

## LINGUISTIC THEORY

**76-225** Hajičová, Eva and Sgall, Petr. Topic and focus in transformational grammar. *Papers in Linguistics* (Champaign, Ill), 8, 12 (1975), 3-58.

If the underlying structure of a sentence is viewed as consisting of a verb and its participants, then the generalisation suggested by Chomsky's range of permissible focus, as well as by European writings on topic and comment, can be formulated thus: the generative component of the description produces underlying structures; the ordering of the participants is determined by the grammar. However, the actual order of participants in an underlying sentence structure may differ from their primary order due to topicalisation of some of them. If the primary ordering is denoted by lower indices,  $a_1, a_2, a_3$ , denoting the agentive, dative and patient respectively, topicalisation can be defined as the case where participant  $a_i$  is included in the topic while  $a_j$  is not, where  $i > j$ .

This is a more acceptable framework for accounting for regularities of topic and focus in the underlying structure, and for the derivations of corresponding surface structure. Tentative transformation rules are outlined. A brief account of a full semantic treatment is given, including explanation in terms of the properties of natural language required by the basic conditions of communication. The framework suggested accounts for some of the crucial points of disagreement between the Chomskian and Lakovian variants of TG.

**76-226** Mel'nichuk, A. S. Философские вопросы языкознания. [Philosophical questions of linguistics.] *Вопросы языкознания* (Moscow), 5 (1975), 10-17.

It is important that the work in the philosophy of Marxist linguistics should not be allowed to stagnate. Linguistics and philosophy are connected in a much more fundamental way than most other sciences, but problems of linguistics which do not have any philosophical implications should not be treated as if they had. Contemporary positivism, because of its concentration on linguistic analysis, exaggerates the importance of semantic description dependent on context, and, since these aspects have often been discovered long ago by linguists, it is claimed that the findings are trivial. Any such exaggeration in philosophy carries in its wake far-reaching consequences. It is claimed that the Sapir-Whorfe hypothesis is also erroneous, and that basic Marxist principles

offer the best opportunities to further the realisation of the problems of relating philosophy and linguistics, and the categories contained therein are the most useful tools available.

**76-227 Sampson, Geoffrey.** The simplicity of linguistic theories. *Linguistics* (The Hague), **167** (1976), 51-66.

The claim to psychological relevance of generative grammar assumes that there is no notion of an economical description of a language which is distinct from that of a description corresponding most closely to the psychological mechanisms developed and involved in the use of a language. However, it is argued that although empirical evidence may play a part in determining that aspect of a second-order theory which determines a set of possible grammars, no such evidence will in fact lead us to prefer a ranking of grammars conflicting with that produced by an *a priori* notion of simplicity similar to that invoked by paradigm sciences. It may also be possible to argue that no conceivable linguistic data could justify the adoption of a second-order theory whose evaluation measure conflicted with *a priori* intuitive judgements of simplicity. Linguistic data could justify the adoption of a second-order theory whose evaluation the grammar internalised by the infant.

**SEMANTICS** See also abstracts 76-236, -246, -249

**76-228 Hofman, T. Ron.** Varieties of meaning. *Language Sciences* (Bloomington, Ind), **39** (1976), 6-18.

A classification of types of meaning is proposed to allow for the exclusion from semantics of much that goes under the name of meaning. Eighteen types of meaning are outlined, of which descriptive and emotive meaning are the only varieties to exist on both the levels of word and syntactic construction. Descriptive meaning however is also the main, if not the only, type of meaning on the third level, of text or discourse. Descriptive meaning is thus the heart of semantic studies. Attempts to account for different types of meaning in addition to the descriptive have led to confusion and unfortunate results.

Structural meaning can be distinguished from substructural by whether a variety of meaning has a discrete structure and thus belongs to a system of the type studied in linguistics. All structural meanings are type-meanings, but substructural meanings can be type- or token-meanings. Descriptive meaning is again the only variety of significant interest.

## LANGUAGE AND LINGUISTICS

### PARALINGUISTICS

**76-229** Friedman, Lynn A. Space, time, and person reference in American Sign Language. *Language* (Baltimore, Md), **51**, 4 (1975), 940-61.

The study of sign language reveals the effect of the modality of communication on the language system. A comprehensive description and discussion of the manifestation of time, space, and person reference in American Sign Language is presented. It is in this area that the effect of the modality of information transmission appears most clearly. Various aspects of space, time, and person are discussed: the manner in which visual language allows for deictic and anaphoric locative, temporal, and 'pronominal' reference, the surface manifestation of the conceptualisation of time, the specialised use of the dominant and non-dominant articulators, the contrast between the 'segmental' nature of oral-language spatial terms and the continuous nature of locative expressions in ASL, and the manner in which verbs may incorporate agent and/or patient and manner adverbials.

### LINGUISTIC DESCRIPTION AND ANALYSIS

**76-230** Hudson, R. A. Lexical insertion in a transformational grammar. *Foundations of Language* (Dordrecht), **14**, 1 (1976), 89-107.

A revised view of lexical information storage and insertion is presented. The lexicon specifies sets of features of four types, syntactic, semantic, phonological and morphological, and tells us that all the features in any one set are compatible and can be associated with the same morpheme. Each feature is classified according to level, but there is no special ordering. Lexical insertion thus becomes a building up of complete conjunctive sets of features including the features that are already present in the structure of the sentence. Some serious drawbacks to the standard view are thereby avoided.

However, the notion of a lexical entry is weakened: the unity of the lexicon allows separate insertion of surface and deep features, but to do so must divide each entry into two parts. Thus the clear theoretical status of the lexical entry for both Chomsky and McCawley, that it is inserted en bloc and listed independently of all other entries, in fact embodies a conflict between the two properties. Revised terminology is introduced to distinguish the inserted unit from the stored unit; the concept of lexical entry should be abandoned. Lexical insertion, then, takes place in two steps: firstly, semantic and syntactic features into deep structure; secondly, phonological and morphological features into surface structure.

**SOCIOLINGUISTICS** *See also abstracts 76-234, -245, -252, -302*

**76-231 Ervin-Tripp, Susan.** Is Sybil there? the structure of some American English directives. *Language in Society* (London), 5, 1 (1976), 25-66.

Directives to hearers can be expressed in a variety of syntactic forms. The social distribution of such forms shows them to occur systematically, according to familiarity, rank, territorial location, difficulty of task, whether or not a duty is normally expected, whether or not non-compliance is likely. Except for some hints and questions not mentioning what is desired, directives do not require inference from a prior literal interpretation to be understood. Indeed, misunderstandings and puns imply that the interpretation of many directives is not likely to include a literal phase. On the contrary, where knowledge of obligations and prohibitions is shared, simple interpretation rules suffice, allowing prompt understanding. To interpret the affective significance of directives, one must compare the expected and realised forms, and recognise the social features that the difference implies. Deference, solidarity, coldness, sarcasm, rudeness, and qualitatively specified compliments or insults can be communicated systematically by such departures. (Pragmatics, directives, requests, politeness, conversational analysis, performatives, US English.)

**76-232 Lipski, John M.** Orthographic variation and linguistic nationalism. *Monda Lingvo-Problemo* (The Hague), 6, 16 (1976), 37-48.

The English language as used in Canada has traditionally been a battleground for the warring influences of American and British English forms. Many Canadians, particularly the upper-middle-class and intellectuals, resent the encroaching American domination in economic and social spheres and tend to retain or cultivate speech habits felt to be distinctively Canadian, i.e. closer to British than American English. A study of the use of Canadian English as an instrument of nationalism is needed.

The written version of English in Canada retains many British spellings though American influence is now stronger, and a hybrid system has resulted. [Variations are noted: *-our* as opposed to *-or* forms were found to increase proportionately to the nationalistic content of the material studied.] [Results of informal surveys of telephone directories, university calendars and the letter pages of newspapers.]

## LANGUAGE AND LINGUISTICS

**PSYCHOLINGUISTICS** See also abstracts 76-237/8, -266, -288, -290

**76-233** Snow, C. E. and others. Mothers' speech in three social classes. *Journal of Psycholinguistic Research* (New York), 5, 1 (1976), 1-20.

Functional and linguistic aspects of the speech of Dutch-speaking mothers from three social classes to their two-year-old children were studied. Dutch mothers' speech showed the same characteristics of simplicity and redundancy found in other languages. In a free play situation, both academic and lower-middle-class mothers produced more expansions and used fewer imperatives, more substantive deixis, and fewer modal verbs than working-class mothers. These differences were not present while mothers were reading books with their children. In general, the mothers' speech was more complex when reading books than during free play.

## LANGUAGE DEVELOPMENT OF CHILDREN

See also abstract 76-274

**76-234** Goldberg, Geneviève. Conduite de discours enfantin et complexité syntactique. [Children's discourse procedures and syntactical complexity.] *Linguistique* (Paris), 12, 1 (1976), 3-34.

An attempt is made to find significant correlations between the linguistic, socio-cultural and functional variables in children's discourse procedures. This requires a precision of analysis which calls in question accepted notions of such concepts as 'sentence' and 'syntactical complexity'. Loban's Index of syntactical complexity is unsatisfactory [discussion], and it is necessary to develop a more relevant measure which is not dominated by the supra-normative prescriptions of the schools. Such a measure must rest on a description of actual utterances and on the function of a given syntactic structure rather than on a valuation of its complexity. [Exposition and justification of a scheme of four types of utterance - one simple and three of different sorts of complexity.]

Sixty 11- and 12-year-olds (half from privileged, half from under-privileged environments) were each given five tasks: reminiscence, reasoned argument, fairy story, academic exercise and fantasy. Analysis of the resultant discourses shows that socio-linguistic differences are heavily overshadowed by differences arising from the function of the discourse. The conclusion is that analyses of child language based on supra-normative criteria and a functionally heterogeneous corpus are imprecise and misleading.

- 76-235 Oller, D. Kimbrough and others.** Infant babbling and speech. *Journal of Child Language* (London), 3, 1 (1976), 1-11.

Previous scholars have claimed that the child's babbling (meaningless speech-like vocalisations) includes a random assortment of the speech sounds found in the languages of the world. Babbled sounds have been claimed to bear no relationship to the sounds of the child's later meaningful speech. The present research disputes the traditional position on babbling by showing that the phonetic content of babbled utterances exhibits many of the same preferences for certain kinds of phonetic elements and sequences that have been found in the production of meaningful speech by children in later stages of language development.

- 76-236 Pierart, Bernadette.** Acquisition du langage, patron sémantique et développement cognitif: 'à côté de', 'contre', 'loin de', 'près de'. [Role of the semantic pattern and of the cognitive development of the child in the acquisition of language: 'beside', 'against', 'far from' and 'near to'.] *Langage et l'Homme* (Brussels), 30 (1976), 27-36.

One hundred and ninety-two children between the ages of three and ten were tested in order to discover the relative importance of the semantic pattern of the mother tongue and the cognitive development of the child in the acquisition of prepositions denoting spatial relationships. The children, all of them rated average to good by their teachers, were divided into 14 groups according to age and asked to arrange various small objects (miniature articles of furniture) as instructed by the researcher; they were then asked to describe what they had done. The results obtained were compared with those from a control group of 16 adults. It was concluded that the order in which children acquire these structures defining spatial relationships follows the hierarchy of the oppositions of the language itself but that the child's own development determines the age at which they are learnt.

## **BILINGUALISM** *See also abstract 76-252*

- 76-237 Neufeld, Gerald G.** The bilingual's lexical store. *IRAL* (Heidelberg), 14, 1 (1976), 15-35.

Forty bilingual subjects were tested in four experiments to find out whether they would require more time to decode a statement written in both of their languages than they would for comparable statements written in either L1 or L2. It was found, contrary to earlier research, that subjects did not need extra time to decode mixed language, but tended to disregard the L1-ness and L2-ness of one-word substitutions in the test sentences. There is therefore reason to question the popular concept that bilinguals have a separate internal dictionary for each of their languages; it seems more likely that they have only one.

## LANGUAGE AND LINGUISTICS

- 76-238 Taylor, Insup.** Similarity between French and English words – a factor to be considered in bilingual language behavior? *Journal of Psycholinguistic Research* (New York), **5**, 1 (1976), 85–94.

Some French and English translation equivalents are similar in form and meaning (*carotte/carrot*), while others are dissimilar in form (*drapeau/flag*). In continued-word association to the two types of key words, French–English bilinguals produced different patterns of responses. More response words to the similar than to the dissimilar key words tended to be translation equivalents between the two languages. The finding sheds some lights on how bilinguals organise words in their memory.

## PHONOLOGY AND PHONETICS

See also abstracts 76-235, -271, -285, -301

- 76-239 Bertrand, Yves.** Réflexions sur l'intonation de phrase. [Thoughts on sentence intonation.] *Langues Modernes* (Paris), **70**, 1 (1976), 27–40.

Existing work on sentence intonation suffers from being confined to the isolated sentence. To examine the function of intonation, and its relation to syntax, it is necessary to consider it in its context of discourse. In discourse, the speaker needs to indicate, before a pause, whether he wishes to continue speaking, has completed what he wanted to say, or wishes the addressee to respond. Intonation acts as a signalling system to this end [examples from German sentence intonation], using respectively the low rise (suspended curve), marked fall and marked rise.

These intonation signals may be supplemented in each case by linguistic features or gestures, but are the most economical and effortless means of conveying the information. The application of this schema is demonstrated in the special cases of the rhetorical question, the breakdown of the system (*I'm sorry; I thought you had finished*), the parallel of radio communication (zero signal equivalent to low rise; *Out* to marked fall; *Over* to marked rise) and in unilateral communication – lecture, radio and television broadcasting. The extent to which this signalling system is a linguistic universal awaits further research.

- 76-240 Collier, René.** Perceptual and linguistic tolerance in intonation. *IRAL* (Heidelberg), **13**, 4 (1975), 293–308.

The pedagogical approach to intonation is based on a number of hypotheses and assumptions that need experimental support. Given a basic intonation pattern, describable in fairly abstract linguistic terms, how much tolerance is

there in its phonetic realisation? Two experiments are described in which subjects divided physical quasi-continua into a small number of main perceptual categories, probably corresponding to the ranges within which particular patterns are to be realised.

Experimental phonetic work may yield a better description of the major intonation features of a language, and, pedagogically, could lead to specification of articulatory behaviour necessary to produce a particular pattern within a certain range of variation. Information about degree of tolerance in intonation imitation is also necessary for visual feedback devices in intonation teaching.

**76-241 Hirst, D. J.** A distinctive feature analysis of English intonation. *Linguistics* (The Hague), **168** (1976), 27-42.

The weakness of most intonation studies is that they do not state clearly the functional basis of their analysis. It is argued that a number of minimal pairs exist such that sentences have distinct phonetic representations even though the formatives have identical lexical representations. This fact necessitates the introduction of a number of distinctive features assigned from the syntactic surface structure, termed 'intonative features'. Examples suggested include *stress* and *centre* (or nucleus, tonic syllable, etc.). There is also a need to posit the existence of an intonative feature *boundary*, such that each phonological phrase carries one feature centre and has limits determined by segments carrying this feature. Further, it is necessary to define a fourth intonative feature *terminal* (or *non-terminal*) to handle the direction of pitch movement between *centre* and *boundary*.

Finally, the feature *contrast* is necessary to explain the distinction between *She didn't go home because George was there* (she went, but not because George was there) and *She didn't go home because George was there* (George was there, so she didn't go). Thus unlike phonematic features, assigned in function of the lexical information of the sentence, intonative features, demonstrated to be necessary, are assigned in function of the non-reduced syntactic surface structure.

**76-242 Tench, Paul.** Double ranks in a phonological hierarchy. *Journal of Linguistics* (London), **12** (1976), 1-19.

The aim is to show that Pike's 'paired levels', double ranks, apply equally in phonology. Pike arranged his grammatical hierarchy so that each term was paired with a language activity, e.g. word-terms, clause-assertion, etc. In phonology it would be satisfying to establish a hierarchy of units corresponding to language activity units. It is argued that *cluster* can be seen as an expansion of the basic unit *phoneme*. On the rank immediately higher, the basic unit *syllable* is capable

of expansion into a *rhythm group*. In each case, the basic units are universals, while the expansions are not. It is further argued that the lowest rank deals solely with articulation; that immediately above with rhythm. The double rank hierarchy highlights the relation of structure and function between articulation and rhythm.

For the next rank are postulated *intonation unit* (equivalent to Halliday's tone-group) and *intonation group* (similar to Pike's breath group). Suggestions are also made for two more ranks: *Phonological paragraph/discourse* and *phonological exchange/conversation*. These three further ranks handle the processes intonation, paragraph, and dialogue. Finally, functional relationships are asserted: rhythm-terms, intonation-assertion, phonological paragraphs – development of theme, phonological exchanges – social interaction.

## LEXICOLOGY

**76-243 Muller, C.** Peut-on estimer l'étendue d'un lexique? [Can the scope of the lexicon be estimated?] *Cahiers de Lexicologie* (Paris), 27, 2 (1975), 3-29.

A distinction is made between the lexicon (the set of lexemes which the speaker may use in any given situation) and the vocabulary (the set of lexemes which he actually uses in a given text or discourse). Is it possible, by taking the distribution of frequencies in the vocabulary, to give an estimation of the total number of lexemes which make up the lexicon being used? The so-called Waring-Herdan mathematical model accounts for the distribution of frequency in the vocabulary, and has given good results in the most diverse texts. But it contains a mathematical error, whose effect is, however, practically negligible. By studying this error, a mathematician adapted the model to estimate (hypothetically) the scope of the lexicon. This model is given and put to a certain number of tests designed to check its coherence and the likelihood of its results.

## INTERPRETING

**76-244 Barik, Henri C.** Simultaneous interpretation: qualitative and linguistic data. *Language and Speech* (Hampton Hill, Mddx), 18, 3 (1975), 272-97.

This paper presents qualitative data in relation to a previously reported study on simultaneous interpretation (Barik, 1973 – see abstract 74-88). The interpreter's version of a passage may reveal omissions, additions and substitutions or errors of translation. Several categories of each type of event are noted and

related to temporal and grammatical attributes of the input material. Other linguistic observations are also made. One critical factor in interpretation is the interpreter's ability to segment the incoming message at linguistically appropriate locations. Failure to do so can lead to a number of difficulties and to inadequate performance. [Examples.]