

# E

**ear-training** (*n.*) A technique used in PHONETICS whereby aspiring practitioners of the subject are trained to discriminate and identify the whole range of human speech sounds. The correlative technique of producing the sounds is known as PERFORMANCE.

**Ebonics** (*n.*) The name given to African-American VERNACULAR English when given the status of a language distinct from standard English; derived from ebony + phonics. Although the name was coined as early as 1973, it did not become widely known until December 1996, when the local school board in Oakland, California, concerned about the low level of achievement among the African-American children in its care, and anxious to increase the respect for the language the children used at home, decided to give the variety official status – the first school district in the USA to do so. The decision proved to be enormously controversial, among both black and white populations, and was dropped a month later.

**echo** (*n.*) A term used in some GRAMMATICAL descriptions, notably QUIRK GRAMMAR, to refer to a type of SENTENCE which repeats, in whole or in part, what has just been said by another speaker. Such **echo utterances** include ‘echo QUESTIONS’ (e.g. A: *I saw a ghost.* B: *You saw what?*) and EXCLAMATIONS (e.g. A: *Have you been to the office?* B: *Have I been to the office!*). Questions which do not echo in this way are sometimes referred to as **non-echo** questions.

**eclecticism** (*n.*) The application of this general term in LINGUISTICS is found mainly in relation to MODELS of DESCRIPTION which have been built from a combination of features originating in more than one linguistic theory. For example, QUIRK GRAMMAR is **eclectic** in that it makes use of concepts and procedures deriving from STRUCTURALIST, TRANSFORMATIONAL and other approaches. Eclectic accounts are justified by the multiple insights they can provide into an area of LANGUAGE. Their main weakness is the difficulty of developing a coherent theoretical framework within which the various descriptive components can be interrelated.

**ecolinguistics** (*n.*) In LINGUISTICS, an emphasis – reflecting the notion of *ecology* in biological studies – in which the interaction between LANGUAGE and the

cultural environment is seen as central; also called the **ecology of language**, **ecological linguistics** and sometimes **green linguistics**. An **ecolinguistic** approach highlights the value of linguistic diversity in the world, the importance of individual and community linguistic rights, and the role of LANGUAGE ATTITUDES, LANGUAGE AWARENESS, language VARIETY and LANGUAGE CHANGE in fostering a culture of communicative peace.

**ecological linguistics, ecology of language** see ECOLINGUISTICS

**economy** (*n.*) A criterion in LINGUISTICS which requires that, other things being equal, an analysis should aim to be as short and use as few terms as possible. It is a measure which permits one to quantify the number of FORMAL constructs (symbols, RULES, etc.) used in arriving at a solution to a problem, and has been used, explicitly or implicitly, in most areas of linguistic investigation. This application of Occam's razor ('entities should not be multiplied beyond necessity') was a major feature of the proposals for evaluating analyses made by early GENERATIVE GRAMMAR (see EXPLANATORY ADEQUACY). In generative PHONOLOGY it has been claimed that the preferred analysis is one which is overall the more **economical**, i.e. it uses fewer FEATURES and RULES. On the other hand, it has been argued that it will not always be the case that the simpler solution, in this quantitative sense, will be the intuitively more ACCEPTABLE one, or the one which allows the most informative LINGUISTICALLY SIGNIFICANT GENERALIZATIONS to be made. In the MINIMALIST PROGRAMME, several economy principles are introduced as a means of evaluating DERIVATIONS. These principles, such as LAST RESORT, LEAST EFFORT, and SHORTEST MOVE, compare derivations involving the same lexical resources, and discard all but the most economical derivations.

Linguistic economy is a difficult criterion to work with: simplification made in one part of an analysis may cause difficulties elsewhere. And, until a total description is made, any suggestions concerning economy are necessarily tentative. But generative theory argues that this notion is of major theoretical importance, and several attempts have been made to provide a formal account of what is involved in it, as in the notion of a SIMPLICITY METRIC.

A simple example of relative economy of statement can be found in the opening rules of a generative grammar, if one were to make these apply in a linear order:

$$(1) S \rightarrow NP + VP \quad (2) V \rightarrow V + NP \quad (3) NP \rightarrow Det + N$$

A reason for this particular ordering becomes clear when one considers what would have happened had rule (3) been used before rule (2): the NP in rule (3) would then REWRITE that introduced in rule (1), and the NP in rule (2) would still need to be expanded, thus requiring an additional rule (4), as follows (with subscripts added, for clarity):

$$\begin{array}{ll} (1) S \rightarrow NP_1 + VP & (2) NP_1 \rightarrow Det + N \\ (3) VP \rightarrow V + NP_2 & (4) NP_2 \rightarrow Det + N \end{array}$$

The first ordering would thus seem to be superior, in terms of economy.

**-ed form** A term used in English GRAMMATICAL description to refer to the simple past-TENSE FORM of the VERB, e.g. *I walked, she jumped*. The verb does not necessarily have this ending (e.g. *I ran, she saw*); *-ed* should be seen solely as a mnemonic device, useful mainly in writing RULES succinctly. The *-ed* ending is, however, also a common form of the past PARTICIPLE (e.g. *she has walked*), and the potential AMBIGUITY has to be borne in mind.

**edge** (*n.*) (1) In some models of NON-LINEAR PHONOLOGY, the everyday sense of this term is used to identify phonological effects which apply at the margins of a linguistic unit, such as at the beginning or end of a WORD or SYLLABLE. For example, some models talk about **edge effects**, where a given SEGMENT behaves as though it bears the FEATURE [+F] with regard to segments on one side and [-F] with regard to those on the other side, as in the case of PRENASALIZED STOPS. Segments which do not display these effects are then said to show ‘anti-edge effects’, as in the analysis of AFFRICATES, which behave as stops with respect to following segments and/or as FRICATIVES with respect to preceding segments. The **edge-marking parameter** is cited in some approaches to METRICAL structure: this places a parenthesis at one edge of a sequence of marks (a left parenthesis to the left of the leftmost element in a STRING, or a right parenthesis to the right of the rightmost element). The **phrase edge prominence constraint** states that an edge CONSTITUENT will be more prominent than that of a constituent not located at an edge. In the analysis of REDUPLICATION in PROSODIC MORPHOLOGY, phonological constraints suggest that the two components (the base form and the reduplicant) must share an edge element – initial in PREFIXING reduplication, and final in SUFFIXING reduplication.

(2) See CHART PARSER.

**educational linguistics** A term sometimes used for the application of LINGUISTIC theories, methods and descriptive findings to the study of the teaching/learning of a native language, in both spoken and written forms, in schools or other educational settings; more broadly, to *all* teaching contexts; also called **pedagogical linguistics** and sometimes **language pedagogy**. Specific topics of interest include the study of reading and writing, ACCENT and DIALECT, oracy (see ORAL), language VARIETY across the curriculum, and the teaching of linguistics, GRAMMAR, etc. in schools.

**egocentric speech** In child language ACQUISITION, SPEECH which does not take into account the needs of the listener, but is used for such purposes as self-expression and language play. The notion was introduced by Swiss psychologist Jean Piaget (1896–1980) as part of a basic classification of types of speech observed in young children; it contrasts with the socialized speech which is used for communication with others.

**egressive** (*adj.*) A term used in the PHONETIC classification of speech sounds, referring to all sounds produced using an outwards-moving AIRSTREAM MECHANISM. The opposite category is INGRESSIVE, which is an uncommon mode for speech production. The vast majority of speech sounds are made with egressive air from the lungs (PULMONIC air). A few CONSONANTS are produced using an egressive airflow originating at the LARYNX: these are known as EJECTIVE or ‘glottalic’ sounds (see GLOTTAL), such as [tʰ, sʰ, tʃʰ].

**ejective** (*adj./n.*) A term used in the PHONETIC classification of CONSONANT sounds on the basis of their MANNER OF ARTICULATION; it refers to the SERIES of sounds produced by using the glottalic AIRSTREAM MECHANISM. Air is compressed in the mouth or PHARYNX while the GLOTTIS remains closed, and then released. Ejective PLOSIVES are quite common in LANGUAGES (as in many languages of Africa and the Americas, e.g. Quechua, Amharic), and ejective FRICATIVES may also be found. These sounds are transcribed with a small raised GLOTTAL stop, or an apostrophe, following the segment involved, e.g. [p'], [s']. Ejectives are also referred to as 'glottalic' sounds, and occasionally as 'glottalized' sounds.

**elaborated** (*adj.*) A term used by the sociologist Basil Bernstein (1924–2000) to refer to one of two VARIETIES (OR CODES) of LANGUAGE use, introduced as part of a general theory of the nature of social systems and social rules, the other being RESTRICTED. **Elaborated code** was said to be used in relatively FORMAL, educated situations; not to be reliant for its meaningfulness on extralinguistic CONTEXT (such as gestures or shared beliefs); and to permit speakers to be individually creative in their expression, and to use a range of linguistic alternatives. It was said to be characterized linguistically by a relatively high proportion of such features as SUBORDINATE CLAUSES, ADJECTIVES, the PRONOUN *I* and PASSIVES. Restricted code, by contrast, was said to lack these features. The correlation of elaborated code with certain types of social-class background, and its role in educational settings (e.g. whether children used to a restricted code will succeed in schools where elaborated code is the norm – and what should be done in such cases), brought this theory considerable publicity and controversy, and the distinction has since been reinterpreted in various ways.

**E-language** (*n.*) An abbreviation for **externalized language**, a term suggested by Noam Chomsky to refer to a collection of SENTENCES understood independently of the properties of the mind, and in this sense contrasted with I-LANGUAGE. It subsumes the notion of a LANGUAGE as a system of utterances or forms paired with meanings, which it is the purpose of a GRAMMAR to describe.

**elative** (*adj./n.*) (**elat**, **ELAT**) A term used in GRAMMATICAL DESCRIPTION to refer to a type of INFLECTION which expresses the meaning of motion 'away from (inside)' a place. The elative CASE ('the elative') is found in Finnish, for example, along with ALLATIVE, ADESSIVE and several other cases expressing 'local' temporal and spatial meanings. 'Elative' is often contrasted with ABLATIVE – from inside *v.* from outside.

**electroaerometer, electroaerometry** (*n.*) see AEROMETRY

**electroglottograph** (*n.*) (**EGG**) An instrument used in ARTICULATORY PHONETICS for registering the vibratory movements of the VOCAL CORDS; also called a **glottograph**. **(Electro)glottography** measures changes in electrical resistance across the neck, using a pair of electrodes placed on the skin on either side of the neck just above the thyroid cartilage. **(Electro)glottographic** data are printed out on an **(electro)glottogram**. The same process is also referred to as **(electro)laryngography**, the difference between the terms reflecting different interpretations of the relative roles of the GLOTTIS and LARYNX being measured by the instrument.

(Electro)laryngographic data are printed out on an (electro)laryngogram. In all cases, the shorter versions are the standard usage.

**electrokymograph** (*n.*) An instrument used in ARTICULATORY PHONETICS to enable a record to be made of the changes in ORAL and NASAL airflow during speech. **Electrokymography** involves the use of a face-mask which can differentiate the two kinds of flow, and associated equipment which can measure air volume and velocity, and record it visually (as an **electrokymogram**). It is a development of the earlier **kymograph**.

**electrolaryngogram, electrolaryngograph(y)** (*n.*) see ELECTROGLOTTOGRAPH

**electromyograph** (*n.*) (**EMG**) An instrument used in PHONETICS to observe and record muscular contractions during speech. **Electromyography** involves the application of electrodes (surface pads or needles) to the muscles involved in the VOCAL TRACT, and the analysis of the electromyographic traces produced visually (**electromyogram**).

**electropalatograph** (*n.*) (**EPG**) An instrument used in ARTICULATORY PHONETICS to enable a continuous record to be made of the contacts between TONGUE and PALATE during speech. **Electropalatography** involves the use of an artificial palate containing several electrodes, which register the tongue contacts as they are made: the results are presented visually as **electropalatograms**.

**element** (*n.*) A term used in LINGUISTICS, sometimes in the general sense of ‘part’, but often restricted, especially in GRAMMATICAL analysis, to refer to the IMMEDIATE CONSTITUENTS of a UNIT in a HIERARCHY. For example, SUBJECT/VERB, etc., are FUNCTIONAL elements of CLAUSE STRUCTURE: AFFIXES are FORMAL ‘elements’ of WORD structure.

**elicitation** (*n.*) A term used in LINGUISTICS and PHONETICS to refer to the method of obtaining reliable linguistic DATA from speakers (INFORMANTS) – either actual UTTERANCES, or judgements about utterances (e.g. their ACCEPTABILITY). Several ingenious **elicitation techniques** have been suggested to obtain (**elicit**) this information in an indirect and unselfconscious way, e.g. asking informants to perform linguistic tasks which, though apparently irrelevant to the purpose at hand, will bring to light features of direct interest to the analyst.

**elide** (*v.*) see ELLIPSIS

**elision** (*n.*) A term used in PHONETICS and PHONOLOGY to refer to the omission of sounds in CONNECTED SPEECH. Both CONSONANTS and VOWELS may be affected, and sometimes whole SYLLABLES may be **elided**. UNSTRESSED GRAMMATICAL WORDS, such as *and* and *of*, are particularly prone to be elided, as when the *f* is dropped in *cup of tea* (cf. *cuppa tea*), or the *a* and *d* are dropped in *boys ’n’ girls*. Within POLYSYLLABIC words, the vowels and consonants in unstressed syllables regularly elide in conversational speech of normal speed, e.g. *camera* (/’kɑmərə/), *probably* (/’prɒblɪ/), *February* (/’febrɪ/). Complex consonant CLUSTERS are also often reduced, e.g. *twelfths* becoming /twelθs/ or /twelfs/. Several intricate patterns of influence can be demonstrated.

Traditional RHETORIC was much concerned with the phenomenon of elision, because of the implications for constructing well-formed metrical lines, which would scan well. In rhetorical terminology, an elision in word-INITIAL position was known as *aphaeresis* or *prosiopesis*, in word-MEDIAL position as *syncope*, and in word-FINAL position as *apocope*. A similar classification was made for the opposite of elision, INTRUSION. See also HAPLOLOGY.

**elite bilingualism** see BILINGUAL

**ellipsis** (*n.*) A term used in GRAMMATICAL analysis to refer to a SENTENCE where, for reasons of economy, emphasis or style, a part of the STRUCTURE has been omitted, which is recoverable from a scrutiny of the CONTEXT. TRADITIONAL grammars talk here of an ELEMENT being ‘understood’, but LINGUISTIC analyses tend to constrain the notion more, emphasizing the need for the **elided** (or **ellipted**) parts of the sentence to be unambiguously specifiable. For example, in the sequence A: *Where are you going?* B: *To town*, the ‘full’ FORM of B’s sentence is predictable from A’s sentence (‘I am going to town’). But in such sentences as *Thanks, Yes, etc.*, it is generally unclear what the full form of such sentences might be (e.g. ‘Thanks is due to you?’ ‘I give you thanks?’), and in such circumstances the term ‘ellipsis’ would probably not be used. **Elliptical** constructions are an essential feature of everyday conversation, but the rules governing their occurrence have received relatively little study. They are also sometimes referred to as REDUCED, CONTRACTED or ‘abbreviated’ constructions.

**elliptical** (*adj.*) see ELLIPSIS

**elsewhere condition** A principle used in LEXICAL PHONOLOGY which states that, when two principles of operation are in conflict at a certain point in a DERIVATION, the one whose domain of operation is more restricted has priority of action. For example, if all OBSTRUENTS are VOICELESS in a language, and all AFFRICATES are VOICED, the latter statement will have priority over the former, in the case of a particular ALVEO-PALATAL affricate. The second statement, being more specific, has priority over the more general statement, which thus applies only in contexts where the specific statements do not obtain – in other words, ‘elsewhere’.

**embedding** (*n.*) A term used in GENERATIVE GRAMMAR to refer to the process or CONSTRUCTION where one SENTENCE is included (**embedded**) in another, i.e. in SYNTACTIC SUBORDINATION. **Embedding** is distinct from CONJOINING (CO-ORDINATING). A RELATIVE CLAUSE within a NOUN PHRASE is an example of embedding, e.g. *The man who has a suitcase is in the bar*. In a process view, this sentence could be derived from *The man has a suitcase*, which is embedded within the MATRIX sentence *The man is in the bar*. Embedded clauses can also be COMPLEMENTS, as in *the discussion of his new book*. A derivative notion is SELF-EMBEDDING (or ‘centre-embedding’).

**emic/etic** (*adj.*) A pair of terms which characterize opposed approaches to the study of LINGUISTIC DATA. An ‘etic’ approach is one where the physical patterns of LANGUAGE are described with a minimum of reference to their function within the language SYSTEM. An ‘emic’ approach, by contrast, takes full account of

FUNCTIONAL relationships, setting up a CLOSED system of abstract CONTRASTIVE UNITS as the basis of a DESCRIPTION. Emic is in fact derived from such terms as PHONEME and MORPHEME, where *-eme* refers to the minimal DISTINCTIVE units involved. An emic approach to INTONATION, for example, would describe only those features of the PITCH pattern which are used by a language to signal MEANINGS; an etic approach, on the other hand, would describe the UTTERANCE's pitch movements much more minutely, regardless of whether the features described were being used by the language to signal MEANINGS or not. The distinction is a central feature of the American linguist Kenneth Pike's (1912–2000) theory of language, known as TAGMEMICS.

**emotive** (*adj.*) A term sometimes used in SEMANTICS as part of a CLASSIFICATION of types of MEANING. The **emotive meaning** of an expression refers to its emotional effect on the listener, as in the 'emotive content' of propaganda speeches, advertising language, etc. Alternative terms include AFFECTIVE and CONNOTATIVE; opposed terms include COGNITIVE and REFERENTIAL.

**emphatic consonant** In PHONOLOGY, a type of CONSONANT, associated particularly with the Semitic languages (and much studied in Arabic), which is articulated in the PHARYNGEAL or UVULAR regions of the vocal tract, or which has a COARTICULATION in those regions (such as pharyngealization and VELARIZATION). Emphasis often spreads to a string of adjacent SEGMENTS, and the phenomenon is thus widely analysed as a PROSODIC or 'long' component of word structure.

**empty** (*adj.*) (1) A term used in some GRAMMATICAL descriptions to refer to a meaningless ELEMENT introduced into a structure to ensure its GRAMMATICALITY. There is an empty use of *it*, for example, in such sentences as *it's raining*, and EXISTENTIAL *there* is sometimes regarded in this way (e.g. *there are mice in the larder*). Such elements have also been called PROP words, or DUMMY elements. In GENERATIVE grammar, empty elements (**empty nodes**) are displayed in phrase markers as DELTAS filled by dummies or **empty categories**. Empty categories include PRO, PRO and TRACE (in GOVERNMENT-BINDING THEORY) and the SLASH categories of GENERALIZED PHRASE-STRUCTURE GRAMMAR.

(2) The term is also sometimes used in the grammatical CLASSIFICATION of WORDS to refer to one of two postulated major word classes in LANGUAGE, the other being FULL. **Empty words** are said to be words which have no LEXICAL MEANING, and whose function is solely to express grammatical relationships, e.g. *to*, *the*, *in*, *of*. The distinction has been criticized, on the grounds that there are degrees of meaning in most grammatical words, few (if any) being really devoid of CONTENT. The term is still used, however – though not as widely as some other terms (such as GRAMMATICAL word, FUNCTION WORD).

(3) A term used in MORPHOLOGY, in the phrase **empty morph**, to refer to a FORMAL FEATURE in a word which cannot be allocated to any MORPHEME. A well-discussed example in English is the word *children*, where a possible analysis is into ROOT *child* and plural SUFFIX *-en* (cf. *oxen*); the residual /r/ left by this analysis is then seen as an empty morph without which the word would not be exhaustively analysed at the morphemic LEVEL.

**empty category principle (ECP)** A principle of the GOVERNMENT (sub-)theory of GOVERNMENT-BINDING THEORY. It requires a TRACE to be properly governed,

i.e. to be governed either by a LEXICAL CATEGORY or by a category with the same INDEX (its ANTECEDENT).

**enclisis, enclitic** (*n.*) see CLITIC

**encode** (*v.*) see CODE

**endangered language** A term used in LINGUISTICS for a LANGUAGE which is at risk of becoming extinct within the foreseeable future. As a result of increased survey information during the 1980s and 1990s, it is now thought that over half of the world's languages are **moribund** – not being effectively passed on to the next generation. Language **endangerment** is followed by LANGUAGE DEATH unless the trend can be reversed through a LANGUAGE REVITALIZATION PROGRAMME.

**endearment, terms of** In SOCIOLINGUISTICS, forms of address used between people who mutually perceive their relationship to be one of intimacy. Examples in English include *love, dear, honey, mate*. Such forms can also be used asymmetrically, when only one participant uses them (as in service encounters, when a customer uses one but a clerk does not, or vice versa).

**endocentric** (*adj.*) A term used in GRAMMATICAL analysis as part of a two-way classification of SYNTACTIC constructions using DISTRIBUTIONAL criteria: it refers to a group of syntactically related WORDS where one of the words is FUNCTIONALLY equivalent to the group as a whole (i.e. there is a definable 'centre' or HEAD inside the group, which has the same distribution as the whole); it is opposed to EXOCENTRIC. Constructions which display **endocentricity** include NOUN PHRASES and VERB phrases (as traditionally defined), where the CONSTITUENT items are SUBORDINATE to the head, e.g. *the big house, the cake with icing, will be going*, and also (in certain analyses) some types of CO-ORDINATION, e.g. *boys and girls*.

**endoglossic** (*adj.*) In SOCIOLINGUISTICS, a term referring to a LANGUAGE which is the native language of most (or all) of the population in a geographical area; it contrasts with **exoglossic**. English, for example, is endoglossic for most of Australia and England, but exoglossic for Quebec and Singapore.

**endophora** (*n.*) see ENDOPHORIC

**endophoric** (*adj.*) A term used by some LINGUISTS to refer to the relationships of COHESION which help to define the STRUCTURE of a TEXT; it is contrasted with EXOPHORIC relationships, which do not play a part in cohesion, and where the interpretation requires reference to the EXTRALINGUISTIC SITUATION. Endophoric relations (**endophora**) are divided into ANAPHORIC and CATAPHORIC types.

**-en form** A term used in English GRAMMATICAL description to refer to the past PARTICIPLE FORM of the VERB, e.g. *I have taken*. It does not necessarily have this ending, which should be seen solely as a mnemonic device, useful mainly in writing RULES succinctly. The *-ed* ending is also common in this function (e.g. *I have walked*), and may be seen as an alternative symbol.



**engineering** (*n.*) see LANGUAGE PLANNING

**entail** (*v.*) see ENTAILMENT

**entailment** (*n.*) A term derived from formal logic and now often used as part of the study of SEMANTICS; also called **entailingness**. It refers to a relation between a pair of SENTENCES such that the truth of the second sentence necessarily follows from (**entails**) the truth of the first, e.g. *I can see a dog* – *I can see an animal*. One cannot both assert the first and deny the second. In contemporary semantic discussion, entailment has come to be contrasted with PRESUPPOSITION, on the grounds that different consequences follow from either of the sentences being false. For example, if *I can see a dog* is false, then the notion of entailment requires that *I can see an animal* may be true or false; but the notion of presupposition requires that, if the first sentence is false, the second must be true, as in *He has stopped buying videos* presupposes *He has bought videos*. **Directional entailingness** is a feature of DETERMINERS, which may be described as either **downward entailing** (in which the direction is from less specific to more specific) or **upward entailing** (in which the direction is from more specific to less specific). For example, *every* is downward entailing with respect to the NOUN PHRASE of which it is a part: from *Every dog has four legs* we may validly infer *Every poodle has four legs* (*poodle* is a HYPONYM of *dog*). By contrast, *every* is upward entailing with respect to its VERB PHRASE: *Every child likes a banana* entails *Every child likes a piece of fruit*. The terms are especially used in the study of NEGATIVE POLARITY items. See also LOGICAL CONSEQUENCE, MONOTONE.

**entrench** (*v.*) see COGNITIVE GRAMMAR

**entry** (*n.*) (1) A term used in GRAMMATICAL description to refer to the accumulated STRUCTURAL information concerning a LEXICAL item as formally located in a LEXICON or dictionary. A dictionary is seen as a set of **lexical entries**.

(2) In SYSTEMIC GRAMMAR, the phrase **entry condition** refers to the criterion which must be met in order for a particular grammatical system to become operative. For example, in order to operate the system which contains the choices DECLARATIVE ~ INTERROGATIVE ~ IMPERATIVE, the entry condition requires that the input be a main CLAUSE. The whole of LANGUAGE is viewed as a network of systems of this kind.

**environment** (*n.*) (1) A general term used in LINGUISTICS and PHONETICS to refer to specific parts of an UTTERANCE (or TEXT) near or adjacent to a UNIT which is the focus of attention. Features of the linguistic environment may influence the selection of a particular unit, at a given place in an utterance, and thus restrict its occurrence, or DISTRIBUTION. For example, in PHONOLOGY, whether a CONSONANT PHONEME is lip-ROUNDED or not may depend on the presence of a rounded VOWEL in its phonetic environment. Sounds are referred to as being 'conditioned' by their environment. In GRAMMAR, the term is used similarly; e.g. the occurrence of one MORPHEME may depend on the prior use of another in its environment, as with *cran-*, which occurs only in the grammatical environment of *-berry*. The term CONTEXT has also come to be widely used in this sense. The

symbol / (in such contexts as  $A \rightarrow B/C$  'rewrite A as B in the context of C') is called an **environment bar**. See also DERIVED ENVIRONMENT.

(2) Particularly in the phrase **linguistic environment**, the term refers to the SOCIO-LINGUISTIC situation in relation to which a particular observation is being made. In language ACQUISITION, for example, a particular STRUCTURE might be said to appear at age two, 'regardless of the linguistic environment of the child', i.e. disregarding the kind of language the child is used to hearing in its social situation. The term CONTEXT is sometimes used in this sense also.

**epenthesis** (*n.*) A term used in PHONETICS and PHONOLOGY to refer to a type of INTRUSION, where an extra sound has been inserted in a WORD; often subclassified into PROTHESIS and ANAPTYXIS. **Epenthetic** sounds are common both in HISTORICAL change and in CONNECTED SPEECH (e.g. *incredible* as /ɪŋk<sup>ə</sup>redɪbl/).

**epenthetic** (*adj.*) see EPENTHESIS

**epicene** (*adj.*) A term from TRADITIONAL GRAMMAR, and now with some use in SOCIO-LINGUISTICS, referring to a NOUN which can relate to either sex without changing its FORM. The term is from Greek *epikoimos* 'common to many', and was used in Latin and Greek grammar for nouns which stayed in the same GENDER regardless of the sex of the being referred to (e.g. Latin *vulpes* 'fox/vixen'). English examples include *teacher* and *doctor*. The notion is perceived to be relevant to contemporary discussion of language and gender.

**epiglottis** (*n.*) An anatomical structure which closes over the LARYNX during swallowing. It is not used as an active articulator in speech, though it can produce an audible TRILL. See ARTICULATION.

**epistemic** (*adj.*) A term derived from modal logic and used by some LINGUISTS as part of a theoretical framework for the analysis of MODAL VERBS and related STRUCTURES in LANGUAGE. 'Epistemic logic' is concerned with the logical structure of statements which assert or imply that PROPOSITIONS are known or believed, e.g. the use of modals in SENTENCES such as *The car must be ready*, i.e. 'It is surely the case that the car is ready'. It contrasts with ALETHIC and DEONTIC modality, which would interpret this sentence respectively as 'It is metaphysically necessary for the car to be ready' and 'It is obligatory to ensure that the car be ready'.

**epithet** (*n.*) In GRAMMAR and STYLISTICS, a WORD or PHRASE which characterizes a NOUN and is regularly associated with it. Examples include *the haunted house*, *the iron lady* (when Mrs Thatcher was British prime minister), and *William the Conqueror*. The term can also be found in pejorative contexts (as in *They hurled foul epithets at each other for several seconds*).

**eponym** (*n.*) In ONOMASTICS, the name of a person after whom something (such as an invention or a place) is named; also called an **appellative**. **Eponymous** words include *cardigan*, *biro* and *sandwich*. Place names in some countries are also often eponymous (*Washington*, *Sydney*, *Gorky*).

**equational** (*adj.*) see EQUATIVE

**equative** (*adj.*) (1) A term used in GRAMMATICAL analysis to refer to a type of SENTENCE where a verb places two NOUN PHRASES into a relationship of identity, e.g. *Jo is the leader*. The VERB which links these ELEMENTS may be called an **equative** or **equational verb** (or a verb with ‘equative function’) – usually in English a form of the COPULA verb *be*. Some LANGUAGES (e.g. Russian) have equative sentences where the copula is not present – cf. the stereotyped language of film primitives (*him Tarzan*, etc.).

(2) Some grammatical descriptions recognize an **equative** DEGREE, in analysing comparison between ADJECTIVES or ADVERBS, e.g. *as big as*.

**equi NP deletion** A RULE in classical TRANSFORMATIONAL GRAMMAR, usually abbreviated to **Equi**, which deletes a SUBJECT NOUN PHRASE from a COMPLEMENT CLAUSE in a SENTENCE when it is CO-REFERENTIAL with another noun phrase in the main clause of the same sentence. An example is *John wants to see the film*, where the underlying subject of *see* is *John*. In later approaches, this transformation was eliminated, and these constructions, along with RAISING constructions, were referred to as CONTROL sentences. In GOVERNMENT-BINDING THEORY, the missing subject is analysed as PRO.

**equipollent** (*adj.*) (1) A type of OPPOSITION recognized in PRAGUE SCHOOL PHONOLOGY, distinguished from PRIVATIVE and GRADUAL. An **equipollent opposition** is one where the members are seen as logically equivalent to each other, contrasted neither gradually nor by a BINARY FEATURE: e.g. the DISTINCTION between /p/ and /k/ cannot be analysed, according to Nikolai Trubetskoj, as a difference along a single PHONETIC continuum, nor can /p/ be seen as ‘non-VELAR’, or /k/ as ‘non-BILABIAL’.

(2) In some phonological models, **equipollent** characterizes a FEATURE where both values are needed (see BINARY); opposed to PRIVATIVE.

**equivalence** (*n.*) A relationship of equality of POWER between GRAMMARS. Grammars which GENERATE the same set of SENTENCES are said to be **equivalent** or **weakly equivalent**. Grammars which generate the same set of PHRASE-MARKERS are **strongly equivalent**, i.e. they generate not only the same sentences but assign the same STRUCTURAL DESCRIPTIONS to each. Grammars which display differences in the LABELLING or BRACKETING of structures, or which generate different sets of sentences, are said to be **non-equivalent**. The term is also used in other SYNTACTIC and SEMANTIC contexts, e.g. ‘DISTRIBUTIONAL equivalence’ (between units with the same distribution), ‘semantic equivalence’ (i.e. SYNONYMY).

**erasure** (*n.*) see STRAY

**ergative** (*n.*) (**erg**, **ERG**) A term used in the GRAMMATICAL description of some languages, such as Eskimo and Basque, where a term is needed to handle CONSTRUCTIONS where there is a formal parallel between the OBJECT of a TRANSITIVE VERB and the SUBJECT of an intransitive one (i.e. they display the same CASE). The subject of the transitive verb is referred to as ‘ergative’ whereas the subject of the intransitive verb, along with the object of the transitive verb, are referred to

as ABSOLUTIVE. In some languages this kind of case marking (**ergativity**) is displayed only under certain circumstances, with ACCUSATIVE patterns being used elsewhere (**split ergativity**). For example, in Yucatec Mayan, in the PERFECT, the absolutive marks both the subject of an intransitive verb and the object of a transitive verb, while the ergative marks the subject of transitives. In the imperfect, the absolute marks only transitive objects, while the ergative marks the subjects of both transitives and intransitives. The concept of ergativity has also been applied to English and other languages by some LINGUISTS, though the formal markers of the relationships involved are less clear. In this approach, SENTENCES such as *The window broke* and *The tree broke the window* would be analysed 'ergatively': the subject of the intransitive use of *broke* is the same as the object of its transitive use, and the AGENT of the action is thus said to appear as the 'ergative subject'. Ergative verbs are also known as UNACCUSATIVE verbs, especially in RELATIONAL GRAMMAR.

**error** (*n.*) (1) A term used in PSYCHOLINGUISTICS referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain. It is thus distinct from the traditional notion of error, which was based on the LANGUAGE user's ability to conform to a set of real or imagined standards of expression. Several types of psycholinguistic error have been recognized. 'Speaker's errors', involving difficulties with the timing or sequence of commands, will lead to the addition, deletion or substitution of sounds and MORPHEMES – and is most noticeable in the phenomenon labelled 'slips of the tongue' (relabelled by some psycholinguists 'slips of the brain'), and in the false starts, PAUSES and other non-fluencies of everyday speech. 'Hearer's errors' are particularly noticeable in language ACQUISITION, as when a child mis-analyses an adult SENTENCE (e.g. A: *He's got his hat on.* C: *Where's his hat on?*), and in the history of language, where new forms have come from a re-analysis (or 'metanalysis') of older ones (e.g. *a napron* → *an apron*). The distinction between 'errors' of PRODUCTION and PERCEPTION is sometimes hard to draw, however – especially as often the only evidence for the latter is the former – and, generally, the term 'error' should be used with caution, especially in language acquisition studies, where it can be easily confused with the pedagogical notion of 'error' (in the context of essay-marking, etc.).

(2) In language teaching and learning, **error analysis** is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by LINGUISTICS. Errors are assumed to reflect, in a systematic way, the level of COMPETENCE achieved by a learner; they are contrasted with 'mistakes', which are PERFORMANCE limitations that a learner would be able to correct.

**esophageal** (*adj.*) An alternative spelling, especially in American English, for OESOPHAGEAL.

**essential conditions** see FELICITY CONDITIONS

**essive** (*adj./n.*) A term used in GRAMMATICAL DESCRIPTION to refer to a type of INFLECTION which expresses a state of being. The essive CASE ('the essive') is

found in Finnish, for example, along with **ADESSIVE**, **INESSIVE** and several other cases expressing 'local' temporal and spatial meanings.

**Estuary English** A VARIETY of British English supposedly originating in the counties adjacent to the estuary of the River Thames, and thus displaying the influence of London regional speech, especially in pronunciation; also called simply **Estuary**. The name is somewhat misleading (though that has not stopped it being widely used in the media), in that the defining linguistic features (such as the increased use of **GLOTTAL** stops and the **VOCALIZATION** of final /-l/) extend well beyond the river throughout much of south-east England, among lower-middle-class speakers, and have been around much longer than the arrival of a new name suggests. It is to be distinguished from working-class Cockney, lacking some of the salient characteristics of that **ACCENT**, such as the **FRONTING** of *th* to /f/. During the late decades of the twentieth century, observers began to notice the presence of Estuary-like features of accent beyond the south-east, interacting with other regional varieties. The parallel spread of non-Estuary features (such as fronted *th*) indicates that broader issues of language change are involved. The **DIFFUSION** has been attributed to a variety of factors, such as the greater use of the variety in the media and the increased social contact with it brought about through commuter mobility. The accent achieved considerable public attention during the 1990s, when it was reported that several commercial organizations were finding it a more attractive ('customer friendly') accent than **RECEIVED PRONUNCIATION (RP)**. However, although gaining in prestige, it currently remains a regionally marked accent, and is unlikely to replace RP as the high-prestige variety in regions and cities which already have a strong local linguistic identity. RP, meanwhile, is undergoing its own process of change.

**état de langue** /eta də lã/ A French term introduced into **LINGUISTICS** by Ferdinand de Saussure (see **SAUSSUREAN**), referring to a 'state of language' seen as if at a particular point in time, regardless of its antecedents or subsequent history. An *état de langue* is therefore the primary subject-matter of **SYNCHRONIC** linguistic study.

**ethic(al) dative** see **DATIVE**

**ethnography of communication/speaking** see **ETHNOLINGUISTICS**

**ethnolinguistics** (*n.*) A branch of **LINGUISTICS** which studies **LANGUAGE** in relation to the investigation of ethnic types and behaviour. The term overlaps to some degree with **ANTHROPOLOGICAL LINGUISTICS** and **SOCIOLINGUISTICS**, reflecting the overlapping interests of the correlative disciplines involved – ethnology, anthropology and sociology. The phrase **ethnography of communication** or **ethnography of speaking** has been applied by sociolinguists to the study of language in relation to the entire range of extralinguistic variables which identify the social basis of communication, the emphasis being on the description of linguistic interaction. The student of such matters is known as an 'ethnolinguist'. **Ethnosemantics** (or **ethnographic semantics**) takes further the anthropological perspective in relation to cognitive science, studying the way meaning is structured in different cultural settings (e.g. in relation to the expression of kinship,

colour or the DISCOURSE structure of SPEECH EVENTS) and the principles governing culturally conditioned SEMANTIC variation.

**ethnomethodology** (*n.*) A term referring to a movement that developed in American sociology of the early 1970s, which led to the development of CONVERSATION ANALYSIS in LINGUISTICS. The approach proposed to replace the predominantly deductive and quantitative techniques of previous sociological research, with its emphasis on general questions of social structure, by the study of the techniques (= 'methods') which are used by people themselves (curiously referred to as 'ethnic') when they are actually engaged in social (and thus linguistic) interaction. The emphasis is on how individuals experience, make sense of and report their interactions; and ethnomethodological data therefore consist of tape-recordings of natural conversation, and their associated TRANSCRIPTIONS.

**ethnopoetics** (*n.*) The study of oral art forms (including poetry) practised by indigenous peoples. It focuses especially on the expressive vocal effects and COHESIVE structural features of artistic oral DISCOURSE, and on methods of TRANSCRIPTION and written presentation. Particular attention is paid to the identification of 'lines', metrical patterns and other recurring linguistic or STYLISTIC features, in relation to a typology of oral literature. See also POETICS.

**ethnosemantics** (*n.*) see ETHNOLINGUISTICS

**etic** (*adj.*) see EMIC/ETIC

**etymology** (*n.*) The term traditionally used for the study of the origins and history of the FORM and MEANING of WORDS. In so far as etymology derives its methods from LINGUISTICS (especially SEMANTICS), it may be seen as a branch of HISTORICAL LINGUISTICS. The linguistic form from which a later form derives is known as its **etymon**. A **folk etymology** occurs when a word or phrase is assumed to come from a particular etymon, because of some association of form or meaning, and is altered to suit that assumption, e.g. *spit and image* becomes *spitting image*. The **etymological fallacy** is the view that an earlier (or the oldest) meaning of a word is the correct one (e.g. that *history* 'really' means 'investigation', because this was the meaning the etymon had in classical Greek). This view is commonly held, but it contrasts with the attitude of the linguist, who emphasizes the need to describe the meanings of modern words as they are now, and not as they once may have been in some earlier state of the language (the 'oldest' state, of course, being unknown).

**etymon** (*n.*) see ETYMOLOGY

**E-type pronoun** A term used in SEMANTICS for a PRONOUN which is interpreted as equivalent to a DEFINITE NOUN PHRASE construction by modifying the HEAD of the ANTECEDENT of the pronoun with a RELATIVE CLAUSE constructed from the minimal clause contained in the antecedent. For example, in *Few players like the manager, and they are all newcomers*, the pronoun *they* is seen as equivalent to *the players who like the manager*. The term was introduced by philosopher Gareth Evans (1946–80); its etymology is unclear, though suggestions range from

the serious (an abbreviation of the originator's name) to the jocular (an allusion to the '(h)ee-haw' sound made by DONKEY SENTENCES, to which the notion historically relates).

**eurhythmy** (*n.*) A principle proposed in METRICAL PHONOLOGY for the interpretation of METRICAL GRIDS, indicating which grids are possible and preferable. In particular, it ensures that STRINGS result in a preferred grid configuration (PERIODICITY), such as the tendency in English towards a particular spacing of STRESSED SYLLABLES (compare the more general notion of ISOCHRONY). The values of a **rhythmic structure** can be computed from the grid by a set of **eurhythmic RULES**; for example, these rules might require the equal spacing of grid marks at all levels, promoting a regular alternation. The status of the principle as an evaluative process is controversial.

**evaluative** (*adj.*) A term used in SEMANTICS for a type of MODALITY where PROPOSITIONS express the speaker's attitude (e.g. surprise, regret) towards what is being said. For example, Menomini has a pair of SUFFIXES which express the evaluative notions 'despite our expectations, X will happen' and 'despite our expectations, X will not happen'.

**evaluator** (*n.*) (EVAL) In OPTIMALITY THEORY, a component which compares the WELL-FORMEDNESS of CANDIDATES proposed for a given INPUT by the GENERATOR component. The evaluator uses the language's hierarchy of CONSTRAINT to select the optimal candidate (or candidates) for that input. In the **gradient evaluation** of a constraint, all VIOLATIONS are counted individually; in **binary evaluation**, a constraint is either violated or not.

**eventive** (*adj./n.*) A term used by some LINGUISTS as part of the GRAMMATICAL or SEMANTIC analysis of a SENTENCE in terms of CASES or participant roles. An eventive utterance ('an eventive') usually refers to an element which expresses an action, accompanying a verb which is relatively 'empty' of meaning, e.g. *The invasion happened in 1944* (eventive subject), *They are having a row* (eventive object).

**event semantics** see DAVIDSONIAN SEMANTICS

**event time** see REICHENBACHIAN

**evidence** (*n.*) In language ACQUISITION, the DATA needed to enable a child to acquire knowledge of a language. Two types of evidence are commonly identified, following CHOMSKYAN principles: **positive evidence** refers to the actually occurring UTTERANCES available to the child in its environment; **negative evidence** refers to the various indications about what is not ACCEPTABLE, such as parental corrections and explanations ('direct negative evidence'), and the avoidance of certain sentence patterns ('indirect negative evidence'). The claim that these types of evidence are so limited (the POVERTY OF THE STIMULUS argument) underpins the view that some knowledge of language must be innate. See INNATENESS.

**evidentiality** (*n.*) A term used in SEMANTICS for a type of EPISTEMIC MODALITY where PROPOSITIONS are asserted that are open to challenge by the hearer, and thus require justification. **Evidential** constructions express a speaker's strength of commitment to a proposition in terms of the available evidence (rather than in terms of possibility or necessity). They add such nuances of meaning to a given sentence as 'I saw it happen', 'I heard that it happened', 'I have seen evidence that it happened (though I wasn't there)', or 'I have obtained information that it happened from someone else'. Tuyuca (Brazil) has a complex system of five evidentials; English, by contrast, has none, relying instead on judgements (propositions which are asserted with doubt, and for which challenge and evidence are irrelevant).

**exceptional case marking** (ECM) A term used in GOVERNMENT-BINDING THEORY in connection with certain VERBS and the constructions in which those verbs appear. In general, it applies to the class of subject-to-object RAISING verbs of classical TRANSFORMATIONAL GRAMMAR, such as *believe* and *consider*, which take some kind of CLAUSAL COMPLEMENT (e.g. *Mary believes Bill to be a fool*, *Mary considers Bill a fool*). The exceptional nature of these verbs is in their ability to assign (objective) CASE to NOUN PHRASE subjects of complement INFINITIVAL clauses or SMALL CLAUSES.

**exclamation** (*n.*) A term used in the classification of SENTENCE FUNCTIONS, and defined sometimes on GRAMMATICAL and sometimes on SEMANTIC or SOCIOLINGUISTIC grounds. Traditionally, an exclamation refers to any emotional UTTERANCE, usually lacking the grammatical structure of a full sentence, and marked by strong INTONATION, e.g. *Gosh! Good grief!* In QUIRK GRAMMAR, **exclamatory sentences** have a more restricted definition, referring to constructions which begin with *what* or *how* without a following INVERSION of SUBJECT and VERB, e.g. *What a fool he was!*, *How nice!* These sentences are sometimes called **exclamatives**. Semantically, the function is primarily the expression of the speaker's feelings – a function which may also be expressed using other grammatical means, e.g. *What on earth is she doing?* (when it is obvious what is being done). The term is usually contrasted with three other major sentence functions: STATEMENT, QUESTION and COMMAND.

**exclamation mark** (!) In OPTIMALITY THEORY, a symbol used to mark a CANDIDATE discovered to be non-optimal in an optimality TABLEAU.

**exclamative** (*adj./n.*) see EXCLAMATION

**exclusive** (*adj.*) (1) (**excl**) With reference to PRONOUNS, a term used (in contrast with INCLUSIVE) to refer to a first-PERSON role where the addressee is not included along with the speaker, e.g. exclusive *we* = 'me and others but not you'.

(2) In SEMANTICS, a term derived from formal logic (in contrast with INCLUSIVE) to refer to a type of DISJUNCTION: in an **exclusive** interpretation, the disjunction is true only if one or other of the PROPOSITIONS is true. In *Either X is happening or Y is happening*, it is not the case that both X and Y could be happening at the same time.



**exhaustiveness** (*n.*) A principle of LINGUISTIC analysis whereby the aim is to specify totally the linguistic CONTRASTS in a set of DATA, and ultimately in the LANGUAGE as a whole. It is often cited as one of three scientific principles to be adhered to in linguistics, the others being logical self-consistency and ECONOMY.

**exhaustivity** (*n.*) In METRICAL PHONOLOGY, a FOOT-shape PARAMETER which requires that every SYLLABLE in a word must be included in metrical structure.

**existential** (*adj./n.*) A term used in the GRAMMATICAL description of CLAUSE or SENTENCE types, referring to a type of STRUCTURE commencing with the unstressed word *there* followed by a form of the verb *be*, the notion of existence thereby being expressed, e.g. *there's plenty to do*, *there are three cats on the wall*. The relationship between such sentences and others (cf. *three cats are on the wall*, *the wall has three cats on it*, etc.) has attracted particular interest in LINGUISTICS, especially in GENERATIVE grammar. Several types of existential sentences have been recognized (including some where other forms than *there* and *be* are involved, e.g. *she has a meal ready* and *there exist several such figures*), and the relationship between these and other SEMANTIC categories (such as location and possession) is considered to be an important aspect of the investigation of UNIVERSAL grammatical FUNCTIONS. See also QUANTIFIER.

**exocentric** (*adj.*) A term used in GRAMMATICAL analysis as part of a two-way classification of SYNTACTIC CONSTRUCTIONS using DISTRIBUTIONAL criteria: it refers to a group of syntactically related WORDS where none of the words is FUNCTIONALLY equivalent to the group as a whole (i.e. there is no definable 'centre' or HEAD inside the group); it is opposed to ENDOCENTRIC. The English basic SENTENCE structure of SUBJECT + PREDICATE displays **exocentricity**, by this definition (a 'PREDICATIVE exocentric construction'), as neither part can substitute for the sentence structure as a whole, e.g. *the man fell* cannot be replaced by either *the man* or by *fell* alone. Other types include 'DIRECTIVE constructions', such as PREPOSITION + NOUN PHRASE sequences (e.g. *on the table*), where the ADVERBIAL function of the whole is not equivalent to any of its parts; VERB + OBJECT sequences (e.g. *kick the ball*); and 'CONNECTIVE constructions', where a connector ELEMENT is followed by an ATTRIBUTIVE element (e.g. *seemed angry*).

**exocentric compound** see BAHUVRIHI

**exoglossic** (*adj.*) see ENDOGLOSSIC

**exophora** (*n.*) A term used by some LINGUISTS to refer to the process or result of a linguistic UNIT referring directly (i.e. DEICTICALLY) to the EXTRALINGUISTIC SITUATION accompanying an UTTERANCE, e.g. *there*, *that*, *her*. **Exophoric reference** is usually contrasted with ENDOPHORIC reference, subclassified into ANAPHORIC and CATAPHORIC reference.

**expanded pidgin** see PIDGIN

**expansion** (*n.*) A GRAMMATICAL process in which new ELEMENTS are added to a CONSTRUCTION without its basic STRUCTURE being affected, e.g. the addition of

ADJECTIVES before a NOUN, or AUXILIARIES before a VERB. In GENERATIVE grammar, REWRITE RULES are sometimes called ‘expansion rules’, by virtue of the fact that a single symbol is **expanded** into a STRING of symbols which represent its CONSTITUENT structure (e.g. VP → V+NP). The term is also found in broader senses, referring to any process whereby an initial LINGUISTIC STATE is enlarged, e.g. in historical SEMANTICS a WORD’s earlier meaning may come to be ‘expanded’ to cover a wider range of REFERENTS (e.g. Modern English *mouse*, as used now in computing); in SOCIOLINGUISTICS, a LANGUAGE or VARIETY may come to be used in new situations, thus ‘expanding’ its influence (e.g. through LOAN words).

**experiencer** (*n.*) A term used in GRAMMAR and SEMANTICS to refer to the CASE of an entity or person psychologically affected by the action or state expressed by the VERB, as in *The dentist heard a noise*, *The book interested her*. The term is used as part of the discussion of THEMATIC roles within several theoretical perspectives. In later versions of CASE GRAMMAR, it replaced the term DATIVE. See also PSYCH.

**experimental phonetics** see PHONETICS

**explanatory** (*adj.*) A term used in GENERATIVE LINGUISTICS to refer to a level of achievement in the writing of GRAMMARS. **Explanatory adequacy** is achieved when a principled basis is established for deciding the relative merits of alternative grammars, all of which are DESCRIPTIVELY ADEQUATE (i.e. they account for the NATIVE-SPEAKER’S COMPETENCE). Several criteria have been suggested for FORMALIZING this notion, of which relative SIMPLICITY is the most investigated.

**expletive** (*n.*) An alternative label for DUMMY elements in GOVERNMENT-BINDING THEORY.

**explicature** (*n.*) see IMPLICATURE

**explicitness** (*n.*) A characteristic of formulations in LINGUISTICS – and especially a primary goal of GENERATIVE analysis – whereby all the properties of a RULE and the conditions under which it operates are specified fully and precisely. In this sense, **explicit** descriptions contrast with several found in TRADITIONAL grammar, which were often ambiguous, or needed prior knowledge on the part of the NATIVE-SPEAKER to be interpreted (as in the definition of NOUNS as names of persons, places and things, where it is up to the LANGUAGE user to decide whether a particular ITEM qualifies).

**exponence** (*n.*) A concept in a HIERARCHICAL LINGUISTIC analysis, referring to the relationship of correspondence between linguistic UNITS at a higher LEVEL of analysis and units at a lower level. For example, WORDS can be said to have PHONOLOGICAL units (such as PHONEMES) as their **exponents**, and the exponents of the latter are PHONETIC features. The term REPRESENTATION is equivalent. In this sense, abstract units are expounded by other abstract units or by physical units.

An alternative emphasis restricts the application of the term to the physical expression of any abstract unit (i.e. at any LEVEL), e.g. a MORPH being the exponent

of a MORPHEME, a PHONE of a PHONEME, a particular FORMATIVE (such as -s) of a SYNTACTIC CATEGORY (such as 'plural'), the item *going* of the LEXEME *go*. There are plainly many possible types of exponence relationships (e.g. to handle the 'fusion' or 'overlapping' of exponents). This sense receives a specific technical status in HALLIDAYAN linguistic theory (see SCALE-AND-CATEGORY GRAMMAR), referring to one of the SCALES of analysis which interrelates the CATEGORIES of the theory, viz. the relationship postulated between these categories and the raw DATA. For example, the LEXICAL item *table* is an instance of (an 'exponent' of) the CLASS of NOUNS. Other scales in this approach are labelled RANK and DELICACY.

**expression** (*n.*) (1) This term is used in a general sense in LINGUISTICS, referring to a STRING OF ELEMENTS treated as a UNIT for the purposes of analysis and discussion: expressions have both a GRAMMATICAL and a LEXICAL character, and are definable in terms of both, e.g. the expression *so be it* can be analysed as a sequence both of **form-classes** and of lexical ITEMS. Expressions can then be investigated in terms of their SEMANTIC properties, as is carried on in philosophical and logical discussion (through such notions as 'referring' and 'predicative expression'), and as is increasingly the case in linguistics. See also INDEXICAL (2). (2) The term is also found in the SAUSSUREAN distinction between expression (or FORM) and CONTENT (or MEANING): 'expression' here refers to all aspects of linguistic FORM, i.e. sounds and their grammatical SEQUENCES. A more restricted sense equates 'expression' solely with the LEVEL of linguistic organization of SUBSTANCE, i.e. PHONOLOGY and GRAPHOLOGY. The abstract formal UNITS which are realized either in PHONIC or in GRAPHIC SUBSTANCE are sometimes referred to as **expression elements**, e.g. the expression element /s/ is realized PHONETICALLY as [s] and GRAPHETICALLY as s, ss, etc. In FUNCTIONAL GRAMMAR, **expression rules** play an important role in the final stage of sentence generation.

**expressive** (*adj.*) A term sometimes used in SEMANTICS as part of a classification of types of MEANING. The **expressive meaning** of an EXPRESSION refers both to its emotional CONTENT and to any identity it might have in terms of the personality or individual creativity of the user (as in much poetic LANGUAGE). It is usually contrasted with DESCRIPTIVE and 'social' meaning. Other terms which overlap with 'expressive' include AFFECTIVE, CONNOTATIVE and EMOTIVE. The term is also used in the theory of SPEECH ACTS to refer to a type of UTTERANCE where the speaker expresses his or her feelings, e.g. *I apologize/sympathize/regret*.

**extended standard theory (EST)** The name given to a MODEL of GENERATIVE GRAMMAR which developed in the early 1970s out of that expounded in Noam Chomsky's *Aspects of the Theory of Syntax* (1965) (the STANDARD THEORY). The 'extension' is primarily due to the range of the SEMANTIC RULES, some of which Chomsky suggested should now be allowed to operate with SURFACE STRUCTURE as input. Features of surface structure relevant to the semantics include various functions of STRESS and INTONATION, aspects of QUANTIFICATION, and the FOCUS in a sentence which provides information concerning the sentence's PRESUPPOSITIONS. In other words, it was no longer the case that only the DEEP STRUCTURE was the determinant of the semantic REPRESENTATION of a sentence. In a later development of this view, it is argued that perhaps the notion of deep structure can be dispensed with altogether, in relation to the semantics, this being

determined by a developed notion of surface structure. (See further CHOMSKYAN, REVISED EXTENDED STANDARD THEORY.)

**extension** (*n.*) (1) A term in philosophy and logic, and now often used as part of a theoretical framework for LINGUISTIC SEMANTICS, to refer to the entity or class of entities to which a WORD is correctly applied. For example, the extension (or **extensional meaning**) of the term *flower* would be the set of all flowers. 'Extension' is the REFERENT or DENOTATION of a word, as opposed to its INTENSION, which includes only the defining properties of terms. For 'extensional contexts' see OPAQUE (3).

(2) In HISTORICAL LINGUISTICS, **extension** is used in the classification of types of SEMANTIC change, referring to a widening of meaning in a LEXICAL item; opposed to NARROWING. For example, in Latin 'virtue' was a male quality (cf. *vir* 'man'), but today it applies to both sexes.

**extensive** (*adj.*) A term used in some GRAMMATICAL analyses to refer to structures where there is no close SEMANTIC relationship between elements of structure, such as SUBJECT and OBJECT (e.g. *he stroked the dog*) or DIRECT and INDIRECT object (e.g. *he gave me a letter*). **Extensive verbs** are either TRANSITIVE or intransitive, and are contrasted with INTENSIVE verbs, such as *be*.

**external adequacy** see ADEQUACY

**external argument** see ARGUMENT

**external evidence** see INTERNAL EVIDENCE

**externalized language** see E-LANGUAGE

**external sandhi** see SANDHI

**external syllabus** see NATURAL ORDER HYPOTHESIS

**extraction** (*n.*) A term used in GRAMMAR for a SYNTACTIC process which moves a CONSTITUENT from within a UNIT to a position outside that unit. For example, it is possible to take the SUBJECT *John* in the SENTENCE *John saw the elephant* and **extract** it to function as HEAD of the COMPLEMENT in the associated CLEFT sentence: *It was John who saw an elephant*.

**extralinguistic** (*adj.*) In its most general sense, this term refers to anything in the world (other than LANGUAGE) in relation to which language is used – the **extralinguistic situation**. The term **extralinguistic feature** is used both generally, to refer to any properties of such situations, and also specifically, to refer to properties of communication which are not clearly analysable in LINGUISTIC terms, e.g. gestures, tones of voice. Some linguists refer to the former class of features as METALINGUISTIC; others refer to the latter class as PARALINGUISTIC.

**extrametricality** (*n.*) A principle in METRICAL PHONOLOGY which allows certain ELEMENTS in a given STRING not to count when assigning metrical structure, i.e.

the RULES of STRESS ASSIGNMENT ignore such elements; also called **extraprosodicity**. Proposals for English include **consonant extrametricality** (applying to the final CONSONANT in a word), **noun extrametricality** (applying to the final SEGMENT in certain types of NOUN, such as *museum* and *elephant*), and **adjective extrametricality** (applying to certain ADJECTIVE SUFFIXES). Extrametricality, which is restricted to PERIPHERAL elements, enables the analysis to avoid rare or unknown FOOT types at word EDGES, to handle the stresslessness of peripheral syllables, and to mark exceptions to the stress RULES.

**extraposition** (*n.*) A term used in GRAMMATICAL analysis to refer to the process or result of moving (or **extraposing**) an ELEMENT from its normal position to a position at or near the end of the SENTENCE, e.g. *That the boy came in late upset the teacher*, compared with *It upset the teacher that the boy came in late*. The *it* which is introduced in such sentences is known as **extrapositive *it***.

**extrapositive *it*** see EXTRAPOSITION

**extraprosodicity** (*n.*) see EXTRAMETRICALITY

**extrasyllabic** (*adj.*) A term used in AUTOSEGMENTAL PHONOLOGY with two different but related applications.

(a) It may refer to SEGMENTAL material appearing in word-FINAL position which cannot be SYLLABIFIED according to the principles that appear to hold word-internally; extrasyllabic material has also been called a **termination** or an **appendix**. Further statements are required which may add or remove restrictions on what can appear word-finally. Because this situation reflects the stable status of word-final segments, it is sometimes called **licensed extrasyllabicity**, as opposed to the contingent notion described next.

(b) The term is also used to handle a situation where CONSONANTS fail to become syllabified during the syllabification procedure, and remain unattached to any syllable until a later point in a DERIVATION. This unstable situation is often called **contingent extrasyllabicity**, to distinguish it from the more general notion referred to under (a).

**extrinsic** (*adj.*) A term used in GENERATIVE GRAMMAR referring to a type of constraint imposed on the ORDERING of RULES (as opposed to a condition where such rules are allowed to apply in a random order). An **extrinsic ordering** is one where the SEQUENCE of rules is motivated solely by a consideration of the facts of a LANGUAGE and not by considerations of a logical kind: it is a specific ordering which is required to ensure that only GRAMMATICAL sentences are generated. Extrinsic rules are held by many to be of particular importance in organizing the TRANSFORMATIONAL rules in grammar, but the nature of these CONSTRAINTS is controversial, such as how much extrinsic ordering there ought to be, and how many times the rules in an ordered sequence should apply. It is opposed to INTRINSIC.