

Language and linguistics

LINGUISTIC THEORY

79-177 **Barri, N.** Giving up word formation in structural linguistics. *Folia Linguistica* (The Hague), 11, 1/2 (1977), 13-38.

Scientific definitions of *word* all yield results which do not correspond to traditional word-boundaries. On the other hand traditional *words* cover all sizes of linguistic units, from the bare morph to the complete sentence. A word may belong to any 'level' or to more than one. This means that the word might be left to everyday usage as a more or less stable but incidental agglutination of elements, but has no place in linguistic description. Consequently, word-disciplines like morphology and word-formation have to be abandoned.

It is suggested that all *a priori* divisions of the description should be abolished, including the one into 'words' and 'word-parts'. The same analytic, descending method should be used with the Glossematic double definition for all kinds of syntagms, above and below the phrase level, to show constituents and their nucleus-satellite relation. [This is illustrated by a detailed analysis of a Greek sentence, using Frei's graphic representation.]

79-178 **Droste, F. G.** Levels of deviance in linguistic communication. *Linguistics* (The Hague), 200 (1977), 5-25.

The importance of the notion of deviance in the methodology of transformational theory suggests the need for a schema that goes beyond the distinction 'grammaticality' vs. 'acceptability'. Recent interest in model-theoretic semantics and speech acts has introduced further levels into a theory of language, bringing with them problems of truth, reference and felicity. The paper sets up a five-way division with corresponding parameters and rules to account for specific deviances. At the linguistic level, grammaticality, factuality and validity correlate with grammatical, lexical and referential rules; at the communicative level, acceptability and truth with assimilation and reality rules. It is acknowledged that the five sets of rules are not water-tight, since several kinds of deviance can be explained on different levels, and there is interaction between the rules in the process of communication and interpretation.

79-179 **Fodor, Janet Dean and Smith, Mary R.** What kind of exception is 'have got'? *Linguistic Inquiry* (Cambridge, Mass), 9, 1 (1978), 45-66.

The analysis of *have got* poses a problem because its first element behaves like

an auxiliary verb under transformation, and yet *have got* is not perfective in meaning. To save such an analysis a special interpretation rule would have to assign it a non-perfective meaning while still relating it to main verb *get*. Alternatively, since *have got* has exactly the same range of meanings as stative main verb *have*, a second analysis has been proposed identifying the two *haves* and inserting the morpheme *got* transformationally. In this paper a third analysis, somewhat bizarre at first sight, is proposed, under which *have* is a meaningless inserted Aux followed by a main verb *to got* occurring only in this construction. In spite of being non-optimal, the case for such an analysis, according to which *have got* involves an irregular variety of the *Do Support* transformation, makes sense of the progressive change towards regularity in the current range of American dialects. It does not appeal to simplicity but to psychological reality. It carries the implication, in evaluating the linguist's constructs, that the restructuring of a grammar by a language learner always has an associated cost. There is a degree of inertia that must be outweighed by the advantages to be gained by restructuring. *Have got* is a paradigm case of such a process.

79-180 Gosau, Bernd. Zur Kritik der Chomskyschen Revolution in der Linguistik. [On the critique of the Chomskyan revolution in linguistics.] *Linguistische Berichte* (Brunswick), 53 (1978), 38-52.

An analysis of Weydt's *Noam Chomskys Werk, Kritik - Kommentar - Bibliographie*, Tübingen, 1976, shows that Weydt's arguments do not and cannot provide an adequate evaluation of Chomsky's approach.

Five guidelines are laid down for establishing criteria for evaluating linguistic theories: (1) empirical examples should only be used in an evaluation if their theoretical context is also explained. (2) Only concepts with a systematic connection with the theory should be used. (3) The relationship between research tool and research object can only be evaluated if it is made explicit in the theory itself. (4) The place of a theory within a tradition is only relevant in its function for the theory. (5) Chomsky's contribution to linguistics can only be judged in the context of his complete works. [List of Chomsky's non-linguistic works.]

79-181 Hammarström, Göran. Is linguistics a natural science? *Lingua* (Amsterdam), 45, 1 (1978), 15-31.

Itkonen, Esa. Comment on Hammarström's 'Is linguistics a natural science?'. *Lingua* (Amsterdam), 45, 1 (1978), 33-5.

'Two senses of the term 'scientific' are considered. The objects of the 'natural' sciences are external to the mind, that of linguistics is fundamentally in the mind,

hence linguistics belongs to science only in its 'general' sense subsuming the humanities. All parts of linguistics are empirical however, in the special sense (termed 'semi-empirical') that the internal object can be scrutinized in the mind, and results tested by appropriate external methods, including consultation of others' subjective knowledge. The 'axiomatising' approach of transformational grammar provides no such check on empirical adequacy.

Several characteristics of natural science and linguistics are compared. For instance, whereas the former deals in regularities, the latter deals primarily in rules, and such matters as prediction and causal explanation in the two fields differ commensurately.

An appended comment by Itkonen answers points concerning the use of intuition, the term 'rule', and the status of logic.

79–182 Heal, Jean. Ross and Lakoff on declarative sentences. *Studies in Language* (Amsterdam), 1, 3 (1977), 337–62.

The hypothesis that declarative sentences such as *Prices slumped* are derived from an underlying structure containing a higher predicate, in this case *I declare that prices slumped*, is known as the performative analysis. This paper examines 18 syntactic arguments adduced by Ross and Lakoff separately but with substantial overlap. It is claimed that the syntactic evidence, which centres on constraints in English on the occurrence of reflexive pronouns, is either misdescribed or admits of alternative explanation. Furthermore, the hypothesis has unhappy semantic consequences, as well as leading to a regress of performatives; in any case, there is independent evidence, contrary to Austin's original view, that explicit performative sentences are themselves declarative. The conclusion is that the analysis raises more problems than it solves and should be abandoned.

LINGUISTIC UNIVERSALS

79–183 Sampson, Geoffrey. Linguistic universals as evidence for empiricism. *Journal of Linguistics* (London), 14 (1978), 183–206.

Chomsky's claim that the discovery of universals underlying natural language is evidence for a philosophical rationalism must meet three conditions: (1) genuine universality; (2) non-triviality; (3) the absence of any independent, more plausible *a priori*, explanation to account for the trait. Empiricism does not dispute the important part played by inheritance, but, contrary to the 'nativist' position which hypothesises rich innate linguistic structures, contends that the mind is shaped only by the contingencies of experience. Several of the alleged universals at the semantic and phonological levels have been explained away, but at the syntactic level there remains the non-trivial feature of

LANGUAGE AND LINGUISTICS

hierarchical structure as a putative universal, unpredictable on empiricist assumptions and thus apparently supporting the rationalist view.

Those syntactic universals adduced as evidence for nativism actually lend support to the empiricist case. The argument is based on the assumption of an evolutionary process and the analogy of hierarchically structured organisms composed of stable subsystems. If a language arises by evolution, the smallest elements will come into existence first, and the larger system will be definable by phrase-structure rules; but as the sentence is logically distinct from its sub-parts, it has undergone evolution of its own. From the treatment of constituents as a 'fixed given', the principles relating to 'subjacency' and 'unbounded' transformations fall out quite naturally from the fact that languages are, like organisms, the product of evolution.

PRAGMATICS *See also abstracts 79-215, -271*

79-184 Downes, William. Language, belief and verbal action in an historical process. *UEA Papers in Linguistics* (Norwich), **8** (1978), 1-43.

This paper investigates two roles of speech in historical processes. A model is sought whereby analysis of speech uttered within an historical process can yield a picture of the beliefs shaping that process. A demonstration is then given of how awareness of such beliefs can be exploited in different ways within conversational exchanges. A Tarskian-(truth-conditional) based semantic model, equating meaning with the set of analytic entailments of a proposition, cannot supply the non-necessary but inductive inferences involved both in the interpretation of words relating to 'institutional' facts, such as *war*, and of 'brute' facts, such as *pregnant*. Minsky's 'Frames'-model is used to analyse the inference-structures of a 1954 speech of Senator Joseph McCarthy, connecting and adjusting the frames *WAR*, *COMMUNIST*, *TREASON*, etc., thus giving an explicit display of the beliefs underlying the utterance, as well as accounting for the rhetorical use of repetition and ellipsis. Similar beliefs underlie the superficial *yes-no* questioning technique of the House Committee on Un-American Activities towards Paul Robeson, but Robeson's replies can be seen to show his awareness that the questions mask a speech-act of accusation. Further, if taken within a broader context of knowledge, McCarthy's original speech appears as an accusation (soon to backfire) of his accusers.

79-185 Geukens, Steven K. J. The distinction between direct and indirect speech acts: towards a surface approach. *Journal of Pragmatics* (The Hague), **2** (1978), 261-76.

This paper deals with the distinction between direct and indirect speech acts. It has been claimed that a speech act theory which hypothesises that there should

be a one-to-one relation between surface form and encoded illocutionary force for direct speech acts meets with unsurmountable difficulties. Those difficulties are shown here to be less unsurmountable than they may seem to be, mainly with respect to Sadock's examples illustrating the distribution of *please*. It is concluded that the distribution of *please* has more to do with facts about context and cultural environments, i.e. with pragmatics, than with grammar. Theories which posit underlying request structures whenever *please* occurs (thus, e.g., also when it occurs in a surface question) unnecessarily complicate the grammar and cannot do justice to the grammatical and pragmatic facts.

79–186 Helbig, G. Проблемы теории речевого акта. [Problems of the theory of speech acts.] *Иностранные языки в школе* (Moscow), 5 (1978), 11–21.

A survey of speech act theory, from Pierce and Wittgenstein, to Austin, Searle and Wunderlich. Three points are seen as basic – the distinction between locutionary, illocutionary and perlocutionary acts, the notion of performative verbs [*I hereby order you to come*] and the distinction between direct speech acts, where the syntactic form of the sentence marks the nature of the speech act, and indirect speech acts, where it does not. The theory as exemplified by Austin and Searle is criticised for not taking the next step and demonstrating the relationship between speech acts and social structure, but it is pointed out that this represents an advance over the language-internal concerns of structural linguistics.

Three dubious points are noted – the difficulty of referring to perlocutionary acts, rather than perlocutionary effects, the problem of the relationship of syntactic and pragmatic theories [exemplified in the work of Lakoff and Ross], and the relationship between the speech act and the speaker's intentions. In conclusion, there is a critical account of the work of Habermas, who attempts to derive socio-economic structure from the nature of communication rather than vice versa.

79–187 Norrick, Neal R. Expressive illocutionary acts. *Journal of Pragmatics* (The Hague), 2 (1978), 277–91.

The illocutionary acts classified as expressives in Searle (1976) are further analysed. The members of the class are determined and parameters which differentiate them are sought. The notion of the social function of an illocutionary act is introduced. Three conditions on expressive illocutionary acts are discussed: the factive, value judgement and role identification conditions. In terms of the latter two conditions various expressive illocutionary acts are

differentiated and related. This provides the basis for an analysis which is extended to a discussion of the social functions of these acts.

SEMANTICS

79–188 Hochster, Anita. Order and degree of fusion in causative structures. *Glossa* (Burnaby, BC), 12, 1 (1978), 39–57.

Although causative constructions among the languages of the world exhibit different ordering restrictions and varying degrees of fusion, they share some fundamental characteristics. It is argued that this similarity can be captured by a linguistic theory which excludes linear ordering and certain aspects of derived structure as possible conditions on transformational rules. In addition, it is pointed out that this analysis of causatives raises some interesting questions about the relationship between simplicity of description and cross-linguistic frequency of occurrence: do simpler or more general phenomena occur more often, and if they do, why do they?

79–189 Litowitz, Bonnie. Individual and shared meanings. *Papers in Linguistics* (Champaign, Ill), 10, 3/4 (1977), 341–73.

Between the dynamic range of particular meanings at the level of the individual and the static meaning at the shared, collective level there is a fundamental but variable tension. This paper suggests how the two types of meaning are related in practice, that is to say, how communication is possible despite this tension or gap. If the following assumptions are made, then a suitable field of investigation of individual and shared meanings is to be found in the waking reports of dreams, fantasies, etc.: symbols used in dreams are drawn from memory; memory storage is the permanent long term memory organised semantically in terms of networks of labelled nodes and labelled relations [references, examples]. Using Freud's 'Dream of the Botanical Monograph' and his associated day-dreams, it is demonstrated how the dreamer's meaning, drawn from the 'underlying semantic base' of memory, is simply a subset of the potential meanings available to society at large. Whereas the dream effects idiosyncratic connections through tokens without regard to temporal, logical or causal consistency, the shared meanings (given by the dictionary) cross-refer by means of logic. Using shared meanings, the dreamer can however explain his idiosyncratic pathways; hence the gap can be bridged.

LINGUISTIC DESCRIPTION AND ANALYSIS *See also*
abstracts 79-225/6, -228/9, -231, -234, -240/1

79-190 Edmondson, Jerold A. and Plank, Frans. Great expectations: an intensive self analysis. *Linguistics and Philosophy* (Dordrecht), 2 (1978), 373-413.

The widespread, even possibly universal, phenomenon known as intensive reflexivisation is discussed in terms of syntax, semantics and morphology. The data examined are drawn mainly from English, although contrastive evidence from German combs out some language-specific idiosyncracies. Consider the two sentences (a) *Lizzie shaved father himself*, (b) *Lizzie shaved father herself*, which exemplify reflexivisation and intensification respectively; what is the relationship between the two constructions? Previous treatments of this problem are surveyed, and are shown to deal inadequately with the English data because they failed to distinguish three clear-cut (albeit homophonous) intensifiers in addition to the reflexive pronoun *-self*. A sketch of a formal treatment within a Montague framework is presented, and the relationship of the three intensifiers to each other and to normal reflexives is explained in terms of topic, agentive role and, quite generally, the notion of subject.

79-191 Postal, Paul M. and Pullum, Geoffrey K. Traces and the description of English complementizer contraction. *Linguistic Inquiry* (Cambridge, Mass), 9, 1 (1978), 1-29.

Contractions (in the relevant dialects) of a small closed set of complement-taking verbs with a following infinitive-marking element *to*, yielding a new, phonologically related, compound form, such as *I want to play the bagpipes* to *I wanna play the bagpipes*, and *I used to go there* to *I usta go there*, involve not simply a condition of continuity, as shown by the uncontractibility in *Who do you want to come?* or *Him, I want to play the bagpipes*. The Trace Movement Proposal (TMP) put forward by Chomsky and others within the Extended Standard Theory (EST) is based on a model whereby phonologically null indexed preterminal nodes (traces) remain at sites vacated by moved constituents. The kernel of all four versions of the TMP reviewed in this article is the blockage of the contraction rule by an intervening trace (or its logical counterpart) between the verb and *to*. The authors point out the difficulties for the TMP is properly distinguishing such material from that which will allow contraction across it, and in identifying the appropriate kind of *to*. The alternative distinction proposed here between complement subjects lost through Equi or Raising to Subject position and subjects moved by *Wh*-Movement, is unavailable within EST. In relational terms, the condition for contraction is 'subject-sharing' between matrix and complement verbs, of which an account is outlined in the framework of Postal and Johnson's Arc-Pair Grammar.

LANGUAGE AND LINGUISTICS

- 79–192 Roeper, Thomas and Siegel, Muffy E. A.** A lexical transformation for verbal compounds. *Linguistic Inquiry* (Cambridge, Mass), 9, 2 (1978), 199–260.

It is argued that a lexical transformational rule will derive verbal compounds such as *oven-cleaner*, *strange-sounding*, and *well-built* from a verb and its subcategorised complements. The rule affects not syntactic categories but subcategorisation frames, moving the lexically filled subcategorisation frame closest to the verb to the preverbal position, following the highly restrictive 'First Sister (FS) Principle'. Prior adjustment rules supply the affix and specify the category of the compound product. The *-ed* Affix Rule is of interest for its application in the lexical derivation of passives. The compound rule can operate recursively, its output being stored in the long term memory as part of the lexicon.

Various apparent verbal compounds diverging semantically, distributionally, or disobeying the FS Principle are shown to be independently derivable either lexically as root compounds (such as *windowshopper*), which lack the strict compositional and semantic regularities of verbal compounds, or as products of the phrase structure rules. Diagnostics for verbal compounds are listed.

The proposal has implications for both syntax and the lexicon. The extended reanalysis in terms of lexical rules of syntactic transformations such as passive and dative is invited. A new conception of the lexicon is mooted, whereby insertion of an affix triggers a number of phonological, semantic and syntactic 'adjustment rules', each domain defining specific types of constraints upon the rules.

SOCIOLINGUISTICS *See also abstract 79–224, –233, –252, –261*

- 79–193 Hoover, Mary Rhodes.** Community attitudes toward Black English. *Language in Society* (London), 7, 1 (1978), 65–87.

A survey was carried out in California to assess the attitudes of Black parents and people in the community towards vernacular and standard Black English. A pilot study showed that the standard variety was preferred on all occasions, though it was felt that the ability to switch from one variety to the other would be advantageous for children. A wider study was therefore carried out to investigate this seeming inconsistency [methods; results]. Results showed that Black people do not 'hate their language' as is often assumed. They have rules for the use of its different levels; they accept vernacular BE in the listening and speaking channels, but not in the reading and writing channels, in informal settings but rarely in formal ones. An average of 85 per cent accept standard BE in all contexts. The most salient reasons given for keeping both varieties

were 'survival' and 'communications'. Parents higher on the social or occupation scale were also high in preference for vernacular BE, probably because their children can learn the standard level at home. Parents lower on the occupation scale depend on the schools to stress the standard level which the parents generally do not control themselves. Parents with low preference for vernacular BE revealed an acute awareness of an economic system in which speech can invite acts of discrimination.

79–194 Kummer, Ingrid. The formation of role concepts in texts: the concept 'mother' in German school-books. *Journal of Pragmatics* (The Hague), 2 (1978), 207–23.

A definition of social concepts and their conditions of production in society is given, together with an enumeration of the most important steps in the individual's acquisition of concepts. Concepts are seen as rules of classification for particular aspects of the environment. A short summary of the two main sociological role theories, the traditional structuralist and the interactionist role theory, leads to a discussion of the role of mother. The analysis is applied to the role concept 'mother' in German school textbooks.

Concepts of actions, attitudes, evaluations and interaction relations as well as a time-factor are shown to be the constituent parameters of the concept of mother in the traditional textbooks. The same types of parameters apply to the role concept 'mother' in a new textbook series, but there are differences regarding the concepts of actions and the time factor. [Typescript of school-children discussing the role of mother with the author, showing the reliance of their concept formation on their own experience and not on printed material.]

79–195 Johnston, Rhona Poole. Social class and grammatical development: a comparison of the speech of five-year-olds from middle- and working-class backgrounds. *Language and Speech* (Hampton Hill, Middx), 20, 4 (1977), 317–24.

A picture-strip task was used to elicit speech from 36 middle- and working-class children; this speech was later transcribed and analysed according to traditional grammar. It was found that the working-class children made greater use of verbs and pronouns, whereas the middle-class children made greater use of subordinate clauses. When further analysis was carried out into the choice made between nouns and pronouns in the subject position of sentences, working-class children were found to make greater use of pronouns in this position, while middle-class children made greater use of nouns. It was suggested that this preference may arise from social class differences in the functional use of

language by young children, and the communication demands made of them in their social environment.

79-196 Kroch, Anthony S. Towards a theory of social dialect variation. *Language in Society* (London), 7, 1 (1978), 17-36.

The public prestige dialect of the élite in a stratified community differs from the dialect(s) of the non-élite strata (working-class and other) in at least one phonologically systematic way. In particular, it characteristically resists normal processes of phonetic conditioning (both articulatory and perceptual) that the speech of non-élite strata regularly undergoes. This tendency holds both for dynamic processes of linguistic change and for diachronically stable processes of inherent variation. The cause of stratified phonological differentiation within a speech community is to be sought not in purely linguistic factors but in ideology. Dominant social groups tend to mark themselves off symbolically as distinct from the groups they dominate and to interpret their symbols of distinctiveness as evidence of superior moral and intellectual qualities.

Investigation is made of recent descriptions of the phonological differences among social dialects and the evidence that has become available concerning the ideological motivation for these differences. Popular dialects exhibit their greater susceptibility to phonetic conditioning in such features as simplified articulation, replacement or loss of perceptually weak segments, and a greater tendency to undergo 'natural' vowel shifts. As far as ideology is concerned, there is both experimental and historical evidence that prestige dialects require special attention to speech, attention motivated not by the needs of communication but by status consciousness. [References.]

79-197 Mchoul, Alexander. The organisation of turns at formal talk in the classroom. *Language in Society* (London), 7, 2 (1978), 183-213.

Beginning with a consideration of some commonsense and professional conceptions of what a formal situation might comprise, this paper goes on to ask the question: where along a linear array which has its poles in exemplars of formal and informal speech-exchange systems, can classroom talk be placed? The answer is given in part in the form of rules for the taking of turns in classrooms, these being modifications of those, already established in the literature, for natural conversation. These rules allow for and require that formal classroom situations be constructed so as to involve differential participation rights for parties to the talk depending on their membership of the social identity-class 'student/teacher'. The analyses which follow examine some of the applications and violations of these rules found in audio and video recordings of naturally occurring classroom talk (and transcripts thereof) for their

orderliness as orientations to these rules. It is argued that the rules provide a systematic basis for the 'feelings' of 'formality' that researchers and participants have of such situations and that a decision as to the 'formality' or otherwise of a social situation can be predicated on the degree of pre-allocation involved in the organisation of turns at talk in the situation. (The language discussed is British and Australian English.)

79-198 von Ziegeler, Detlef. *Begegnung zwischen Fremden. Versuch einer Situationstypologie für den Fremdsprachenunterricht.* [Meetings between strangers. Towards a typology of situations for foreign-language teaching.] *Neusprachliche Mitteilungen* (Berlin), 3 (1978), 166-75.

In foreign-language teaching it is generally recognised that communicative ability to cope with everyday situations constitutes an overriding learning aim. The existing definitions of what should count as an everyday situation are, however, unsatisfactory. An attempt is made to prove the need for a typology of everyday situations and the relevant literature discussed.

Drawing on *Relations in public* by Goffman, a typology is presented which covers the particular area of social contact between strangers. Typical situations, mostly arising out of infringements of socially expected behaviour, are described together with their socio-psychological implications [examples of typical dialogues]. It is stressed that the typology is not restricted to the particular case of a German tourist meeting an Englishman in Britain, but that it covers meetings between strangers irrespective of nationality and geographical setting.

79-199 Wimmer, Rainer. *Die Verdächtigungen gegen den Bürger Traube aus sprachwissenschaftlichen Blick.* [A linguistic view of the suspicion aroused by citizen Traube.] *Linguistik und Didaktik* (Munich), 34/5 (1978), 157-68.

The article examines the case of Dr Klaus Traube, an atomic scientist who, from summer 1975 until his rehabilitation by the German Federal Government in April 1977, was under suspicion of associating with terrorist groups. It is argued that purely linguistic factors helped to generate and sustain the suspicions which led to his surveillance by the police and the bugging of his apartment. Suspicion arose as a result of a series of unconscious, linguistically determined inferences. The justified use of a word like *terrorist* (or *liar*, *thief*, etc.) is crucially dependent on the degree of certainty with which actions can be identified and attributed to a particular person at a particular time and place, but frequently terms like these are used unreflectingly, and the justification for

LANGUAGE AND LINGUISTICS

their use is simply taken for granted. Closer investigation can begin to reveal the ways in which apparently established facts are introduced and kept in existence by the communicative process. Linguistically determined presuppositions are usually unproblematic, but in certain cases, like that of Traube, they can lead to the misuse of legal power and the infringement of basic rights of the individual.

PSYCHOLINGUISTICS *See also abstracts 79–287, –290*

79–200 Flader, Dieter. Die psychoanalytische Therapie als Gegenstandssprachwissenschaftlicher Forschung. [Psychotherapy as an object of linguistic research.] *Studium Linguistik* (Kronberg), 5 (1978), 23–36.

A discussion of the extent to which psychoanalytical theory can be regarded as an object of linguistic research, concentrating on the structure of the dialogue between analyst and patient as it affects the progress of the treatment. The article documents the most important results of discussion and approaches to the subject from the fields of psychoanalysis, interaction theory and linguistics. The need for more empirical research is emphasised.

79–201 Jörg, Sabine and Hörmann, Hans. The influence of general and specific verbal labels on the recognition of labeled and unlabeled parts of pictures. *Journal of Verbal Learning and Verbal Behavior* (New York), 17, 4 (1978), 445–54.

Eight drawings of four single objects each were presented to 48 subjects. Prior to presentation of the drawings in both experimental groups two of the objects were labelled with a sentence. In one group, the label was a specific (e.g. *tulip*) and in another group it was a more general term (e.g. *flower*). A control group saw the same pictures without any verbal labels. In the following recognition test, subjects saw the original version of each (single) drawing and five progressively dissimilar versions; they had to indicate which versions they thought to be identical with the originally presented drawing. Results show that the generality or specificity of the verbal label determines which versions of the drawings are accepted as formerly seen and which are not, and that the pattern of acceptance for the unlabelled parts of the pictures corresponds to that of the labelled ones. By providing a verbal label for an object seen, the speaker informs the hearer on what level he wants him to process this information. The hearer is, as it were, 'tuned' to a certain level of processing.

79-202 Klann, Gisela. Sprache in der Psychoanalyse. [Language in psychoanalysis.] *Studium Linguistik* (Kronberg), 5 (1978), 52-66.

A discussion of the conceptions within the theory of psychoanalysis of the role of language in relation to the unconscious fantasies of the patient. The power of these fantasies is illustrated by brief extracts from a treatment session. The most important steps in the development of the psychoanalytical conception of the nature of symbols and language is documented.

79-203 Leont'ev, A. A. Towards a psychology of effectiveness in speech. *Linguistics* (The Hague), 200 (1977), 27-34.

This paper is concerned with the psychology of 'effect through persuasion', i.e. the successful bringing about through linguistic behaviour of a shift in another's value-system ('sense ideational field'). The process is essentially three-layered: optimal use must be made of a code (in this instance language); the speaker must orientate his behaviour to both the initial and projected value-systems of the recipient; the intended effect (goal) is brought about. Each layer (in reverse order of above) is reflected in the ontogenetic growth of speech communication. The model is of particular relevance to studies of mass communication, where codes can be varied, but where additional factors such as lack of feedback must also be accounted for.

79-204 Trömel-Plötz, Senta. Zur Semantik psychoanalytischer Interventionen. [The semantics of psychoanalytical 'interventions'.] *Studium Linguistik* (Kronberg), 5 (1978), 37-51.

A semantic analysis which investigates the central linguistic tool of psychotherapy, the 'intervention' (*Intervention*), in particular its function of explaining to the patient the latent content of his statements. This is done by analysing four dialogue extracts from actual sessions of psychotherapy.

LANGUAGE DEVELOPMENT OF CHILDREN See also
abstract 79-212

79-205 Clark, Eve V. and Sengul, C. J. Strategies in the acquisition of deixis. *Journal of Child Language* (London), 5, 3 (1978), 457-75.

Although deictic terms are among the earliest words children acquire, the proximal/non-proximal contrast (the true deictic contrast) between *here* and *there*, and between *this* and *that*, takes several years to master. As research on spontaneous production shows, children may start, for example, by using *here*

LANGUAGE AND LINGUISTICS

with a deictic meaning, *there* with a non-deictic meaning, and a gesture to indicate a deictic contrast. On the basis of two experiments on comprehension, it is argued that children go through at least three stages in acquiring the deictic contrasts. They start with **NO CONTRAST**, work out a **PARTIAL CONTRAST** used only in certain contexts, and finally master a **FULL CONTRAST** equivalent to the adult's. However, children follow different routes through these stages, depending on their initial choice of (a) the point of reference for the contrast – themselves or the speaker – and (b) the spatial relation to that point of reference – proximity or distance.

79-206 Clumbeck, Harold. Topics in the acquisition of Mandarin phonology: a case study. *Papers and Reports on Child Language Development* (Stanford, Calif), 14 (1977), 37-73.

This is a longitudinal study of a child's acquisition of Mandarin phonology between the ages of 1;2 and 2;8.2. During this period, the child was, on the whole, much less verbal than many children reported in the child language literature. The first part of the study is a description of the child's 'proto-language', in which he used sound-meaning correspondences of his own invention for communicative purposes. It was found that both the segmental forms and the pitch contours of different 'proto-words', or early vocables, correlated with their communicative functions. The description includes subsequent changes in the use of pitch, from being an expression of communicative intent during the period of proto-language to being a lexical feature of words after the child has begun to model his speech on the adult language.

The second part deals with the child's phonological development following the switch to words based on adult models. Although the child produced very little spontaneous speech, he readily imitated, and the forms of his imitations were subject to strong constraints on the co-occurrence of syllables within words: specifically, the child favoured words whose syllables were identical to each other or at least similar phonetically. These constraints gradually relaxed over time. Finally, this section documents the phonetic and phonological aspects of the child's acquisition of aspiration in syllable-initial stops and of the fricative system.

79-207 Fluck, Michael J. Comprehension of relative clauses by children aged five to nine years. *Language and Speech* (Hampton Hill, Middx), 21, 2 (1978), 190-201.

Although studies of children's speech suggest that sentences with object relative clauses (O) are mastered before those with subject clauses (S), there are reasons

for predicting that children comprehend the latter first. The present research confirms the findings of an earlier study which supported this. In addition, the results indicate that the *O* form is not reliably comprehended until nine years, some two years after the *S* form. Evidence was obtained which lends support to the hypothesis that interpretation of *O*, but not *S*, sentences depends on the attainment of a certain level of operational thought, although further research is required.

79-208 Grunwell, Pam. Delayed language development: a linguistic disability. *MALS Journal* (Birmingham), 2, 2 (1976), 25-34.

The 'child with delayed speech' is very common in the clinical population of children with language disabilities. A more qualitative assessment of these disabilities becomes possible with a detailed linguistic description of the patient's utterances. Many labels used in the past indicate a deviation from the norm in this group (e.g. 'linguistically deviant', 'linguistically deficient'): the major concentration is on grammatical aspects of the disability [examples].

The grammatical characteristics highlighted by many studies of language-delayed children can all be found in the speech of young children. There may however be suggestions of deviance: a developmental imbalance in the grammar and inconsistent usage of grammatical morphemes and functions. The development of these children begins later and goes more slowly. Since their difficulties seem to be in learning the specifically linguistic patterns of the language, a possible approach to remediation is to plan procedures and techniques that will focus on the linguistically deficient aspects of the child's utterances. [References.]

79-209 Cairns, Helen S. and Hsu, Jennifer Ryan. 'Who', 'why', 'when', and 'how': a development study. *Journal of Child Language* (London), 5, 3 (1978), 477-88.

Fifty children between the ages of 3;0 and 5;6 were asked six types of *wh*-questions following videotaped sequences. It is argued that differential difficulty of various forms of *who* questions supports a parallel model of information retrieval and processing during discourse. The differential difficulty of *why* and *when* questions are, however, attributable to a necessary progression in the ability to encode the relevant concepts linguistically. Responses to *how* questions are difficult because they involve a number of unrelated skills.

- 79-210 Leonard, Laurence B. and others.** Some aspects of child phonology in imitative and spontaneous speech. *Journal of Child Language* (London), 5, 3 (1978), 403-15.

Investigators of child phonology have made varying assumptions concerning the nature of phonological characteristics of children's imitative utterances and their relationship to the characteristics of spontaneous utterances. This study examined this relationship in children in early Stage I. A task was devised which permitted an inspection of children's unsolicited imitations of nonsense words reflecting syllabic shapes and consonants in and out of the child's phonological system. The results are discussed with respect to production constraints, phonological idioms, and selection and avoidance rules operative in imitative speech during this period of development. The findings indicated that while these imitative utterances were subject to the same production constraints they were not subject to the same selection and avoidance rules operative in spontaneous speech.

- 79-211 Macken, Marlys A.** Developmental reorganisation of phonology: a hierarchy of basic units of acquisition. *Papers and Reports on Child Language Development* (Stanford, Calif.), 14 (1977), 1-36.

This paper describes the acquisition of the consonant system by the one child, called Si, acquiring Mexican-Spanish as her native language. The picture of phonology acquisition which emerges from these data is one in which there are at least two and possibly three basic units - the 'word', the 'phoneme' and possibly the 'feature' - which figure significantly in the developmental process. Words were, for Si, prosodic units, each being selected for a particular output form on the basis of the component consonants and each processed in flexible ways to achieve preferred output patterns. It appears that the word is more important in the earliest stages (1;7 to 2;1 years of age), and that in the later stages (2;2 to 2;5), the phoneme replaces the word as the basic structural unit of the phonological system. The relevance of these data for some aspects of a general model of phonology acquisition is discussed.

BILINGUALISM See also abstract 79-268

- 79-212 Cummins, James.** The cognitive development of children in immersion programmes. *Canadian Modern Language Review* (Toronto), 34, 5 (1978), 854-83.

The threshold and developmental interdependence hypotheses together can help resolve some seemingly paradoxical findings relating to the cognitive and educational development of bilingual children; specifically, the contradictory

findings regarding the effects of bilingualism on cognition, the differential success of a home/school language switch in minority and majority bilingual situations, and the lack of a linear relationship between time spent through the medium of a language and achievement in that language in bilingual programmes. Recent studies of the cognitive and academic effects of bilingualism are considered within this theoretical framework.

It is concluded that although many studies reporting positive effects suffer from methodological limitations, there exists a substantial number of well controlled studies whose results suggest that bilingualism can positively influence aspects of cognitive and linguistic growth. When these findings and the threshold and developmental interdependence hypotheses are applied to immersion programmes, it appears that early total immersion programmes are more likely than partial immersion programmes to maximise both L2 achievement and cognitive and linguistic growth.

79-213 Lindman, Ralf. Self-ratings and linguistic proficiency in bilingual subjects. *Language and Speech* (Hampton Hill, Middx), 20, 4 (1977), 325-32.

A representative sample of 100 Ss were drawn from a bilingual community in Finland. They were matched on self-rated proficiency in Swedish and Finnish and tested on six variables of linguistic proficiency in each language by parallel tests. Factor analysis revealed two factors for each language: one performance factor and one self-rating factor. The conclusion is drawn that the subjective impression of linguistic proficiency was equally little differentiated in each language, and to some extent independent of test performance.

PHONETICS AND PHONOLOGY See also abstracts 79-196, -206, -211, -262, -312

79-214 Allerton, D. J. and Cruttenden, A. Syntactic, illocutionary, thematic and attitudinal factors in the intonation of adverbials. *Journal of Pragmatics* (The Hague), 2, 2 (1978), 155-88.

This paper discusses the variables which govern the intonation and position of English adverbials in the sentences in which they occur. Detailed data are presented concerning the intonations associated with the different classes of non-sentence adverbial. The authors then investigate how far intonation is governed by illocutionary force and lexical meaning: by the givenness or newness of the adverbial and the rest of the sentence; by the planned or unplanned occurrence of the adverbial; and by the attitude of the speaker.

- 79–215 **Durovič, Lubomír.** Wie bei Troubetzkoy die Sprachgebildelauflehre zur Sprechaktphonologie wurde. [How Troubetzkoy's phonology of language structure became the phonology of speech acts.] *Studia Linguistica* (Lund, Sweden), 32, 1/2 (1978), 36–43.

The article analyses Troubetzkoy's *Principles of phonology* and investigates the extent to which it forms a consistent whole. The central problem is whether the constituent elements of the structure of language (Saussure's *langue*) should be regarded as being material in nature like speech acts (Saussure's *parole*) or as non-material. Since Troubetzkoy, like other structuralists, wanted to divorce linguistics from the phonetics of speech acts, he did not distinguish between the functional features of *la langue* and *la parole*. The distinctive features of speech acts became of prime importance, and the presence of these material features became the criterion for identifying the number of phonemes in a word and for a number of other important phonological questions. The relegation of phonetics to the status of a merely auxiliary science on the grounds that it only considered the non-functional aspects of speech acts led to a situation where the functional aspects of the speech act became not simply an object, but the sole object, of phonology. The non-material structure of language vanished from discussion during the course of the *Prinzipien*. Thus, the phonology of speech acts developed out of the phonology of language structure and became the most widely known embodiment of Saussure's principles. Through it, functionalism has penetrated into other disciplines and completely revolutionised linguistics.

- 79–216 **Hervey, Sándor G. J.** On the extrapolation of phonological forms. *Lingua* (Amsterdam), 45, 1 (1978), 37–63.

The paper addresses itself to the problem of 'accidental gaps' in sets of attested phonological forms. 'Attestation' [defined] of forms in speech-data is a corner-stone of the theoretical model employed (Axiomatic Functionalist linguistics). However, certain phonological generalisations require the generation of forms which happen not to be utilised in the grammatical system of the language, that is, which cannot be attested under a strict definition of the term. In order to preserve such generalisations, it is necessary to relax the conditions by which a given form is said to be attested in the language. This is done with the calculus of 'extrapolation' [definition, examples]. Extrapolation only applies at the level of phonotagms, not to those of phonemes or of distinctive features. Once a 'potential' phonotagm has been identified by extrapolation, its component forms may be employed in the statement of paradigms or generalisations.

- 79–217 Lindblom, Bjorn.** Phonetic aspects of linguistic explanation. *Studia Linguistica* (Lund, Sweden), **32**, 1/2 (1978), 137–53.

It has been assumed that the structure of phonological systems is determined at least in part by the nature of the processes of human speech perception. A substance-based investigation of phonological systems will examine the contributing roles of speaker-dependent, listener-dependent and social factors with respect to given data on the notion 'possible segment' and the number of signals to be coded. Several experiments relating perceptual distinctiveness to physical properties of signals are reviewed. It is shown that peripheral auditory mechanisms also play an important role in determining distinctiveness, for instance by discriminating in favour of dynamic (involving frequency shift) over static stimuli. Dynamic contours are more resistant to confusion, and are better identified despite unfavourable noise. The picture is incomplete, however, if the active role of the listener in perception is ignored. The results of a simple experiment strongly suggest that the listener's awareness of the phonological structure of his language can determine whether he hears a particular sound or not. Any approach to phonetics ignoring this fact will be inadequate for linguistic theory, but there is no cause to fear that the important task of modelling the complex of factors cannot be fulfilled.

- 79–218 Oden, Gregg C.** Integration of place and voicing information in the identification of synthetic stop consonants. *Journal of Phonetics* (London), **6**, 2 (1978), 83–93.

A new 'fuzzy logical' model of phoneme identification is proposed. The model describes the process by which continuous acoustic featural information about the place of articulation and the voicing of speech sounds is integrated in order to identify which phoneme each speech sound represents. The model was tested with the data of Sawusch and Pisoni (1974) in which acoustic cues to place and voicing were varied systematically. The fuzzy logical model provided a good account for the data of this experiment. The success of the model implies that place and voicing feature information are evaluated independently before being integrated during phoneme identification.

LEXICOGRAPHY

- 79–219 Ballweg-Schramm, A.** Zur Prinzipienlehre der Lexikographie. [On the theoretical principles of lexicography.] *Zeitschrift für Germanistische Linguistik* (Berlin), **6**, 1 (1978), 1–17.

Using as her starting point her work on the Projekt *Verbalenz am IdS* ['Verb Valency Project at the German Language Institute'], and basing her arguments

on Henne's *Prinzipien einsprachiger Lexikographie* [*Principles of monolingual lexicography*], the author discusses general theoretical and methodological problems of lexicography and their practical implications. Particular attention is devoted to problems relating to the preparation of a German verb valency dictionary based on semantic principles. She examines the status of the text corpus as a control by means of which the lexicographer checks the hypotheses which he sets up on the basis of his 'ordinary native speaker awareness of language'. Authentic texts can be used in the 'illustrative part' of the entry to supplement constructed example sentences with maximal valency. Pragmatic questions are considered which directly affect the form of the dictionary, such as 'what should be included as a headword, for whom and for what purpose'. Questions relating to the large- and medium-scale structure of an onomasiological dictionary, the small scale structure of the dictionary entry, and the language used in definitions, are discussed in detail. Attention is focused on the expectations of the user; more account must be taken of these in lexicographical practice.

79–220 Ellegård, Alvar. On dictionaries for language learners. *Moderna Språk* (Saltsjö-Durnas, Sweden), **72**, 3 (1978), 225–42.

[Brief description of the dictionary tradition.] A comparison is made between the Oxford *Advanced learner's dictionary of current English* (ALD), first published in 1948, the Longman's *Dictionary of contemporary English* (DCE), 1978. In constructing a concept-based monolingual dictionary there are two main possibilities: to attempt a systematic arrangement of the concepts, on the basis of content, or to make use of an extensive alphabetical list of words for references to other words expressing similar or related concepts. Neither really suits the foreign learner's needs.

Neither ALD nor DCE seem to have appreciated the two distinct demands the foreign language learner makes on a dictionary: (1) to explain the meanings of words he encounters, and (2) to provide words for meanings he wishes to express. They are more successful with (1) than (2). [Detailed comparison of the two dictionaries, which are very similar: general plan, limited defining vocabulary, phrases as main entries, syntactic classification of verbs.] The addition of some selective etymological information would help the learner to associate a new word with his existing knowledge.

79–221 Hofmann, W. Zum Gebrauchswert etymologischer Wörterbücher. [On the utility value of etymological dictionaries.] *Zeitschrift für Germanistische Linguistik* (Berlin), **6**, 1 (1978), 31–46.

Starting from the hypothesis that the choice of headwords determines to a particularly high degree the utility value of etymological dictionaries, two

German etymological dictionaries (Kluge-Mitzka and Duden) are examined, using quantitative methods. A count is made of both the total number of headwords and the number of words in certain specified areas ('common' and 'misunderstood' lexemes, plant and animal names, nautical terms, technical terms, borrowings from English), and the results correlated with each other. The findings are presented of a survey conducted among linguists and language specialists at the University of Trier. These are intended, without making any claims to be representative, to give some view of the spectrum of opinions of users of etymological dictionaries which might be expected to emerge from more rigorously conducted surveys.

TRANSLATION See also abstracts 79–276, –315

79–222 Karcsay, Sándor. Theoretical and methodological differences of sociological and technical-scientific translating. *Babel* (Gerlingen, Germany), **23**, 3 (1977), 116–19.

Is there any essential theoretical difference between sociological and technical-scientific translations? The texts differ greatly in their outward form or manner of expression, and in the stability of their content. Terminology is more important in technical-scientific texts, form of expression more so in sociological texts. In the social sciences, the contents materialise in a shape determined by the form of the writing. The content is unstable because language and society are in constant interaction, and the authors are liable to create their own expressions. In addition, in this field there is no 'community of communication', i.e. a defined group of people with a need to exchange ideas. This makes it difficult for the translator to convey the required level of information. [Phases of specialised translation, difficulties for sociological and legal translators.] In the case of scientific and technical translations, on the other hand, it is sufficient to employ well-chosen terminology. Textual analysis by the sociological translator may need to extend to background problems of the source language as well as linguistic and professional comprehension.

79–223 Nida, Eugene A. The nature of dynamic equivalence in translating. *Babel* (Gerlingen, Germany), **23**, 3 (1977), 99–103.

'Dynamic equivalence' in translating is 'the closest natural equivalent'. Interlingual (involving two or more languages) and intralingual (within a single language system) communication naturally involves transmission of a message to an audience. No verbal communication can be absolutely effective; factors of skill, art and science are involved. The output of interpreting and translating differ in ways analogous to the differences between oral and written discourse.

LANGUAGE AND LINGUISTICS

The main consideration is the extent to which the intent of the source is comprehended by the audience.

Interlingual communication involves three principal foci: (i) the formal features of the source-language text, (ii) the cognitive content of the source-language text, and (iii) the emotive response of the receptors.

Dynamic equivalent translations are essentially of two types: (a) C-C, so called because of their cognitive content, and (b) E-R, because they are intended to elicit emotive response. In many respects these two types differ radically in their application of basic principles of transfer and restructuring. A formal correspondence translation, however, cannot be a dynamic equivalent translation, for it can never be a truly natural equivalent of the source text. It must be linguistically artificial in order to perform its function of calling attention to the formal features of the source text.

DISCOURSE ANALYSIS *See also abstract 79-314*

79-224 Hatch, E. and others. 'Foreigner-talk' discourse. *ITL* (Louvain), 39/40 (1978), 39-60.

Data was collected to try to discover how and why native speakers of English adjust their speech in talking with adult second-language learners. Three different sources were used: (1) the taped data of discourse between an English speaker and an adult learning English without 'instruction'; (2) the speech of a teacher when conversing with, rather than 'teaching' a beginners' class in English; and (3) taped telephone conversations between three foreign students and various restaurant, airline, and service personnel. The three sets of data differ in many ways, the most obvious being the amount of exposure the native speaker had to conversation with the learner.

In (1), the native-speaker's speech mirrors to a certain extent that of the learner. In (2) the teacher rarely uses standard sentences, as with (1), but reflects students' 'errors'. In (3) the native speakers used repetition, restatements, slowing-down, separating syllables, long pauses, and rarely gave up. The most sympathetic of them adopted some features of the foreign student's speech. The women students generally received more sympathetic treatment than the male student.