

LINGUISTIC DESCRIPTION AND ANALYSIS

73-1 **Christmann, Hans Helmut.** Saussure und die Tradition der Sprachwissenschaft. [Saussure and the tradition of philology.] *Archiv für das Studium der neueren Sprachen und Literaturen* (Braunschweig), 123, 4/6 (1972), 241-55.

To establish Saussure's position in the historical development of philology one must start with his theories on *langue* and *parole* and synchrony and diachrony. Ideas related to the latter dichotomy can be found in earlier writings but they do not differentiate so precisely between the history of language and the science describing it. A clear pointer is seen in the writings of Schuchardt in 1893, and the work of von Gabelentz in 1891 contains much source material for Saussure. Gabelentz, however, must be seen as part of a continuing tradition. If six points are considered in detail, a tradition is seen reaching back to Humboldt: (1) the separate meanings ascribed to *langue/parole/langage*; (2) the dichotomy between synchrony and diachrony; (3) language as a system; (4) vocabulary as a system; (5) the link between the dictionary and the grammar book; (6) the phonological aspect. [Detailed references.] Biographical research supports this, but the Humboldt tradition in the nineteenth century was not restricted to Gabelentz. Steinthal and Misteli developed it further. The tradition continues into the twentieth century but not always through Saussure. Different branches lead to the idealistic philology of Vossli. So two widely differing concepts, idealistic and structural philology, have a common original basis in the Humboldt tradition.

ABT ADN

- 73-2 Baker, C. L. and Michael K. Brame.** 'Global Rules': a rejoinder. *Language* (Baltimore, Md), **48**, 1 (1972), 51-75.

In proposing a more powerful model than that of transformational grammar George Lakoff [Global Rules, *Language*, 46 (1970), 627-39] must substantiate the need for such a revision. The authors find that only two of the seven points argued by Lakoff cannot be accounted for in the standard model of transformational generative grammar, and that these two points can be dealt with by two revisions in that model. [The authors take each of Lakoff's points and describe its treatment within the standard model.] A proposal is cited for an extension of the standard theory to account for Auxiliary Reduction, thus overcoming a valid objection from Lakoff to the power of the existing model. Another objection is met by the proposal of a technical modification in the area of 'for-to, Passivization, and Equi-NP Deletion'.

The authors question Lakoff's use of a label, 'derivational constraint', to offer a general solution for various proposals which they consider to be, in the strictest and most neutral sense, *ad hoc*. Although modification of current theory may be necessary, broad theoretical revisions should be scrutinized with extreme care. [References.]

ADN

- 73-3 Bátor, István.** Transformationelle Sprachanalyse. [Transformational analysis.] *Linguistische Berichte* (Braunschweig), **17** (1972), 31-46.

Assuming a general knowledge of transformational generative grammar, especially the Standard Theory, the author describes four different models of transformational analysis with special reference to computer application.

The model by G. H. Matthews, *Analysis by Synthesis*, relies on formal mathematical aspects of generative grammar. For this analysis, sentences are generated by an exhaustive search method until the required sentence has been found. A connexion is established between length of sentence and generative rules which makes

it possible to define the area in which the required sentence should be found. Matthews' method is not practicable without a preliminary analysis to reduce the number of sentences to be generated in order to find and analyse a given sentence.

S. R. Petrick's recognition procedure is basically a reversal of the generative process. Two concepts introduced by Petrick are defined: 'reversed transformation' and 'auxiliary rules'. Two possible search strategies exist [described and compared]. Two conditions, the principle of recoverability and a limited depth of embedding, are laid down. Petrick's system provides a group of structures within which the given sentence is found with the aid of non-reversed transformation procedures as a last step. Petrick's method, although less exhaustive than Matthews', still takes too much time to be practicable.

The MITRE group developed an analysis procedure based on a transformational grammar of the English language. The system is closely connected with Petrick's model [differences and new ideas listed]. The main aim of the group was to eliminate the last step, synthesis, of Petrick's model.

Susumo Kuno does not include the reversal of generative rules in his suggested model but uses context-free parsing devices for the analysis of surface structures. Kuno does not believe in the necessity of point-to-point reversal of generative rules. It remains to be seen whether the model can be generalized; Kuno hopes it will speed up linguistic analysis.

The author criticizes all the models mentioned for not taking into account performance besides competence. [Detailed reasons why performance is important and should have been considered; for instance, for the sake of disambiguation.] Linguistic analysis, whether computer-related or not, is shown to be dependent on generative grammar. Knowledge of generative rules can greatly facilitate the formulation of an analysis system. Conversely, analysis can be used to confirm the correctness of a generative system.

ADN AXM

73-4 **Martinet, André.** Cas ou fonctions ? [Cases or functions ?]
Linguistique (Paris), **8**, 1 (1972), 5-24.

Fillmore tested the universality of the subject-predicate organization of basic sentences by examining the descriptions of many languages. He applied the notion of case to syntactic relations which might operate at the level of deep structure and which are not necessarily marked by surface flexions. He concludes that there is no unambiguous definition of a subject to be derived from surface features. Fillmore further rejects the definition of a subject as the non-omissible part of sentence. Yet semantically it seems to have equal importance in a basic sentence with the predicative node.

Jespersen designated as a 'nexus' the relationship between subject and predicative cluster. Functionalists argue that the information about the subject is realized in many different kinds of surface feature, some of which are difficult to recognize. These features change throughout history as designations are modified to suit new contexts, the overall balance of pattern being decided according to mathematical laws of frequency and redundancy. Fillmore and Martinet agree that languages may differ in displaying a subject form. [Basque and other 'ergative' languages are considered.] Fillmore, however, is attempting to discover in deep structure general substantival functions which Martinet argues are reflexions of man's experience of the world around him. [Four potential classifications according to function are examined: non-predicative related to predicative syntagms; the surface form which a function shows; pre-conditions for a function to become apparent; degree of involvement in an action.] This account does not postulate or seek to identify universals.

ADN

LANGUAGE DEVELOPMENT OF CHILDREN

73-5 Hsieh, Hsin-I. Lexical diffusion: evidence from child language acquisition. *Glossa* (Burnaby), 6, 1 (1972), 89-104.

Comparison of dialects may not need the postulation of analogy and borrowing to explain non-equivalence of sound categories if the mechanism of sound change is recognized to include a time dimension. In a sound change the members of a phonologically definable lexical category, at different times, pass from the original form through the synchronic variation to the innovative form. [Tables showing periods, forms and stages of change.] Linguists find it easier to assume cases of analogy and borrowing than to accept that a sound change is in progress, because the change may take decades or centuries.

An account is given of the author's study of a Taiwanese child's acquisition of the initial velar phonemes during a period of ten weeks. [Table giving child's approximations of adult velar initial syllables in Taiwanese.] Changes in the child's pronunciation are related by the author to the Jakobsonian universals. Although the child's acquisition of sounds is similar to borrowing as a source of adult change, being model-directed, the important difference is that the child is under a pressure to approximate to the model, while the adult speaker modifies the borrowed item. Moreover, the child's borrowing is complete and regular. Although it would be inaccurate to equate the development of child phonology with internal sound changes in adult speech, child language cannot be regarded as simply a process analogous to that of cross-linguistic borrowing in adult speech. [References.]

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PHONETICS

73-6 **Ladefoged, P.** Phonological features and their phonetic correlates. *Journal of the international phonetic association* (London), 2, 1 (1972), 2-12.

Features are needed in order to describe the sound patterns of languages by denoting classes of sounds and showing how they act together in phonological rules. Some of the features in rules must be interpretable in real terms, since if phonological rules are to be explanatory they must show why some phonological processes are more natural than others, and if a phonology is to be testable the final rules must specify a measurable phonetic output.

There are cases where we need phonological features (eg consonantal) which have no direct phonetic correlates. Phonological feature systems are hierarchical. Features may be classified as primes, defined in terms of non-linguistic entities or as cover features, defined within the theory of linguistics. Prime features are definable in terms of a single measurable property which sounds possess in a greater or lesser degree. The notion of a physical scale has been used confusingly.

Not all the prime features have simple articulatory or acoustic correlates: some features are easier to interpret in the one way, others in the other. Some sound patterns have arisen for reasons that have little to do with the articulations of the sounds. [According to the author, the set of features he proposes is highly redundant by comparison with that proposed by Jakobson, Fant and Halle.]

Features are not necessarily binary. [A possible set of segmental features is tabulated under the headings: feature, phonetic terms, symbols, language, and words.] Many traditional IPA notions can be adapted to current generative phonologies. Most of the terms in the list will always be appropriate in descriptions of languages.

AJ

- 73-7 **McClure, J. D.** A suggested revision for the Cardinal Vowel system. *Journal of the international phonetic association* (London), 2, 1 (1972), 20-5.

The present classification into 'primary' and 'secondary' vowels is unjustifiable. The three variables of tongue height, the position of the highest point of the tongue, and the degree of lip rounding cannot be represented by a two-dimensional diagram. Rounded and unrounded vowels should be shown on separate charts, and thus lip position, which is the most important articulatory feature, would be given more prominence. A new code of reference numbers for the vowels would be required.

AJ

LEXICOGRAPHY

- 73-8 **Rath, Rainer.** Probleme der automatischen Lemmatisierung [Problems of automatic lemmatization.] *Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung* (Berlin), 24, 5 (1971), 409-25.

Definitions are given and general observations are put forward about concepts in automatic lemmatization (AL). [An example procedure is given for the provision of headwords for a simple text.] The weaknesses of word-indexes are considered and against this consideration is set the purpose of an AL procedure such as the Saarbrücken one. The author comments on uses of AL. After discussion of the dictionary required for AL the author considers the AL of adjectives. [Examples given throughout.] The problems of AL considered in the article are: the resolution of polysemy; the recognition of inflected forms consisting of more than one word-form; the lemmatization of inflected forms whose lemma name is not in the dictionary. Solutions are proposed for the last two points, with an acknowledgment that the solution of the final point will require human intervention in the procedure.

ALG AXM

GRAMMAR

73–9 **Quirk, Randolph.** On conceptions of good grammar. *Didaskolos* (London), 3, 3 (1971), 563–76.

Seven meanings of the word ‘grammar’ may be distinguished, all of them current, common, and non-technical. [The author gives a key sentence for each one, and discusses its implications.] Grammar once meant the learning of Latin, and so it is natural that it should also come to mean inflexions or accidence. There were fewer inflexions in English, and so there was thought to be less ‘grammar’. The native speaker learns the rules of his own language more or less unconsciously, whereas we ‘know’ the rules of a foreign language. Hence the impression that our own language has little regularity but much idiom and that a foreign language – French, for instance – has a good, logical grammar.

‘Grammar’ may involve an appeal to authority, and the notion of an officially institutionalized grammar. In England we have no national academy concerned with *Sprachpflege*. A grammar may also be an individual codification, such as Jespersen’s or Nesfield’s.

The most elusive meaning of the word calls for an understanding of the relation between a theory and the material it seeks to explicate, and for an acquaintance with specific theories when, for instance, Chomsky’s grammar and traditional grammar are compared.

In its easiest and most practical meaning ‘grammar’ excludes spelling and pronunciation, and probably vocabulary and the meaning of words as well. When ‘grammar’ is used in this sense, the grammatical data discussed are part of a natural ability in relation to the native language. ‘Grammar’ in the school classroom commonly includes also the study of vocabulary and pronunciation. Grammar-school pupils might well be taught the various ways in which the word ‘grammar’ is used. [The author suggests how this should be done.]

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