

### Externalism (Leonard Bloomfield):

**Primary phenomena:** Actual utterances as produced by language users

**Primary subject matter:** Language use; structural properties of expressions and languages

**Aim:** To describe attested expression structure and interrelations, and predicting properties of unattested expressions

**Linguistic structure:** A system of patterns, inferable from generally accessible, objective features of language use

**Values:** Accurate modeling of linguistic form that accords with empirical data and permits prediction concerning unconsidered cases

**Children's language:** A nascent form of language, very different from adult linguistic competence

**What is acquired:** A grasp of the distributional properties of the constituents of expressions of a language

### Emergentism (Edward Sapir)

**Emergentism:**

**Primary phenomena:** Facts of social cognition, interaction, and communication

**Primary subject matter:** Linguistic communication, cognition, variation, and change

**Aim:** To explain structural properties of languages in terms of general cognitive mechanisms and communicative functions

**Linguistic structure:** A system of constructions that range from fixed idiomatic phrases to highly abstract productive types

**Values:** Cognitive, cultural, historical, and evolutionary explanations of phenomena found in linguistic communication systems

**Children's language:** A series of stages in an ontogenetic process of developing adult communicative competence

**What is acquired:** A mainly conventional and culturally transmitted system for linguistic communication

### Essentialism (Noam Chomsky)

**Primary phenomena:** Intuitions of grammaticality and literal meaning

**Primary subject matter:** Abstract universal principles that explain the properties of specific languages

**Aim:** To articulate universal principles and providing explanations for deep and cross-linguistically constant linguistic properties

**Linguistic structure:** A system of abstract conditions that may not be evident from the experience of typical language users

**Values:** Highly abstract, covering-law explanations for properties of language as inferred from linguistic intuitions

**Children's language:** Very similar to adult linguistic competence though obscured by cognitive, articulatory, and lexical limits

**What is acquired:** An internalized generative device that characterizes an infinite set of expressions

### Week 2

*I-LANGUAGE*

**Individual:** strictly a property of individual human beings, not groups or communities.

**Internal:** meaning is internal and a language is a state your mind/brain is in.

**Intensional:** a language is a specific procedure, generating infinitely many expressions of that language.

*E-LANGUAGE*

**Extensional:** research-based on attested utterances or extensionally definable objects.

**External:** view that conceives of a language as a public, intersubjectively accessible system used by a community of people.

→ **Competence:** what knowing a language confers, a grasp of all sentences

→ **Performance:** real-time use of a language

**Methodologies:**

### Week 2 (cont)

- **Corpus Collection:** gathering a body of naturally occurring utterances.

- **Controlled Experimentation:** testing informants in some way that directly gauges their linguistic capacities.

- **Informal Elicitation:** asking an informant for a metalinguistic judgment on an expression → most widely used and criticized.

**Ordinal scale:** a partial ordering equivalence in acceptability or ranking in degree of unacceptability.

**Interval scale:** a measure of distance between ordinal positions.

### Week 3

• **Labov's Principles:** the consensus principle, the experimenter principle, the clear case principle

• **Corpus collection:** gathering a body of naturally occurring utterances

• **Whorfianism:** one's language determines one's conception of the world

→ **phenotype vs. cryptotype:** overt and covert grammatical categories

→ **weak vs. strong hypothesis:** language determines OR influences thought

• **language acquisition:** all three approaches agree that some unlearned capacities are necessary to learn language.

→ **general vs. linguistic nativists:** languages are acquired mainly through inductive methods versus language cannot be acquired by defeasible inductive methods, its structural principles must to a very large degree be unlearned

### Week 4

• **Structuralism:** the shift from diachronic (historical) to synchronic (non-historical) analysis, studies of associations

• **De Saussure:** father of modern linguistics



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### Week 4 (cont)

- **Laryngeal theory:** system including number of phonemes, usually called laryngeals, of which the various IE dialects other than the Anatolian languages show no direct reflexes
- **Object of linguistics:** the language (Saussure's 'langue') as an abstract system
- Langage:** universal system which has an underlying, fundamental, structure so that linguistic communication can work.
- Language:** the actual language spoken, e.g. French, German or English.
- Parole:** the individual speech act.
- Signified:** the concept part
- Signifier:** the sound-image part
- Sign:** designates this whole relationship
- The principle of arbitrariness:** there is no direct connection between the sound-image and the concept;
- Signification:** concerns the (vertical) relation between a signifier and its signified;
- Value:** concerns the (horizontal) relation between signifieds & signifiers
- Syntagmatic relations:** relations between elements that are combined within one larger system; these relations define the possible combinations of elements (their distribution) at various levels (word, sentence); "The syntagmatic relation is in praesentia."
- Associative relations:** relations between elements that have a common association (to teach, teacher, pupil etc.); terms in an associative family; "the associative relation unites term in absentia".
- Prague School → inauguration of phonology; Linguistic Circle of Copenhagen → glossematics; American structuralism → start from scratch

### Week 5

**Generativism:** languages are systems with limited sets of linguistic items out of which we can generate endless number of sentences (Chomsky)

**Structural linguistics:** method of synchronic linguistic analysis employing structuralism, especially in contrasting those formal structures, such as phonemes or sentences, that make up systems, such as phonology or syntax. (Saussure)

**Descriptive linguistics:** the study of the description of the internal phonological, grammatical, and semantic structures of languages at given points in time without reference to their histories or to one another

**Universal grammar:** the ability to learn grammar is hard-wired into the brain.

A string of words is **grammatical** if it follows the principles of grammar of a language, **ungrammatical** if it does not. According to Chomsky, grammatical sentences should be judged as appropriate sentences of a language by native speakers of the language.



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