Plural	1	we	us	our	ours	ourselves
	2	you	you	your	yours	yourselves
	3	they	them	their	theirs	themselves

## 8. Sentences

### 8.1. Sentence vs. clause

### 8.2. Main clauses

8.2.1. finite: He is a liar.

8.2.2. verbless: What a beautiful day.

### 8.3. Subordinate clauses

8.3.1. finite: (I know) he is a liar.

8.3.2. non-finite: I consider him to be an honest man.

8.3.3. verbless: Although always helpful, he was not much liked.

## 8.4. Types of finite subordinate clauses

8.4.1. Complement clause: I feel that it is about time to leave.

8.4.2. Interrogative clause: I know who has killed her.

8.4.3. Exclamative clause: It's incredible how fast she can run.

8.4.4. Relative clause: The country which I will visit next is certainly Spain.

8.4.5. Adverbial clause: Wait until you are called.

8.4.6. Conditional clause: If you are hungry, open the fridge.

8.4.7. Concessive clause: Although he is a bore, I invited him to my party.

8.4.8. Consecutive clause: We paid him immediately such that he could buy the ticket.

8.4.9. Adversative clause: Whereas he is a liar I am sincere.

## 9. Functions of word classes

9.1. A noun can function as subject, object or complement. (e.g. They elected him president.)

9.2. A pronoun can function as subject or object.

9.2. A verb can function as a predicate or a complement.

9.3. An adjective can function as an attribute, predicate or complement (e.g. I like my coffee black.)

9.4. An adverb functions as an attribute. (e.g. He walks slowly.)

## 10. Functions of subordinate clauses

10.1. as a subject: That we need more money is obvious.

10.2. as an object: I don't know how to love him.

10.3. as a complement: I consider her to be reliable.

10.4. as an adverbial: When you see them, give them my best wishes.

## SAMPLE QUESTIONS

1. Which grammatical category expresses the difference between “I“ and ”we“?
2. Name two modal verbs.
3. What is the word class of “ever” in “one of the greatest sculptures ever”?
4. Provide an example of a reflexive pronoun.
5. What is the aim of science?
6. Given an example of an empirical science.
7. What language function is illustrated in “How are you?” at the beginning of an encounter?
8. Is “they” an icon, a symbol or an index?
9. Approximately how many languages are currently spoken around the globe?
10. What is the object of study of psycholinguistics?