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LANGUAGE AND LINGUISTICS

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BLOCK 1: THE NATURE OF LANGUAGE

BLOCK 2: SOUNDS OF ENGLISH

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Sample Preview of the Solved Sample Question Papers

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QUESTION PAPER

June – 2024

(Solved)

LANGUAGE AND LINGUISTICS B.E.G.G.-172

Time: 3 Hours] ***[Maximum Marks : 100***

Note: *(i) The question paper consists of two Sections. (ii) Both Sections are compulsory.*

SECTION-A

Q. 1. Explain the socio-cultural perspective in linguistics.

Ans. Ref.: See Chapter-2, Page No. 15, 'Sociocultural Linguistics'.

Q. 2. How can multilingualism be considered a resource? Explain.

Ans. Ref.: See Chapter-4, Page No. 35, 'Multilingualism as a Resource'.

Q. 3. What are the different categories of language variation? Explain using examples.

Ans. Ref.: See Chapter-3, Page No. 23, 'Types of Variation'.

Q. 4. Discuss elaborately the consonants in English.

Ans. Ref.: See Chapter-5, Page No. 41, 'The Consonants of English'.

SECTION-B

Q. 5. How do prefixing and suffixing contribute to the word building processes?

Ans. Ref.: See Chapter-9, Page No. 81, 'Prefixing' and Page No. 82, 'Suffixing'.

Q. 6. Elaborate on the inflectional morphology of the English pronoun and adjective.

Ans. Ref.: See Chapter-10, Page No. 91, 'Inflectional Morphology of the English Pronoun', 'Inflectional Morphology of the English Adjective' and 'The Grammatical Category Associated with Adjectives'.

Q. 7. Differentiate regular and irregular verb with appropriate examples.

Ans. Ref.: See Chapter-15, Page No. 126, 'Types of Verbs' and Chapter 11, Page No. 100, 'Morphology of the Full Verb'.

Q. 8. Explain the word compounding. Give examples of noun compounds, adjective compounds and verb compounds.

Ans. Ref.: See Chapter-12, Page No. 109, 'Word Compounding'.

Q. 9. Discuss in detail the number and gender aspect of the English nouns.

Ans. Ref.: See Chapter-14, Page No. 120, 'Aspects of the Nouns – Number and Gender', 'Number' and Page No. 121, 'Gender'.

Q. 10. Explain the function of modal auxiliaries. List them out and provide sentences demonstrating their usage.

Ans. Ref.: See Chapter-15, Page No. 129, 'Meanings of Modal Auxiliaries'.

Q. 11. How does sentence transformation occur? Elaborate.

Ans. Ref.: See Chapter-17, Page No. 147, 'Introduction', Page No. 148, 'Sentence Transformations – Negative', Page No. 149, 'Sentence Transformations – Interrogative' and Page No. 150, 'Sentence Transformations – Exclamatory'.

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QUESTION PAPER

December – 2022

(Solved)

LANGUAGE AND LINGUISTICS B.E.G.G.-172

Time: 3 Hours] *[Maximum Marks : 100*

Note: *(i) The questions paper consists of two Sections. (ii) Both Sections are compulsory.*

SECTION – A

Attempt the following questions:

Q. 1. Elaborate on the functions of language.

Ans. Ref.: See Chapter-1, Page No. 7, Q. No. 2.

Q. 2. Analyse the structure of syllable in English and its importance on word stress.

Ans. In English, a syllable is a unit of sound that is typically composed of one or more vowel sounds, which may be surrounded by one or more consonant sounds. The structure of a syllable in English can be broken down into three parts: the onset, the nucleus, and the coda.

The onset: This is the initial consonant sound or cluster of consonant sounds that come before the vowel sound. For example, in the word "cat," the onset is the consonant sound /k/. In the word "string," the onset is the cluster of consonant sounds /str/.

The nucleus: This is the vowel sound or diphthong that is the core of the syllable. It gives the syllable its "sonority," or the quality of being resonant and audible. For example, in the word "cat," the nucleus is the vowel sound /æ/. In the word "string," the nucleus is the diphthong /ɪŋ/.

The coda: This is the final consonant sound or cluster of consonant sounds that come after the vowel sound. For example, in the word "cat," the coda is the consonant sound /t/. In the word "string," the coda is the consonant sound /ŋ/.

The structure of syllables in English is important for determining word stress. Word stress is the emphasis or accent that is placed on one syllable within a word. In English, word stress typically falls on the syllable that is considered the "strongest," or the one that has the most sonority. The syllable structure plays a crucial role in determining which syllable is the strongest.

In general, English words of two or more syllables have one syllable that is stressed and the others are unstressed. The syllable that is stressed is usually the one that has a long vowel sound or a diphthong, or the one that ends in a consonant sound. For example, in the word "banana," the second syllable is stressed because it has a long vowel sound, whereas the first and third syllables are unstressed. In the word "computer," the first syllable is stressed because it ends in a consonant sound, while the second and third syllables are unstressed.

Overall, understanding the structure of syllables in English is important for determining word stress, which can have a significant impact on pronunciation and meaning.

Q. 3. State the general characteristics of derivational affixes.

Ans. Ref.: See Chapter-12, Page No. 106, 'Derivational Affixes'.

Q. 4. Define an English verb and state its key features.

Ans. A verb is a part of speech that describes an action, state, or occurrence. It is typically used to indicate what the subject of a sentence is doing, experiencing, or undergoing.

Key features of verbs include:

- Verbs can be conjugated to indicate tense, such as past, present, or future.
- They can also be conjugated to indicate the subject and number, such as "I run" versus "she runs."
- Verbs can be transitive, meaning they require an object to complete the sentence, or intransitive, meaning they do not require an object.
- They can be regular or irregular in their conjugation patterns.
- Verbs can be used in various moods, such as indicative, subjunctive, or imperative, to indicate the speaker's attitude or intention.
- Verbs can also be used in various voices, such as active or passive, to indicate the relationship between the subject and the action.

Sample Preview of The Chapter

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LANGUAGE AND LINGUISTICS

BLOCK 1: THE NATURE OF LANGUAGE

What is Language? Unique Features of Human Language

1

INTRODUCTION

Language is the system that connects sounds and meanings. Human needs and language communication are inextricably linked. Individual, social, emotional, economic, political, and cultural needs all exist in humans, and language is used to meet these needs. Even the smallest infant expresses needs that are primarily biological in nature. As the infant grows, his or her needs and language become more complex. The individual progresses from whimpering in discomfort to gurgling with pleasure to the stage where s/he begins to reflect on his/her needs. Language does not exist in isolation. Other systems in the human mind shape and serve it. Language's structure and function must reflect these ideas because it is used to convey them. Furthermore, because it exists within a complex social and cultural system, it is influenced by these factors as well. All aspects of our lives are pervaded by language. We will look at various aspects of language in this chapter.

CHAPTER AT A GLANCE

DEFINITIONS OF LANGUAGE

Language has been defined in various ways by academics. Some of them concentrate on the general concept of language, while others concentrate on more specific aspects of a language, such as phonology, grammar, and semantics. Some emphasise its variety of functions, while others emphasise the differences between language and other forms of human and animal communication. Language, according to E. Sapir, is "a purely human and non-instinctive method of communicating ideas, emotions, and desires through voluntarily produced symbols." G. Trager defines language as "a system of arbitrary vocal symbols through which members of a society interact in terms of their local culture." Language, according to Noam Chomsky, is "a set (finite or infinite) of sentences, each finite in length and constructed of a finite set of elements." Language, according to Chomsky, is a process of free creation; its laws and principles are fixed, but the way the principles of generation are used is free and infinitely varied. Even the interpretation and use of words is a free creation process.

THE ORIGINS OF LANGUAGE

Charles Darwin believes that early humans developed the ability to "charm each other" through music, and that language may have originated there. However, there is no evidence of language's origin. Philosophers have presented theories about the origins of language. Some of these are discussed further below:

The Divine Origin: The theory of Divine Origin was proposed in the early eighteenth century. It was believed that man was created, and that speech was given to him as a divine gift at the time of his creation. According to the biblical tradition, God created Adam and "whatever Adam called every living creature, that was the name thereof." Language is said to have originated with Saraswati, the wife of Brahma, the creator of the universe. Most religions appear to have a divine source that provides humans with language. "The Egyptians, for example, considered themselves the oldest civilization and thus theirs was the original language, passed down through their god-ancestor."

Psammetichus, one of their rulers, is said to have tried an experiment to test this theory. He had two children from a normal family who were raised in isolation. When the babies were two years old, they abruptly said "bekos," which means "bread" in Phrygian. This, according to Psammetichus, proved his theory that Phrygian was the original language. The basic hypothesis appears to be that if human infants were raised without hearing any language, they would spontaneously begin using the original God-given language. All experiments with infants who have been raised in isolation and have never heard human speech tend to refute the divine source claim.

The Natural Sound Source: According to this theory, primitive words could have been imitations of natural sounds heard by early men and women. The fact that some words in all modern languages have pronunciations that appear to echo naturally occurring sounds could be used to support this theory. In English, we have words like splash, bang, boom, rattle, buzz, hiss, screech, and bow-wow. Muller proposed the Bow-Wow theory, which is also known as the Onomatopoeic or Echoic theory. It implies that the first words were imitations of natural sounds, such as bird calls and animal calls. Every language's vocabulary contains some onomatopoeic words. This is known as onomatopoeia, which is the imitation of natural sounds to form words.

One counter-argument to this theory is that we hear and imitate natural sounds within the constraints of our first language. In English, roosters crowing is cock-a-doodle-doo; in French, coquerico; in Russian, kukuiku; and in German, kikeriki.

Source of Social Interaction: Another natural sound-based theory is known as the "yo-he-ho" theory. It assumes that the sounds of a person engaged in physical exertion could be the source of our language, especially when that physical exertion involved several people and the interaction had to be coordinated. So, for example, a group of early humans may have developed a set of hums, grunts, groans, and curses that they used when lifting and carrying large chunks of tree, etc. The appeal of this theory is that it places human language development in a social context. Early people must have lived in groups because larger groups provided better protection against attacks. Groups were social organisations that required some form of communication, even if it was just grunts and curses. As a result, human sounds, however they were produced, must have served some purpose in the lives and social interactions of early human groups. This is an important concept that may be related to the applications of human-produced sounds. However, it does not answer our question about the origins of the sounds produced.

The Physical Adaptation Source: Anthropologists believe that the factors that led to the evolution of the species Homo sapiens also led to the evolution of language - the upright posture provided humans with more visual range, and their eyes became stereoscopic, improving their vision even further. When compared to other primates, human teeth, lips, mouth, larynx, and pharynx facilitate speech production. The cerebral cortex, which was virtually non-existent in lower creatures, grew enormously in the evolving human. With this major advancement, the human being advanced to reasoning abilities and began to speak.

The Tool-making Source: According to the physical adaptation theory, one function that produces speech sounds must have been superimposed on previously used anatomical features (teeth, lips) (chewing, sucking). A similar evolution is thought to have occurred with human hands, and some believe that manual gestures were a precursor to language. There is evidence that humans developed preferential right-handedness and became more capable of making stone tools around two million years ago. Wooden and composite tools eventually followed, and tool-making, or the result of manipulating and changing objects with one's hands, is evidence of brain work. The human brain is not only large in comparison to the size of the human body; it is also lateralized, which means that it has specialised functions in each of the two hemispheres. The functions in the left hemisphere of the brain that control the motor movements involved in complex vocalisation (speaking) and object manipulation (making or using tools) are very close to each other. It's possible that there was an evolutionary link between human language and tool-use abilities, and that both were involved in the development of the speaking brain.

The Genetic Source: A number of physical changes occur in the first few years of a human baby's life. The larynx descends, the brain develops, the child assumes an upright posture, and begins walking and talking in a relatively short period of time. This almost automatic set of developments, combined with the complexity of a young child's language, has led some scholars to seek something more powerful than

small physical adaptations of the species over time as the course of language. It has been proposed that human offspring are born with a unique ability to communicate. It is innate, no other creature appears to have it, and it is not associated with any particular language. Is it possible that this language ability is hardwired into the newborn human? This innateness hypothesis appears to point to something in human genetics, possibly a critical mutation, as the source of the puzzle of the origin of human language. We don't know when this proposed genetic change occurred or how it relates to the physical adaptations described earlier. However, as we consider this hypothesis, we notice that our speculations about the origins of language are shifting away from fossil evidence or the physical source of basic human sounds and toward analogies with how computers work (preprogrammed or hard-wired) and genetic concepts. The investigation into the origins of language then becomes a hunt for the unique "language gene" that only humans possess.

FUNCTIONS OF LANGUAGE

According to Jean Aitchison, language evolved because humans needed to cooperate in order to survive, and effective cooperation required a satisfactory mode of communication. Language is a multifaceted phenomenon with numerous functions. Roman Jakobson identified six primary functions of language that can be used to describe an effective act of verbal communication. These functions are:

(i) **The Referential Function:** This function is primary used to convey information. This category includes descriptions of situations, objects, and even mental states.

(ii) **The Expressive Function:** This function reports the speaker's or writer's feelings or attitudes and is also intended to elicit feelings in the listener or reader. For example, when we see something beautiful, we may exclaim, "Wow, isn't that beautiful?"

(iii) **The Directive Function:** This function directly engages the addressee and is typically used to cause or prevent an action. As a result, it is found in commands and requests and necessitates the use of vocatives and imperatives. For example, "Sumit, please come here immediately," or "Please close the doors."

(iv) **The Phatic Function:** This involves using language for social interaction. This function can be seen in greetings such as "Hi, how are you?" and casual conversations about the weather, such as "It's so hot these days."

(v) **The Poetic Function:** This function emphasises the message for its own sake and is used in both poetry and slogans. This is aesthetic function of language.

(vi) **The Metalingual Function:** This function is used to discuss language in general, as we will do in this unit. However, unless it is a very specialised and restrictive piece of discourse, it is very rare for any piece of discourse to serve only one function; most ordinary types of discourse are mixed.

KNOWING A LANGUAGE

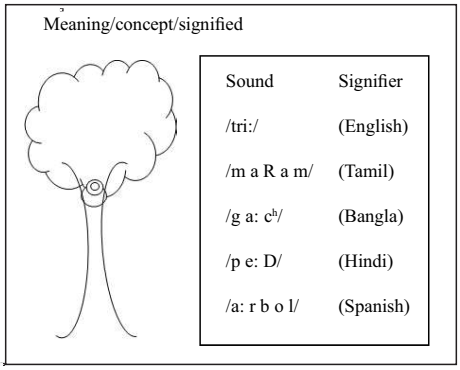
Knowing a language implies that we can make certain sounds that are naturally interpretable as having a specific meaning. We produce the most complex sentences without understanding the principles and rules that govern their formation in that language.

Knowledge of the Sound System

We know a language because we recognise the sounds of that language and can distinguish them from sounds that are not part of that language. A speaker of Bengali, Assamese, or Oriya, for example, cannot distinguish between the sounds 'b' and 'v'. When they say 'Vivek,' it sounds like 'bibek.' They can tell the difference when they see it written or hear it spoken by someone else, but they are unable to articulate the distinction properly themselves.

Knowledge of the Meaning of Words

We know a language because we can associate sound with meaning. When we hear a word from a new language, we cannot understand it, but speakers of that language can understand each other. Each language names each concept/meaning differently. As an illustration:



In English, a tree is known as 'maRam' in Tamil, 'ga:ch' in Bangla, 'pe:D' in Hindi, and 'a:rbol' in Spanish. Thus, the father of modern linguistics, Ferdinand de Saussure, claims that the relationship between the signifier (sound) and the signified

(meaning) is unmotivated. Many languages share many sounds, but how they combine them to form words and the meaning they assign to even similar combinations differ. This can have amusing consequences at times. Bulgarian and Hindi, for example, share the sound sequence 'kutia,' which means a 'box' in the former and a 'female dog' in the latter.

This demonstrates how arbitrary sound and the meaning associated with it are. However, in most languages, there are some words whose pronunciation suggests the meaning; these are known as onomatopoeic or echoic words. The sounds of these words are similar to those of nature. Even here, however, there may be differences between languages. Knowing a language also implies knowing how to combine words to form phrases, and then phrases to form sentences. This is referred to as linguistic creativity. The number of sentences one can generate is limitless. Human language is truly unique because of this feature.

Knowledge of Appropriate Social Context

If we understand a language, we must understand where a sentence can be used. This is the social significance of language. To communicate effectively, we must first understand what kind of response is expected in a given situation. When someone asks you your name, you should not respond with "the weather is very nice," even if your answer is not grammatically incorrect. Words and tones have the ability to evoke associations with things and ideas, and communication is possible when the speaker and hearer have similar associations. Thus, when we say we know a language, we mean we understand the sounds and words as well as the rules for their combination and use.

THE UNIQUENESS OF HUMAN LANGUAGE

Language is concerned with communication, the nature and scope of which are influenced by a variety of factors, including physiological, environmental, social, and need-based factors. As the complexity of information content grows, so must the message-generation system. As a result, species whose behaviour is mediated by complex social interrelationships evolve a communication system capable of meeting the needs generated by this level of interaction. Many other species communicate if we only consider language to be a communication system. Communication entails both active intentional signal transmission and feedback from the receiver, resulting in a closed loop between the participants. Language, both spoken and written, is the primary means of communication for humans, but it is not the only one.

Gestures, as well as other forms of symbolism, play a similar role. Giving flowers to someone has significance, and specific clothing or ornament is a device for displaying one's affiliation and loyalties. As a result, communication is a pervasive manifestation that takes many forms. Our primary concern here is spoken language, but in order to comprehend it, we must consider how it relates to other forms of communication.

Animal Communication

Animals exhibit a variety of vocal and gestural behaviours. As an example, consider the bee. A bee can communicate the location of nectar with great accuracy by performing a series of motions that have been described as a "dance." The direction of the find is indicated by the axis of movement, the speed of the circling is proportional to the distance, and the agitation of the animal reflects the abundance of the find. The other worker bees form a circle around the dancer as it is performed near the hive. After a few moments of watching the movements, the other bees take off in the right direction and fly the proper distance before landing on the flowers. Another type of bee communication occurs when a colony prepares to swarm. The bees congregate at a convenient location outside the hive, apparently long enough to establish a command centre. The workers then scatter in various directions. Those bees that find a suitable location return to the main group, their excitement indicating that they have found a site. Bees that are unable to find a suitable location return.

If positive reports come in from multiple directions, the swarm becomes indecisive, shifting to one side and then another until a weight of opinion forms in favour of one of the locations. Bees do not use vocal sounds in their communication, but the buzzing made by their vibrating wings appears to play a role in conveying excitement and emphasis, possibly comparable to degrees of conviction in humans. Imitative vocal behaviour is another fascinating type of vocal behaviour. In terms of species communication, there are several classes of birds that use sound imitation. Perhaps it is simply an extreme manifestation of an echoic tendency shared by many animal species to varying degrees. Imitation is most common within a species. Most animals can only communicate and receive a limited number of messages. For example, the male of one species of grasshopper has six options. Dolphins, despite their intelligence and large number of clicks, whistles, and squawks, appear to be limited