

## *Studies of particular languages*

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**ENGLISH** *See also abstract 77–294*

**77-312 Hancock, Ian F.** English in Liberia. *American Speech* (New York), 49, 3/4 (1974) [publ. 1977], 224–9.

Liberia is the only black African country in which English is a native language. It is also the only country in Africa that owes its English to the United States rather than to Britain, as it grew from a settlement for freed slaves from the Americas in the 1820s. Although descendants of the colonists form only about 1 per cent of the present population, their speech has had a profound effect upon the English used. The varieties of speech used are briefly described: standard Liberian English, vernacular Liberian English, 'Congo', non-native vernacular Liberian English, Liberian pidgin English, soldier English, and Kru pidgin English. Vernacular Liberian English is the dialect which has most in common with black English in the United States [brief details]. An accurate survey of English in Liberia is needed.

**77-313 Källgren, Gunnel.** On negation – a possible analysis. *Studia Linguistica* (Lund, Sweden), 30, 2 (1976), 95–138.

The syntax of negation in English is discussed, within a variant of case grammar called 'bicomponential syntax'; the principles of this model were first suggested in a work on verb phrase topicalisation in Swedish (Källgren, 1972) and further explorations showed it to be easily applicable to related problems in other languages. Some basic facts about topicalisation are presented here, and the important idea of an underlying verb is presented. In connection with a sample derivation, the characteristics of bicomponential grammar are shown and motivated. A concept called 'in dominant construction with' is suggested and compared to 'in construction with' and 'command'. The consequences of double modification, i.e. allowing negation and questioning to work on both sentence and constituent level, are investigated. The effect of all this apparatus on negation and connected problems, e.g. subject-aux inversion, *do*-support, the so-called 'affective contexts' and the choice between *some* and *any*, is shown.

[Survey of earlier works in the same area, including Klima, Langacker, Ross and Jackendoff.] The advantages of the approach and possible drawbacks are discussed with regard to suprasegmental, textual and contextual influences. [A formalisation of the more important rules is given in an appendix.]

- 77-314 Mehrotra, R. R.** English in India: the current scene. *English Language Teaching Journal* (London), **31**, 2 (1977), 163-70.

The dichotomy between language policy and language use in India is discussed, with reference to publications and higher education. The government is committed to the promotion of Hindi and other regional languages yet the majority of its own publications appear in English. English continues to dominate higher education; the regionalisation plan has proved a costly failure. Translation from English into the indigenous languages can never keep pace with the rapidity of publication. The role of English as a library language implies a shift of emphasis to a more functional usage. Implications include the separation of English language and English literature in the universities. What is required in present-day India is a 'two-tier policy' of peaceful co-existence between English and the regional languages, since they are needed for entirely different purposes. A two-tier system of education – a bilingual approach – will also be needed.

**FRENCH** See also abstracts 77-356/7

- 77-315 Greimas, A.-J.** Pour une théorie des modalités. [Towards a theory of modalities.] *Langages* (Paris), **10**, 43 (1976), 90-107.

Modalisation is defined as a modification of the predicate by the subject. Although acts are independent of linguistic representation it is possible to represent them through the description of an utterance within discourse or through an analysis of presuppositions, using a semiotic metalanguage.

The necessary definition of 'predicate' raises the question of the structure of the 'elementary utterance'. The two predicates proposed for the analysis, *faire* and *être*, can be respectively distinguished as functionally /transformation/ (process) and /junction/ (state) [examples and discussion]. The relation between performance and competence can be expressed by the modal structures into which *faire* and *être* enter [discussion and examples of structures]. Further determination by *vouloir*, *devoir*, *pouvoir*, and *savoir* leads to an operational mechanism for distinguishing the representation of competence from the realisation of performance [examples and analyses]. With this analysis it is possible to establish typologies of attitude to language, and of social roles and sanctions.

**GERMAN** See also abstract 77-288

- 77-316 Brinkmann, Richard.** Werbesprache. [The language of advertising.] *Linguistica Antverpiensia* (Antwerp), **10** (1976), 21-46.

Since the end of World War II advertising has taken advantage of the insights of psychoanalysis and sociology, but it is only recently – in Germany since 1967 – that the potential value of modern linguistics for developing scientifically

grounded methods of advertising has been realised. On the one hand, the intelligibility of a text has to be considered. Here, Bernstein's work in socio-linguistics is important, as well as research in professional language, in sex-specific ways of expression and consideration of the actual speech-situation. On the other hand, there is the effectiveness of a text; here, research in sender-message-receiver theory is prominent. Form and function of slogans are analysed, and it is shown that the slogan uses linguistic means which reduce the factual content almost to insignificance. By using given linguistic patterns (folksong, proverb) authority is obtained and the consumer can be manipulated. The language of advertising can foster illusions and set free unconscious fears. Advertising can become morally questionable if, in a big publicity campaign, certain forms of behaviour are ridiculed. Information about the functioning of language can protect against the negative seduction of advertising.

- 77-317 **Helbig, Gerhard.** Partikeln als illokutive Indikatoren im Dialog. [Particles as illocutive indicators in the dialogue.] *Deutsch als Fremdsprache* (Leipzig), 14, 1 (1977), 30-44.

First of all, illocutive particles are distinguished from related classes of words. Particles cannot be used as independent parts of the sentence and cannot stand before the finite verb in a German declarative sentence. However, they add a logical, modal or expressive meaning. As distinct from particles with semantic function, illocutive particles have a communicative and pragmatic function: they make the intention of the speech-act more obvious and occur for the most part in everyday speech. These particles are: *aber, auch, bloss, denn, doch, eben, eigentlich, etwa, halt, ja, mal, nur, schon, vielleicht, wohl.*

How a foreigner can be helped in learning the correct use of these words and whether they follow rules is then examined. A chart exhibits the distribution of illocutive particles among the different types of sentences. Their use is shown in more than a hundred examples and their particular function is explained. Among the methodological questions discussed are: (1) What must a speech-situation be like in which a sentence with a particular particle is issued? (2) What is the difference between a sentence with and one without a given particle? (3) Are there relations of opposition among the particles? (4) Which expression can function as a substitute for a particle? (5) What is the cause for failure of communication if a particle is used in the wrong context?

- 77-318 **Littlewood, William T.** 'Gastarbeiterdeutsch' and its significance for German teaching. *Audio-Visual Language Journal* (Birmingham), 14, 3 (1976/7), 155-8.

The term *Gastarbeiter* describes the socially non-prestigious section of the foreign work-force in West Germany. Recent interest in neglected varieties of

language together with the increasing stability of such workers have prompted various studies of the German used by workers and their families. Such studies show that there is a wide degree of similarity between the various varieties of simplified language, e.g. early stages of child language, pidgins at a given stage of development all over the world, and the spontaneous production of foreign-language learners, irrespective of native and target language.

Features regularly found in pidgins and child language are here illustrated with examples from the speech of foreign workers: simplification of the inflectional system, omission of function words, reduction of the pronoun system, of the case system and of semantic distinctions, ignoring ordering rules, and generalisation of rules. Studies of *Gastarbeiterdeutsch* reveal a situation in which processes of natural selection determine which communicative devices of German are mastered at successive stages of acquisition. Order of acquisition is particularly significant. [Consequences for teaching are briefly considered.]

**77-319 Raynaud, F.** Die Modalverben im zeitgenössischen Deutsch. [The modal verbs in contemporary German.] *Deutsch als Fremdsprache* (Leipzig), 13, 4 (1976), 228-35.

The modal verbs express concepts from the area of logical modality. They can be divided into two groups, one in which they are used to express modification, the other in which they are used to express modalisation. The first group comprises the verbs *können*, *müssen*, *dürfen*, *wollen*, *sollen*, *mögen* and *brauchen*. Their semantic function is to outline and state the conditions which pertain in a given situation. They each have a separate lexical meaning. The group of modalising verbs is *können*, *müssen*, *dürfen*, *mögen*, *sollen*, *wollen* and *werden*. They only occur in the present, preterite and subjunctive. They show the attitude of the speaker to the situation. In modalisation a language has the means of making problematic judgements on situations. This facility occurs in other European languages and is probably due to general intellectual and psychological factors.

**SPANISH** See also abstract 77-300

**77-320 Hooper, J. B. and Terrell, T.** Stress assignment in Spanish: a natural generative analysis. *Glossa* (Burnaby, BC), 10, 1 (1976), 64-110.

A non-abstract analysis of stress-assignment based on morphological criteria is presented. Of nouns and adjectives, 95 per cent are stressed stem-finally. (Class-vowels - *abuelg(s)*, *abuelq(s)*, *estudiante(s)*, *lungs* - are stress-neutral.) A few nouns have a diacritically destressed stem-final vowel (*lástima*) and the same

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rule handles penultimately stressed words having no class vowel (*crímen*). The difference in stress between *bisturí* and *bikíni* is handled by treating the final vowel of the former as stem-integral and that of the latter as a class-vowel. The two types are morphologically distinct also in that they tend to pluralise differently and behave differently with respect to diminutivisation. (There is dialect evidence for the analysis whereby the stressed syllable is stem-final, leaving the final syllable of *azúcar*, *Estéban* as a class-marker.) Only stress-shifters (*régimen/régimenes*) are left; *-en*, following the dialect analysis of *azúcar*, is treated as a class-marker, *-i-* as diacritically destressed in the singular and normally stressed before a stem-final consonant in the plural.

Dialectal evidence shows that stress in verbs is placed on some particular syllable in relation to the stem, not by a purely phonological rule. [A critical review of Harris' proposals for a phonological stress rule. The history of the Spanish stress system, showing increasing dependence of stress on morphological criteria. In verbs, stress and morphological features of tense are correlated, whilst non-verbs retain certain unmotivated antepenultimate stresses. Notes. Bibliography.]

**RUSSIAN** See abstracts 77–309, –365

## GREEK

**77–321 Warburton, Irene P.** On the boundaries of morphology and phonology: a case study from Modern Greek. *Journal of Linguistics* (London), 12, 2 (1976), 259–78.

It is argued that stress allomorphy in modern Greek is not a purely phonological phenomenon but partly morphological, resulting from the loss of its original conditioning feature of vowel length. Morphologisation of phonological rules does not always introduce irregularity in the language. Evidence is provided from both synchronic and diachronic aspects of modern Greek that supports Kiparsky's (1972: 208) suggestion that paradigmatic factors should be incorporated in the grammar. The more interesting question as to precisely how this should be done remains open. It is clear, however, that as far as the Greek case is concerned, the recognition of paradigmatic considerations contributes significantly to the naturalness of the phonological rules themselves and their ordering relations. On the basis of this small example it could be suggested that paradigmatic factors should be included in the grammar only if this will result in similar simplifications of the relevant phonological rules.

The modern Greek case provides some evidence in support of Anderson's (1974 and 1975) claim that a morphological rule may follow a phonological rule

when the latter interferes with the transparency of the former. However, further research is needed to show whether this is the case with all types of morphological rules, or whether some further distinction is needed between morphological rules that tolerate opacity and those that do not, and what other aspects of the grammar such a division is related to.

**TURKIC LANGUAGES**

**77–322** **Kononov, A. N.** О природе тюркской агглютинации. [On the nature of Turkic agglutination.] *Вопросы языкознания* (Moscow), 4 (1976), 3–17.

An introductory survey is given of the theory of agglutination, with reference to the work of Böttlinck, Radlov, Baudoin de Courtenay Kotwitch, and others. Most affixes arise as a result of a fusion of two or more homophonemic affixes, whose origins have been lost. Three main types of formation for affixal morphemes are established: (1) fusion of two or more synonymous affixal morphemes; (2) fusion of two or more formants of different assignation; (3) deglutination (fusion of a verbal root morpheme with a higher level morpheme such as participial or gerundial). [Details and examples.]