

SUBJECT: ADVANCED LINGUISTICS

CODE: GEEN14

UNIT-5

TOPICS:

- a) Stylistics : The relationship of language to literature, Style and Function, Poetic discourse, narrative discourse and dramatic discourse.

- b) Language Disorders : The brain and Language organization, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.

- c) Lexicography : Monolingual dictionary, Inter-lingual dictionary, Structure and Equivalences, Problems of Untranslatability, General and special purpose dictionaries.

Stylistics

Stylistics, a branch of applied linguistics, is the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings. For example, the vernacular, or everyday language may be used among casual friends, whereas more formal language, with respect to grammar, pronunciation or accent, and lexicon or choice of words, is often used in a cover letter and résumé and while speaking during a job interview.

As a discipline, stylistics links literary criticism to linguistics. It does not function as an autonomous domain on its own, and it can be applied to an understanding of literature and journalism as well as linguistics.^{[1][2][3]} Sources of study in stylistics may range from canonical works of writing to popular texts, and from advertising copy to news,^[4] non-fiction, and popular culture, as well as to political and religious discourse.^[5] Indeed, as recent work in critical stylistics,^[6] multimodal stylistics^[7] and mediated stylistics^[8] has made clear, non-literary texts may be of just as much interest to stylisticians as literary ones. Literariness, in other words, is here conceived as 'a point on a cline rather than as an absolute'

Stylistics as a conceptual discipline may attempt to establish principles capable of explaining particular choices made by individuals and social groups in their use of language, such as in the literary production and reception of genre, the study of folk art, in the study of spoken dialects and registers, and can be applied to areas such as discourse analysis as well as literary criticism.

Common features of style include the use of dialogue, including regional accents and individual idioms (or idiolects), the distribution of sentence lengths, the use of particular language registers, and so on. In addition, stylistics is a distinctive term that may be used to determine the connections between the form and effects within a particular variety of language. Therefore, stylistics looks at what is 'going on' within the language; what the linguistic associations are that the style of language reveals.

The Analysis Of Literary Style Goes Back To The Study Of Classical Rhetoric, Though Modern Stylistics Has Its Roots In Russian Formalism And The Related Prague School Of The Early Twentieth Century.

In 1909, Charles Bally De Stylistique Française Had Proposed Stylistics As A Distinct Academic Discipline To Complement Saussurean Linguistics. For Bally, Saussure's Linguistics By Itself Couldn't Fully Describe The Language Of Personal Expression.^[12] Bally's Programme Fits Well With The Aims Of The Prague School.

Taking Forward The Ideas Of The Russian Formalists, The Prague School Built On The Concept Of Foregrounding, Where It Is Assumed That Poetic Language Is Considered To Stand Apart From Non-Literary Background Language, By Means Of Deviation (From The Norms Of Everyday Language) Or Parallelism.^[14] According To The Prague School, However, This Background Language Isn't Constant, And The Relationship Between Poetic And Everyday Language Is Therefore Always Shifting.

Roman Jakobson Had Been An Active Member Of The Russian Formalists And The Prague School, Before Emigrating To America In The 1940s. He Brought Together Russian Formalism And American New Criticism In His Closing Statement At A Conference On Stylistics At Indiana University In 1958.

Published As Linguistics And Poetics In 1960, Jakobson's Lecture Is Often Credited With Being The First Coherent Formulation Of Stylistics, And His Argument Was That The Study Of Poetic Language Should Be A Sub-Branch Of Linguistics.^[17] The Poetic Function Was One Of Six General Functions Of Language He Described In The Lecture.

Michael Halliday Is An Important Figure In The Development Of British Stylistics. His 1971 Study Linguistic Function And Literary Style: An Inquiry Into The Language Of William Golding's *The Inheritors* Is A Key Essay. One Of Halliday's Contributions Has Been The Use Of The Term Register To Explain The Connections Between Language And Its Context.^[20] For Halliday Register Is Distinct From Dialect. Dialect Refers To The Habitual Language Of A Particular User In A Specific Geographical Or Social Context. Register Describes The Choices Made By The User, Choices Which Depend On Three Variables: Field ("What The Participants... Are Actually Engaged In Doing", For Instance, Discussing A Specific Subject Or

Topic),^[22] Tenor (Who Is Taking Part In The Exchange) And Mode (The Use To Which The Language Is Being Put).

Fowler Comments That Different Fields Produce Different Language, Most Obviously At The Level Of Vocabulary (Fowler. 1996, 192) The Linguist David Crystal Points Out That Halliday's 'Tenor' Stands As A Roughly Equivalent Term For 'Style', Which Is A More Specific Alternative Used By Linguists To Avoid Ambiguity (Crystal. 1985, 292). Halliday's Third Category, Mode, Is What He Refers To As The Symbolic Organisation Of The Situation. Downes Recognises Two Distinct Aspects Within The Category Of Mode And Suggests That Not Only Does It Describe The Relation To The Medium: Written, Spoken, And So On, But Also Describes The Genre Of The Text (Downes. 1998, 316). Halliday Refers To Genre As Pre-Coded Language, Language That Has Not Simply Been Used Before, But That Predetermines The Selection Of Textual Meanings. The Linguist William Downes Makes The Point That The Principal Characteristic Of Register, No Matter How Peculiar Or Diverse, Is That It Is Obvious And Immediately Recognisable (Downes. 1998, 309).

Literary Stylistics

In The Cambridge Encyclopedia Of Language, Crystal Observes That, In Practice, Most Stylistic Analysis Has Attempted To Deal With The Complex And 'Valued' Language Within Literature, I.E. 'Literary Stylistics'. He Goes On To Say That In Such Examination The Scope Is Sometimes Narrowed To Concentrate On The More Striking Features Of Literary Language, For Instance, Its 'Deviant' And Abnormal Features, Rather Than The Broader Structures That Are Found In Whole Texts Or Discourses. For Example, The Compact Language Of Poetry Is More Likely To Reveal The Secrets Of Its Construction To The Stylistician Than Is The Language Of Plays And Novels (Crystal. 1987, 71).

As Well As Conventional Styles Of Language There Are The Unconventional – The Most Obvious Of Which Is Poetry. In Practical Stylistics, Hg Widdowson Examines The Traditional Form Of The Epitaph, As Found On Headstones In A Cemetery. For Example:

Widdowson Makes The Point That Such Sentiments Are Usually Not Very Interesting And Suggests That They May Even Be Dismissed As 'Crude Verbal Carvings' And Crude Verbal Disturbance (Widdowson, 3). Nevertheless, Widdowson Recognises That They Are A Very Real

Attempt To Convey Feelings Of Human Loss And Preserve Affectionate Recollections Of A Beloved Friend Or Family Member. However, What May Be Seen As Poetic In This Language Is Not So Much In The Formulaic Phraseology But In Where It Appears. The Verse May Be Given Undue Reverence Precisely Because Of The Sombre Situation In Which It Is Placed. Widdowson Suggests That, Unlike Words Set In Stone In A Graveyard, Poetry Is Unorthodox Language That Vibrates With Inter-Textual Implications (Widdowson. 1992, 4).

Two Problems With A Stylistic Analysis Of Poetry Are Noted By Pm Wetherill In *Literary Text: An Examination Of Critical Methods*. The First Is That There May Be An Over-Preoccupation With One Particular Feature That May Well Minimise The Significance Of Others That Are Equally Important (Wetherill. 1974, 133). The Second Is That Any Attempt To See A Text As Simply A Collection Of Stylistic Elements Will Tend To Ignore Other Ways Whereby Meaning Is Produced (Wetherill. 1974, 133).

In 'Poetic Effects' From *Literary Pragmatics*, The Linguist Adrian Pilkington Analyses The Idea Of 'Implicature', As Instigated In The Previous Work Of Dan Sperber And Deirdre Wilson. Implicature May Be Divided Into Two Categories: 'Strong' And 'Weak' Implicature, Yet Between The Two Extremes There Are A Variety Of Other Alternatives. The Strongest Implicature Is What Is Emphatically Implied By The Speaker Or Writer, While Weaker Implicatures Are The Wider Possibilities Of Meaning That The Hearer Or Reader May Conclude.

Pilkington's 'Poetic Effects', As He Terms The Concept, Are Those That Achieve Most Relevance Through A Wide Array Of Weak Implicatures And Not Those Meanings That Are Simply 'Read In' By The Hearer Or Reader. Yet The Distinguishing Instant At Which Weak Implicatures And The Hearer Or Reader's Conjecture Of Meaning Diverge Remains Highly Subjective. As Pilkington Says: 'There Is No Clear Cut-Off Point Between Assumptions Which The Speaker Certainly Endorses And Assumptions Derived Purely On The Hearer's Responsibility.' (Pilkington. 1991, 53) In Addition, The Stylistic Qualities Of Poetry Can Be Seen As An Accompaniment To Pilkington's Poetic Effects In Understanding A Poem's Meaning.

Tense]

Widdowson Points Out That In Samuel Taylor Coleridge's Poem "The Rime Of The Ancient Mariner" (1798), The Mystery Of The Mariner's Abrupt Appearance Is Sustained By An Idiosyncratic Use Of Tense. (Widdowson. 1992, 40) For Instance, The Mariner 'Holds' The Wedding-Guest With His 'Skinny Hand' In The Present Tense, But Releases It In The Past Tense ('...His Hands Dropt He. '); Only To Hold Him Again, This Time With His 'Glittering Eye', In The Present .

Language Disorder

People With Language Disorder Have Difficulty Expressing Themselves And Understanding What Others Are Saying. This Is Unrelated To Hearing Problems. Language Disorder, Formerly Known As Receptive-Expressive Language Disorder, Is Common In Young Children.

It Occurs In 10 To 15 Percent Of Those Under The Age Of 3 Years Old, According To The University Of Mississippi Medical Center. By Age 4, Language Ability Is Generally More Stable And Can Be Measured More Accurately To Determine Whether Or Not A Deficit Exists.

Language Disorder Is Often Noticed In Childhood First. Your Child May Overuse "Um" And "Uh" Because They Cannot Recall The Right Word.

Other Symptoms Include:

- Impaired Ability To Use Words And Connect Sentences To Explain Or Describe Something
- Reduced Ability To Have A Conversation
- Leaving Words Out
- Saying Words In The Wrong Order
- Repeating A Question While Thinking Of An Answer
- Confusing Tenses (For Example, Using Past Tense Instead Of Present)

Some Of These Symptoms Are Part Of Normal Language Development. However, Your Child May Have A Language Disorder If Several Of These Issues Are Persistent And Don't Improve.

Symptoms Related To Understanding Others

An Equally Important Aspect Of This Disorder Is Having A Hard Time Understanding Others When They Speak. This May Translate Into Difficulty Following Directions At Home And School.

According To American Family Physician, There May Be A Problem If Your Child Is 18 Months Old And Doesn't Follow One-Step Directions. An Example Of A One-Step Direction Might Be "Pick Up Your Toy."

If, At 30 Months, Your Child Isn't Responding To Questions Verbally Or With A Nod Or Headshake, Then It May Be A Sign Of A Language Disorder.

There Is Hope Ahead

Watch Lesley Stahl, Alyssa Milano, D.L. Hughley & More As They Recount The Past Year And Look Ahead To The Future. Watch Our Insightful And Uplifting Conversation On Hope, Vaccines, Mental Health & More.

Understanding Language Disorder

Oftentimes, The Cause Of This Disorder Is Unknown. Genetics And Nutrition May Play A Role, But These Explanations Haven't Yet Been Proven.

Normal Language Development Involves The Ability To Hear, See, Comprehend, And Retain Information. This Process May Be Delayed In Some Children, Who Eventually Catch Up With Peers.

A Delay In Language Development May Be Related To:

- Hearing Problems
- Brain Injury
- Damage To The Central Nervous System (Cns)

Sometimes, Delayed Language May Accompany Other Developmental Problems, Such As:

- Hearing Loss
- Autism
- A Learning Disability

Language Disorder Isn't Necessarily Related To A Lack Of Intelligence. Experts Try To Identify The Cause When Language Development Doesn't Happen Naturally.

Powered By Rubicon Project

Addressing And Easing Symptoms

The Disorder Is Often Treated Through The Collective Efforts Of Parents, Teachers, Speech-Language Pathologists, And Other Health Professionals.

Medical Exam

The First Course Of Action Is To Visit Your Doctor For A Full Physical. This Will Help Rule Out Or Diagnose Other Conditions, Such As A Hearing Problem Or Other Sensory Impairment.

Language Therapy

The Common Treatment For Language Disorder Is Speech And Language Therapy. Treatment Will Depend On The Age Of Your Child And The Cause And Extent Of The Condition. For Example, Your Child May Participate In One-On-One Treatment Sessions With A Speech-Language Therapist Or Attend Group Sessions. The Speech-Language Therapist Will Diagnose And Treat Your Child According To Their Deficits.

Early Intervention Often Plays An Important Role In A Successful Outcome.

Home Care Options

Working With Your Child At Home Can Help. Here Are Some Tips:

- Speak Clearly, Slowly, And Concisely When Asking Your Child A Question.
- Wait Patiently As Your Child Forms A Response.
- Keep The Atmosphere Relaxed To Reduce Anxiety.
- Ask Your Child To Put Your Instructions In Their Own Words After Giving An Explanation Or Command.

Frequent Contact With Teachers Is Also Important. Your Child May Be Reserved In Class And May Not Want To Participate In Activities That Involve Talking And Sharing. Ask The Teacher About Class Activities In Advance To Help Prepare Your Child For Upcoming Discussions.

Psychological Therapy

Having Difficulty Understanding And Communicating With Others Can Be Frustrating And May Trigger Episodes Of Acting Out. Counseling May Be Needed To Address Emotional Or Behavioral Issues.

Consequences Of A Language Disorder

Effective Communication Is An Important Part Of Forming Relationships At Work, School, And In Social Settings. An Unaddressed Language Disorder Can Cause Long-Term Consequences, Including Depression Or Behavior Problems In Adulthood.

Preventing A Language Disorder

Preventing A Language Disorder Is Difficult, Especially Because The Exact Cause Of The Disorder Is Largely Unknown. However, It's Possible To Reduce The Disorder's Impact By Working Closely With A Speech-Language Pathologist. Seeing A Counselor Can Also Help In Dealing With The Emotional And Mental Health Challenges That The Disorder May Cause.

Lexicography

Practical Lexicography Is The Art Or Craft Of Compiling, Writing And Editing Dictionaries.

- **Theoretical Lexicography** Is The Scholarly Discipline Of Analyzing And Describing The Semantic, Syntagmatic, And Paradigmatic Relationships Within The Lexicon (Vocabulary) Of A Language, Developing Theories Of Dictionary Components And Structures Linking The Data In Dictionaries, The Needs For Information By Users In Specific Types Of Situations, And How Users May Best Access The Data Incorporated In Printed And Electronic Dictionaries. This Is Sometimes Referred To As 'Metalexigraphy'.

There Is Some Disagreement On The Definition Of Lexicology, As Distinct From Lexicography. Some Use "Lexicology" As A Synonym For Theoretical Lexicography; Others Use It To Mean A Branch Of Linguistics Pertaining To The Inventory Of Words In A Particular Language.

A Person Devoted To Lexicography Is Called A **Lexicographer**.



General Lexicography Focuses On The Design, Compilation, Use And Evaluation Of General Dictionaries, I.E. Dictionaries That Provide A Description Of The Language In General Use. Such A Dictionary Is Usually Called A General Dictionary Or Lgp Dictionary (Language For General Purpose). Specialized Lexicography Focuses On The Design, Compilation, Use And Evaluation Of Specialized Dictionaries, I.E. Dictionaries That Are Devoted To A (Relatively

Restricted) Set Of Linguistic And Factual Elements Of One Or More Specialist Subject Fields, E.G. Legal Lexicography. Such A Dictionary Is Usually Called A Specialized Dictionary Or Language For Specific Purposes Dictionary And Following Nielsen 1994, Specialized Dictionaries Are Either Multi-Field, Single-Field Or Sub-Field Dictionaries.

It Is Now Widely Accepted That Lexicography Is A Scholarly Discipline In Its Own Right And Not A Sub-Branch Of Applied Linguistics, As The Chief Object Of Study In Lexicography Is The Dictionary (See E.G. Bergenholtz/Nielsen/Tarp 2009).

Coined In English 1680, The Word "Lexicography" Derives From The Greek Λεξικογράφος Lexikographos, "Lexicographer",^[2] From Λεξικόν Lexicon, Neut. Of Λεξικός Lexikos, "Of Or For Words",^[3] From Λέξις Lexis, "Speech", "Word",^[4] (In Turn From Λέγω Lego, "To Say", "To Speak"^[5]) And Γράφω Grapho, "To Scratch, To Inscribe, To Write".^[6]

Practical Lexicographic Work Involves Several Activities, And The Compilation Of Well-Crafted Dictionaries Requires Careful Consideration Of All Or Some Of The Following Aspects:

- Profiling The Intended Users (I.E. Linguistic And Non-Linguistic Competences) And Identifying Their Needs
- Defining The Communicative And Cognitive Functions Of The Dictionary
- Selecting And Organizing The Components Of The Dictionary
- Choosing The Appropriate Structures For Presenting The Data In The Dictionary (I.E. Frame Structure, Distribution Structure, Macro-Structure, Micro-Structure And Cross-Reference Structure)
- Selecting Words And Affixes For Systematization As Entries
- Selecting Collocations, Phrases And Examples
- Choosing Lemma Forms For Each Word Or Part Of Word To Be Lemmatized
- Defining Words
- Organizing Definitions
- Specifying Pronunciations Of Words
- Labeling Definitions And Pronunciations For Register And Dialect, Where Appropriate
- Selecting Equivalents In Bi- And Multi-Lingual Dictionaries

- Translating Collocations, Phrases And Examples In Bi- And Multilingual Dictionaries
- Designing The Best Way In Which Users Can Access The Data In Printed And Electronic Dictionaries

One Important Goal Of Lexicography Is To Keep The Lexicographic Information Costs Incurred By Dictionary Users As Low As Possible. Nielsen (2008) Suggests Relevant Aspects For Lexicographers To Consider When Making Dictionaries As They All Affect The Users' Impression And Actual Use Of Specific Dictionaries.

Theoretical Lexicography Concerns The Same Aspects As Lexicography, But Aims To Develop Principles That Can Improve The Quality Of Future Dictionaries, For Instance In Terms Of Access To Data And Lexicographic Information Costs. Several Perspectives Or Branches Of Such Academic Dictionary Research Have Been Distinguished: 'Dictionary Criticism' (Or Evaluating The Quality Of One Or More Dictionaries, E.G. By Means Of Reviews (See Nielsen 1999)), 'Dictionary History' (Or Tracing The Traditions Of A Type Of Dictionary Or Of Lexicography In A Particular Country Or Language), 'Dictionary Typology' (Or Classifying The Various Genres Of Reference Works, Such As Dictionary Versus Encyclopedia, Monolingual Versus Bilingual Dictionary, General Versus Technical Or Pedagogical Dictionary), 'Dictionary Structure' (Or Formatting The Various Ways In Which The Information Is Presented In A Dictionary), 'Dictionary Use' (Or Observing The Reference Acts And Skills Of Dictionary Users), And 'Dictionary It' (Or Applying Computer Aids To The Process Of Dictionary Compilation).

One Important Consideration Is The Status Of 'Bilingual Lexicography', Or The Compilation And Use Of The Bilingual Dictionary In All Its Aspects (See E.G. Nielsen 1894). In Spite Of A Relatively Long History Of This Type Of Dictionary, It Is Often Said^[According To Whom?] To Be Less Developed In A Number Of Respects Than Its Unilingual Counterpart, Especially In Cases Where One Of The Languages Involved Is Not A Major Language. Not All Genres Of Reference Works Are Available In Interlingual Versions, E.G. Lsp, Learners' And Encyclopedic Types, Although Sometimes These Challenges Produce New Subtypes, E.G. 'Semi-Bilingual' Or 'Bilingualised' Dictionaries Such As Hornby's (Oxford) Advanced Learner's Dictionary English-Chinese, Which Have Been Developed By Translating Existing Monolingual Dictionaries