Unit 1: AoS 1. The nature & functions of language
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- Resources are available through VATE.
General Information

• This session is being screen captured and audio recorded.
• Please turn off mobile phones.
Recommended texts

*Love the Lingo*, Burridge and de Laps (2nd edition 2015)
ISBN 978-0-9925854-2-6
VATE Publication

*English Language for Senior Students: A guide to metalanguage*
ISBN: 978-1-9253164-9-0
Insight Publication
Key Knowledge

- The properties that distinguish human communication as unique
- Language as a meaning making system that can be both arbitrary and rule governed
- The primary modes of language: spoken, written, sign
- Major functions that language serves when used in a given context
- The influence of context on language choice
- Features that characterise speech and writing
- The structure of language, from morphemes to lexemes, to phrases and clauses, to sentence structures and types
- Metalanguage to discuss aspects of the nature and functions of human language
Resources

• More information on resources will be given throughout the session but keep an eye on the Talk the Talk podcast which has weekly episodes that are highly accessible and often cover topics found in our Study Design.

• Some examples:
  • The Bee Show
  • Signed Languages
  • Koko
The Modes of Language

• The spoken mode
• The written mode
• The signed mode
<table>
<thead>
<tr>
<th>Signed</th>
<th>Use of hand gestures, eye gaze, facial expression for production and eyes for reception</th>
<th>Whilst aspects can be perceived as universal, there are examples of gestures meaning different things to different cultures</th>
<th>Languages developed for the hearing impaired, eg: AUSLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken</td>
<td>Use of vocal folds, mouth and nose for production, ears for reception</td>
<td>Individual phonemes can be particular to languages or language families, using ingressive and egressive pulmonic sound streams</td>
<td>Spontaneous or oral-tradition languages, secretly coded languages, eg: indigenous languages</td>
</tr>
<tr>
<td>Written</td>
<td>Use of instruments for production and eyes or hands for reception</td>
<td>Graphological forms or alphabets can be consistent across some languages, but there is great diversity to the numbers of graphs and their applications across languages</td>
<td>Dead languages, eg: Latin</td>
</tr>
</tbody>
</table>

Most languages use a combination of two or more of these modes.
What is language?

• Human communication is unique – what makes it so?
• What can humans do in terms of communication that animals can’t?
• Modes of language – spoken, sign written. Consider the natural order of these. Do all languages have all three modes?
• Language is arbitrary and rule governed.

• https://www.youtube.com/watch?v=hHQ2756cyD8
Language is arbitrary and rule governed.

- Consider the images below. Are they iconic or arbitrary? What rules can you detect in these images?

- Tom loves Dave
- Dave loves Tom
- Dave loved Tom

Syntax and morphology are rule bound and can change meaning. Which example(s) show syntactic change and which shows morphological change?
Learning Task Ideas:

• Onomatopoeia around the world – students to research how common animal noises are represented by humans around the world.
• Present students with a range of signs (or get them to find their own). They should annotate iconic and arbitrary elements.
• Students can research syntactic and morphological rules for a range of languages e.g. how is past tense expressed in 3 different languages
Learning Task ideas:

Students can research how many language currently exist in the world, how many types of scripts and signed languages. As an extension, they may be able to find other types of languages such as whistled languages or conlangs (constructed languages such as Klingon or Dothraki)

Resources:

• https://www.ethnologue.com/
• http://omniglot.com/
• http://languagelog.ldc.upenn.edu/nll/
The characteristics of speech and writing

<table>
<thead>
<tr>
<th>Speech</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less highly valued</td>
<td>Seen as more intrinsically valued</td>
</tr>
<tr>
<td>Social</td>
<td>Solitary</td>
</tr>
<tr>
<td>Dynamic, transient</td>
<td>Static, permanent</td>
</tr>
<tr>
<td>Often more informal and intimate</td>
<td>Often more formal and remote</td>
</tr>
<tr>
<td>Typically spontaneous and unplanned</td>
<td>Typically planned and edited</td>
</tr>
<tr>
<td>Typically face-to-face</td>
<td>No visual or contextual support</td>
</tr>
<tr>
<td>Immediate feedback</td>
<td>Immediate feedback rare</td>
</tr>
<tr>
<td>Supported by prosodic and paralinguistic</td>
<td>No prosodic or paralinguistic support but can incorporate</td>
</tr>
<tr>
<td>features</td>
<td>images, formatting and similar features to some effect</td>
</tr>
</tbody>
</table>

How do new forms of technological communication blur these lines?

*It is critical that students understand the on-line space still utilises the same modes but can enhance their features and functionality.*
There are a range of theories that discuss the functions of language, none of which are prescribed by the study design. Different theories will be more or less accessible to different students.

The most common theories are:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional expression</td>
<td>Referential</td>
<td>To convey information</td>
</tr>
<tr>
<td>Social interactions</td>
<td>Phatic</td>
<td>An instrument of action</td>
</tr>
<tr>
<td>Recording facts</td>
<td>Transactional</td>
<td>Marker of social groups</td>
</tr>
<tr>
<td>Expressing identity</td>
<td>Expressive</td>
<td>Maintaining relationships</td>
</tr>
</tbody>
</table>

This can be a good time to begin to introduce the notion of register – the degree of formality or informality of a text.
Learning Task Ideas:

• An easy way for many students to grasp function is simply to find the strong verb that describes why the communication is taking place e.g. to advertise, to enquire, to inform etc. This circumvents the use of the theorists on the previous page which may be more accessible for some students.

• Provide a range of brief texts (in a range of modes) and have students attribute a function to each.

• Have students find a text type that fits in each category.

• Making the importance of context clear: give students a range of open statements and have them assign a context to each that changes its function. Example statement: ‘I walked there’
The Principle of Appropriateness – is the language used appropriate for the purpose, audience and context in which it is used?

FARMS is a useful acronym for remembering how to assess the situational context of a communication and thus its appropriateness. This is an acronym that becomes even more useful in units 3 & 4.

<table>
<thead>
<tr>
<th>Field (domain)</th>
<th>The general area of interest or activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Can be a range – primary audience, secondary and even tertiary</td>
</tr>
<tr>
<td>Relationships between participants</td>
<td>What is the social distance? What in-groups and out-groups are present? What are the power dynamics?</td>
</tr>
<tr>
<td>Mode</td>
<td>Spoken, written or signed</td>
</tr>
<tr>
<td>Setting</td>
<td>The nature of the environment – consider place, formality, customs etc.</td>
</tr>
</tbody>
</table>
The Sub-Systems of Language

- Phonology
- Morphology
- Lexicology
- Syntax
- Discourse
The Subsystems of Language

- Phonetics – the study of sounds and sound production
- Phonology – the study of sound patterns of a particular language
- Morphology – the study of morphemes
- Lexicology – the study of lexemes
- Syntax – the study of sentences
- Discourse Analysis – the study of connected sentences
- Semantics – the study of meaning
- Pragmatics – the study of contextual meaning and language interaction
### International Phonetic Alphabet (IPA)

#### Consonants (Pulmonic)

<table>
<thead>
<tr>
<th>Articulator</th>
<th>Bilabial</th>
<th>Labiodental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Postalveolar</th>
<th>Retracted</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Pharyngeal</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fricative</td>
<td>p b</td>
<td>t d</td>
<td>t d</td>
<td>c j</td>
<td>k g q o</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>Nasal</td>
<td>m nj</td>
<td>n n</td>
<td>η j</td>
<td>η j</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>?</td>
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<tr>
<td>Trill</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Tap or Tap</td>
<td>r t</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plosives</td>
<td>φ β f v</td>
<td>θ ð s z</td>
<td>f s z</td>
<td>c j x y</td>
<td>x β h 5</td>
<td>h h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
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<tr>
<td>Approximant</td>
<td></td>
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<tr>
<td>Lateral</td>
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</tr>
</tbody>
</table>

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

#### Consonants (Non-Pulmonic)

#### Vowels

- **Front**
  - Close: i y
  - Close-mid: e ø
  - Open-mid: æ øe
  - Open: æ ø

- **Central**
  - Close: i y
  - Close-mid: e ø
  - Open-mid: æ øe
  - Open: æ ø

- **Back**
  - Close: u ʊ
  - Close-mid: ø ø
  - Open-mid: æ øe
  - Open: æ ø

Where symbols appear in pairs, the one to the right represents a rounded vowel.

Click on any part of this chart to see the symbols and hear the sounds.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>i:</td>
<td>i:</td>
<td>i:</td>
<td>&quot;heed&quot;</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>&quot;hid&quot;</td>
</tr>
<tr>
<td>æ</td>
<td>e</td>
<td>æ</td>
<td>E</td>
<td>&quot;head&quot;</td>
</tr>
<tr>
<td>ææ</td>
<td>ææ</td>
<td>ææ</td>
<td>A</td>
<td>&quot;had&quot;</td>
</tr>
<tr>
<td>a</td>
<td>æː</td>
<td>æː</td>
<td>aː</td>
<td>&quot;hard&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>V</td>
<td>&quot;hut&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>O</td>
<td>&quot;hot&quot;</td>
</tr>
<tr>
<td>oː</td>
<td>oː</td>
<td>oː</td>
<td>oː</td>
<td>&quot;hoard&quot;</td>
</tr>
<tr>
<td>uː</td>
<td>uː</td>
<td>uː</td>
<td>U</td>
<td>&quot;hood&quot;</td>
</tr>
<tr>
<td>uː</td>
<td>uː</td>
<td>uː</td>
<td>uː</td>
<td>&quot;hoot&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>@ː</td>
<td>&quot;heard&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>@ː</td>
<td>&quot;awake&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>ei</td>
<td>&quot;hate&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>ai</td>
<td>&quot;hide&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>au</td>
<td>&quot;howl&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>@u</td>
<td>&quot;hope&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>oi</td>
<td>&quot;hoist&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>iː</td>
<td>&quot;hear&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>eː</td>
<td>&quot;hair&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>uː</td>
<td>&quot;tour&quot;</td>
</tr>
<tr>
<td>æː</td>
<td>æː</td>
<td>æː</td>
<td>uː</td>
<td></td>
</tr>
</tbody>
</table>
Morphemes

FREE
- OPEN-CLASS (CONTENT OR LEXICAL) WORDS
  - Verbs (love)
  - Nouns (girl)
  - Adjectives (pretty, slow)
  - Adverbs (away, fast)

- CLOSED-CLASS (FUNCTION OR GRAMATICAL) WORDS
  - Conjunctions (and, or)
  - Prepositions (in, at, from)
  - Pronouns (she, they)
  - Articles (the, a, an)
  - Auxiliary verbs (is, are)
  - Demonstratives (this, that)
  - Comparatives (more, less)
  - Quantifiers (all, some)

BOUND
- AFFIXES
  - DERIVATIONAL
    - PREFIXES
      - pre-
      - un-
      - con-
      - dis-
      - re-
  
  - SUFFIXES
    - -er
    - -ness
    - -ly
    - -ist
    - -ment
    - -ful

- INFLECTIONAL
  - SUFFIXES
    - -ing
    - -er
    - -s
    - -est
    - -s
    - -en
    - -ed

- BOUND BASES
- CONTRACTED FORMS
  - 'll
  - 'd
  - 're
  - 've
## English Inflectional Morphemes

<table>
<thead>
<tr>
<th>Affix</th>
<th>Function</th>
<th>Attaches</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s</td>
<td>3rd person, singular, present</td>
<td>Verbs</td>
<td>She calls</td>
</tr>
<tr>
<td>-ed</td>
<td>Past tense</td>
<td>Verbs</td>
<td>She called</td>
</tr>
<tr>
<td>-ing</td>
<td>Present continuous</td>
<td>Verbs</td>
<td>She is calling</td>
</tr>
<tr>
<td>-en, -ed</td>
<td>Past participle</td>
<td>Verbs</td>
<td>She had called</td>
</tr>
<tr>
<td>-s</td>
<td>Plural</td>
<td>Nouns</td>
<td>The birds are red</td>
</tr>
<tr>
<td>'s</td>
<td>Possessive</td>
<td>Nouns</td>
<td>The birds are Harry's</td>
</tr>
<tr>
<td>-er</td>
<td>Comparative</td>
<td>Adjectives, adverbs</td>
<td>Sam is taller than Jan</td>
</tr>
<tr>
<td>-est</td>
<td>Superlative</td>
<td>Adjectives, adverbs</td>
<td>Sam is the tallest girl</td>
</tr>
</tbody>
</table>
Parts of Speech

**NOUN**
Name of a thing, a person, an animal, a place, or an idea.
Examples: Daniel, London, table, hope
- *Mary uses a blue pen for her letters.*

**PRONOUN**
A pronoun is used in place of a noun or noun phrase to avoid repetition.
Examples: I, you, it, we, us, them, those
- *I want her to dance with me.*

**ADJECTIVE**
Describes, modifies or gives more information about a noun or pronoun.
Examples: cold, happy, young, two, fun
- *The little girl has a pink hat.*

**VERB**
Shows an action or a state of being. It can show what someone is doing or did.
Examples: go, speaking, lived, been, is
- *I listen to the word and then repeat it.*

**ADVERB**
Modifies a verb, an adjective or another adverb. It tells how (often), where, when.
Examples: slowly, very, always, well, too
- *Yesterday, I ate my lunch quickly.*

**PREPOSITION**
Shows the relationship of a noun, noun phrase or pronoun to another word.
Examples: at, on, in, from, with, about
- *I left my keys on the table for you.*

**CONJUNCTION**
Joins two words, ideas, phrases together and shows how they are connected.
Examples: and, or, but, because, until, if
- *I was hot and tired but I still finished it.*

**INTERJECTION**
A word or phrase that expresses a strong emotion. It is a short exclamation.
Examples: Ouch! Hey! Wow! Oh! Ugh!
- *Wow! I passed my English exam.*
## Sentence Types

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interrogative?</td>
<td>Question</td>
<td>May I come?</td>
</tr>
<tr>
<td>Declarative</td>
<td>Statement</td>
<td>Yes you may.</td>
</tr>
<tr>
<td>Imperative</td>
<td>Command</td>
<td>Join us.</td>
</tr>
<tr>
<td>Exclamative!</td>
<td>An exclamation</td>
<td>Hooray, I can’t wait!!</td>
</tr>
</tbody>
</table>
What level of terror does syntax strike in your soul?
A. The fear shrivels all my organs into a state of paralysis
B. I quake in fear and hide under my desk
C. I approach cautiously and with extreme trepidation
D. I am a confident master of all things syntactic
# Sentence Structures

<table>
<thead>
<tr>
<th>Sentence Structure</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>Molly is a dog</td>
</tr>
<tr>
<td>Compound</td>
<td>Molly is a dog and Bryan is her friend</td>
</tr>
<tr>
<td>Complex</td>
<td>Bryan loves Molly because she is cuddly</td>
</tr>
<tr>
<td>Compound complex</td>
<td>Bryan loves Molly because she is cuddly and he can run faster than her.</td>
</tr>
</tbody>
</table>
Parts of a clause: subject, verb, object, complement, adverbial

<table>
<thead>
<tr>
<th>Clause Parts</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + V</td>
<td>She fell</td>
</tr>
<tr>
<td>S + V + O</td>
<td>He closed the gate</td>
</tr>
<tr>
<td>S + V + O + O</td>
<td>Tom gave me the screwdriver</td>
</tr>
<tr>
<td>S + V + C</td>
<td>They were hungry</td>
</tr>
<tr>
<td>S + V + O + C</td>
<td>I found the film disturbing</td>
</tr>
<tr>
<td>S + V + A</td>
<td>She smiled broadly</td>
</tr>
<tr>
<td>S + V + O + A</td>
<td>I caught the train yesterday</td>
</tr>
</tbody>
</table>
Learning Task ideas:

• **Phonetics and Phonology** – Introduce IPA, students to write their names or messages to one another in IPA, IPA crosswords, IPA Bingo, students to rewrite sentences from IPA to English and vice versa.

• **Morphology** – Students to break words down into morphemes and label the morpheme type.

• **Lexicology** – Word class revision, word class bingo, identify word classes of each word in the Jabberwocky.

• **Syntax** – Students to identify clause types, use flow chart to analyse first lines of novels.

• **Semantics** – students construct or decode sentences using words with multiple meanings e.g. Buffalo buffalo buffalo buffalo buffalo buffalo buffalo buffalo buffalo
Using the International Phonetic Alphabet (IPA)

- Identify the vowel sounds in the first two of the following sentences and re-write them using the IPA. Then attempt the third sentence completely
  - Sophie thought the boat ride would be rough, though she still loved the idea of it.
  - vowel sound: __________________________________________________________
  - IPA: __________________________________________________________

- Eddy said he had never seen a dead body before.
  - IPA: __________________________________________________________

- The storm clouds were breaking but Ben was safe under his umbrella
  - IPA: __________________________________________________________

Resources:

- Microsoft Word Document
  - Jabberwocky (with answers)
  - Word class summary and analysis worksheet

http://americanbookreview.org/100BestLines.asp

https://en.wikipedia.org/wiki/Buffalo_buffalo_Buffalo_buffalo_buffalo_buffalo_buffalo_Buffalo_buffalo

Assessment ideas

• SA Test on metalanguage
• Guided Analytical Commentary
• Report or investigation – comparison of sounds produced in different languages, syntactic structures of different languages, features of animal speech in comparison to human speech
• Essays – topics can include comparisons of modes, comparison of human and animal communication, characteristics of electronic communication etc.
### Features of speech: metalanguage*

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elision</td>
<td>Removes phonemes</td>
<td>Library, scenery, interesting</td>
</tr>
<tr>
<td>Insertion</td>
<td>Adds phonemes</td>
<td>Umbrella</td>
</tr>
<tr>
<td>Reduction</td>
<td>Reduces the overall length of an utterance</td>
<td>How are you going? V. How ya goin?</td>
</tr>
<tr>
<td>Substitution</td>
<td>Changes one phoneme for another</td>
<td>Guessing gown</td>
</tr>
<tr>
<td>Ellipsis</td>
<td>Removes words but retains meaning</td>
<td>I went to the shops on Monday and Wednesday</td>
</tr>
<tr>
<td>False starts (and repairs)</td>
<td>Starts to say something and has to start again to get it right.</td>
<td>Hi J-J-Mike</td>
</tr>
<tr>
<td>Pause fillers</td>
<td>Fills silence with a noise</td>
<td>Ahhh</td>
</tr>
<tr>
<td>Discourse markers/particles</td>
<td>Particles of speech which serve a function beyond their semantics</td>
<td>Like</td>
</tr>
</tbody>
</table>

*This can wait until Unit 2 but the longer the students have to work with the language, the better they will understand it before Units 3 & 4.
Discourse Particles in action.

A: So, I've decided I'm going to go to the bank and ask for a car loan.
B: That sounds like a good idea.
C: Well, you need a car.
B: Right.
A: Anyway, I was wondering if either of you would teach me how to drive.

The discourse markers in this extract have a number of uses. 

- **so** marks the beginning of a new part of the conversation.
- **well** marks a change in the focus (from getting a car loan to needing a car).
- **right** marks a response (B is agreeing with C).
- **anyway** marks a shift in topic (from buying a new car to having driving lessons).

http://dictionary.cambridge.org/grammar/british-grammar/discourse-markers/discourse-markers-so-right-okay
Learning Task Ideas:

• Students are to construct a range of sentences using ‘like’ in as many different ways as possible.
• Phonological connected speech processes quiz (in resources)
• Students to identify examples in authentic speech (see Craig Harrison transcript provided)
Learning Task Ideas:

• Give students a standard phrase or a situation and get them to reword it for a range of different contexts e.g. ‘Thanks for that’ or the difference in describing a party to parents and to friends.

• Give students a range of synonymous phrases and ask them to suggest an appropriate context for each one.

Resources:

Discourse Particles – The many uses of ‘like’

Phonological Connected Speech processes

The Voice Craig Harrison Transcript
Thanks for listening!

Any questions?