

# Language and linguistics

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## LINGUISTIC THEORY

**80–171 Botha, Rudolph P.** External evidence in the validation of mentalistic theories: a Chomskyan paradox. *Lingua* (Amsterdam), **48**, 4 (1979), 299–328.

Chomsky's position on the evidence for his theoretical claims is reconstructed in the form of four theses. Mentalist linguistics raises the question of the status of the grammarian's constructs, and their so-called 'psychological reality'. It is argued that Chomsky's view about the empirical nature of his work is either untenable, or else leads to paradox. First, the Varied Sources Thesis – that evidence bearing on mentalist claims may be derived from many and varied sources – appears unobjectionable, but in fact conflicts with the abstraction away from other cognitive systems and the idealisation known as 'the ideal speaker-hearer'. Second, the Non-necessity Thesis states that it is not necessary to use external evidence in addition to the intuitions of native speakers; but this likewise leads to paradox, because nonintuitive evidence *must* be brought to bear if Chomsky's claims are to have empirical content. Third, the Non-privileged Status Thesis specifies that external evidence from performance phenomena does not have special status relative to intuitive evidence. However, the force of this thesis is to undercut the conditions by which psychological reality might be interpreted. The fourth thesis – of Non-conclusiveness – asserts that external evidence cannot show mentalistic claims to be true; the thesis is undisputable, but Chomsky obscures the potential negative weight of evidence not based on intuition.

**80–172 Budagov, R. A.** 'Система' и 'антисистема' в науке о языке. ['System' and 'antisystem' in linguistics.] *Вопросы языкознания* (Moscow), **4** (1978), 3–17.

After a survey of the terms 'system' and 'structure' in linguistics and elsewhere since the eighteenth century, the terms 'antisystem' and 'antistructure' are introduced to refer to those aspects of linguistic form not susceptible to analysis in terms of systems. A number of case studies from phonology and morphology illustrate these non-systematic aspects of language [e.g. the perfect tense in various Romance languages, though identical in form, receives different interpretations in detail]. Historical development and social pressures must be considered in attempting to explain the form of languages.

**80-173 Grimshaw, Jane.** Complement selection and the lexicon. *Linguistic Inquiry* (Cambridge, Mass), **10**, 2 (1979), 279-326.

The starting-point of the paper is the observation that not any predicate can occur with any type of complement in complex sentences. For example, *wonder* takes questions but not *that*-complements; thus *John wondered who Bill saw* but not \**John wondered that Bill saw someone*. For *think* the reverse condition holds. Various attempts have been made to describe the distribution of complement selection, either, broadly speaking, in terms of semantic types, or syntactic structure. These two approaches are surveyed; a syntactic theory of selection, as in, for example, Chomsky (1973), leads to otiose abstract complement markers, and further, in the case of noun-phrase complements and concealed exclamations, can give no account of the distribution. Evidence is presented that the relevant words in the lexicon must contain both types of information, viz. semantic selection frames and syntactic conditions. The conclusion is that only by setting up these two independent sets of co-occurrence restrictions can adequate generalisations about complement selection be stated.

**80-174 Jayaseelan, Karattuparambil A.** On the role of the empty node in the Structure-Preserving Hypothesis. *Linguistic Analysis* (New York), **5**, 3 (1979), 247-92.

It is argued that the Structure-Preserving Hypothesis of Emonds can be maintained only by an inconsistent interpretation of  $\Delta$ -nodes. The interpretation of  $\Delta$ -nodes should be made consistent, and (as a consequence) a weaker claim than Emonds makes can be made, to the effect that structure-preserving transformations are a subset of cyclic transformations. There is (at present) a 'mismatch' between Emonds' class of structure-preserving transformations and the class of transformations which can be formulated as lexical redundancy rules; the revised hypothesis correctly claims only the latter class to be structure preserving.

**80-175 Luelsdorff, Philip A. and Norrick, Neal R.** On 'if' and 'whether' complementation. *Linguistische Berichte* (Weisbaden), **62** (1979), 25-47.

Previous attempts to deal with *if* and *whether* complements within a generative framework are reviewed - notably by Katz and Postal, Rosenbaum, Bresnan, Chomsky, Langacker, and Karttunen - and found to be inadequate. The two basic problems are (i) to determine the set of words (*wh*-predicates) that take *if* and *whether* clauses as complement (*wh*-complements); and (ii) to determine which embedded sentences may contain *if* and *whether* as a complementiser. About 300 *wh*-predicates are listed, in an attempt to show that the feature +WH is predictable on semantic grounds, namely that all such predicates form a natural class having KNOW as a semantic feature. As to the second

issue, there is essential agreement with proposals associating *wh*-complements with *either-or* constructions; on this account *whether* is transformationally inserted for *wh* + *either*, thereby reflecting the semantics of *wh*-complements, because the interpretation of *whether* corresponds to *which:either*.

**80–176 Milner, Jean-Claude.** La redondance fonctionnelle. [Functional redundancy.] *Linguisticae Investigationes* (Amsterdam), 3, 1 (1979), 87–145.

Sentences such as (i), although unacceptable, are generated by regular application of QU(WH)-Movement, and are ruled out by no known constraint: (i) *un garçon que j'ai prévenu Paul que je punirai demain*. Rather similar sentences such as (ii), derived by the same process, are, however, acceptable: (ii) *un garçon à qui j'ai prévenu Paul que je parlerai demain*.

It is suggested that the unacceptability of (i) is due to the fact that the first *que* is the direct object of *punir*, but belongs in surface structure to a sentence that already has a direct object, *Paul*. In that sense, (i) displays functional redundancy. In (ii) on the other hand, no functional redundancy exists between the indirect object *à qui* and the direct object *Paul*. Sentences like (i) are therefore to be excluded by a general principle disallowing functional redundancy. The principle is formulated so as to take account of the special nature of elements within Comp, the only syntactic position which does not of itself confer a grammatical function: the function of a Comp element being determined by that of the trace it binds.

The validity of the functional redundancy principle is demonstrated through a detailed investigation of causative constructions (involving *faire*, *laisser*, etc.), where it is shown that crucial differences exist between the behaviour of finite and non-finite sentences. The analysis is extended to cover clitic placement in *faire* constructions, and the interaction of this with QU-Movement. The principle is shown to be applicable to subjects as well as other functional categories.

[Appendices on *faire* constructions and on 'tight' and 'loose' relations between sentences.] [The article is written within the framework of Extended Standard Theory, trace theory, and Chomsky's conditions (Specified Subject Constraint, etc.).]

**80–177 Ruwet, Nicolas.** Une construction absolue en français. [An absolute construction in French]. *Linguisticae Investigationes* (Amsterdam), 2, 1 (1978), 165–210.

An analysis is proposed for absolute constructions such as that found in (i) *Nous avons visité Florence avec Pierre pour guide*, (ii) *Avec sa femme qui le trompe à tours de bras, Alfred s'est mis à boire comme un Polonais*. It is shown that their surface structure is of the form [*avec* NP PP]<sub>pp</sub> or [*avec* NP S]<sub>pp</sub> and that the distinction between the 'internal' and

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'detached' types (illustrated by (i) and (ii) respectively) is generated in the base rather than transformationally. On the surface, a variety of categories can appear as the third element of the construction, not just PP and S but also AdjP, NP and VP. In initial structure, however, there are just two possibilities PP and S, with the AdjP, NP, VP and some (but not all) PP elements being derived transformationally from an underlying S. This analysis can be maintained even in the face of apparent counterevidence involving the occurrence of quantifiers in PPs not claimed to be derived from a S (*nous avons visité Venise avec chacun une jolie blonde pour cicerone*), by means of a non-transformational account of quantifier placement. [Detailed analysis of a large amount of data.]

## LINGUISTIC UNIVERSALS

**80–178 Dahl, Östen.** Typology of sentence negation. *Linguistics* (The Hague), 17, 1/2 (1979), 79–106.

The study is based on grammatical descriptions of about 240 languages, and concentrates on negation in simple indicative sentences with a verbal predicate, in an attempt to answer the following questions: (i) what are the main ways of expressing negation? (ii) How are the Neg morphemes placed in relation to other main constituents of the sentence? (iii) Do the answers to (i) and (ii) significantly correlate with basic word order typology?

Firstly, it seems that Neg is a universal category, and that the major division in its means of expression is between morphological and syntactic constructions, notwithstanding the theoretical difficulty of making such a distinction for particular languages. In morphological Neg constructions, Neg is an inflectional category of the verb, in fact almost exclusively either a prefix or a suffix. In syntactic constructions, the Neg element is most commonly expressed by an uninflected particle, as in English *not*. The second most frequent construction inflects the Neg element for at least some of the categories that usually characterise the finite verb, while the original finite verb takes non-finite form (e.g. Finnish); if English had this construction, one would say things like \**He nots read*. Some languages, like English and Korean, use a 'dummy auxiliary' construction, in which along with the Neg particle there appears an auxiliary verb (often homophonous with a verb meaning 'do'). Several languages employ two negative particles.

A universal tendency is for Neg to have a definite position relative to the finite element, and the preference for pre-verbal positions independent of basic word order is striking, except for Neg auxiliaries in verb-final languages. Moreover, Neg morphemes tend to come as close to the finite element as possible. There is little support for the

standard TG treatment of Neg in sentence-initial position, and there is nothing in extant syntactic theory to account for the pivotal role of the finite element in sentence negation.

**LINGUISTICS AND PHILOSOPHY** *See also abstract 80–185*  
**80–179 Corstius, H. Brandt.** Linguistics and philosophy. *ITL* (Louvain), **43** (1979), 3–15.

The theory of transformational grammar is in crisis: (a) not a single description of any language has been given in terms of rewrite and transformational rules; (b) the model has been shown to be too powerful, and is consequently useless as a definition of 'possible human language'; and (c) Chomsky's original conception has been changed virtually out of recognition. But alternative approaches have all stumbled over the problem of meaning. Generative semantics has failed to deal satisfactorily with the supposed atoms of meaning. A computational approach likewise faces the intractable problems of enriching the logic and semantic primes. Another method, called analytic philosophy and deriving from the Wittgensteinian slogan 'meaning is use', has become sterile. Ordinary logic and natural language do exist, but 'ordinary language' and 'natural logic' are figments. The unsatisfactory state of linguistics would improve if the linguist did not feel bound to offer a total theory.

**LANGUAGE AND LOGIC** *See also abstract 80–183*

**80–180 Todt, G. and Schmidt-Radefeldt, J.** Wissensfragen und direkte Antworten in der Fragelogik LA' [Information questions and direct answers in the logical language of Questions, LA'] *Linguistische Berichte* (Brunswick, Germany), **62** (1979), 1–24.

The article starts with certain question types and shows how they can be dealt with simply in a formal logical language. Only direct questions are dealt with and no distinction need be made between sub-types which exist in natural language. In a formal language one can distinguish between three interpretations of a sentence such as *Trifft Walter Angela oder Barbara oder beide?* The formal language used consists of expressions comprising logical signs, operators, variables and non-logical constants, e.g. *WALTER*, *TREFFEN*, etc. Together these elements form syntactic expressions. The non-logical constants have to then be referred to objects in the semantics of the language. To a question such as *Wer kommt?* a whole spectrum of formal and linguistic answers can be found. The WH-questions are examined in detail in order to set up different

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categories on the basis of which WH-word is involved, e.g. *was*, *womit* 'things, objects'. The categories which are set up are probably universal, although subject to modification in other natural languages.

## PRAGMATICS *See also abstract 80–222*

**80–181 Bartsch, Renate.** Semantical and pragmatical correctness as basic notions of the theory of meaning. *Journal of Pragmatics* (Amsterdam), 1, 3 (1979), 1–43.

If we conceive of language as a means for achieving individual co-ordination and orientation in interaction, we can conceive of the meanings of linguistic expressions as regulating their use towards these goals. Semantics is that branch of the theory of meaning that explicates what expressions contribute to the fulfilment condition of sentences, and especially to the truth conditions of indicative sentences. Pragmatics is that branch of the theory of meaning that describes the use that is made of expressions, and especially their use in interaction.

On the basis of these rough distinctions between kinds of contribution that expressions make in human activities, actions and interactions, different kinds of norm for the correct use of expressions can be formulated. In this article, notions of correctness are explicated and illustrated which are fundamental for a theory of meaning which includes semantics and pragmatics.

## SEMANTICS *See also abstracts 80–173, –175, –224, –237/8, –249*

**80–182 Cannings, Peter and Moody, Marvin D.** A semantic approach to causation in French. *Linguisticae Investigationes* (Amsterdam), 2, 2 (1978), 331–62.

The aim is to offer an alternative approach to the syntactic analyses of a given construction in French. It is argued that *A* and *PAR* in causative constructions exhibit essentially the same semantic characteristics as they do in other structures in the language. It is shown that a semantic approach centring on the principle of deictic orientation can account for certain data which are problematic for a purely syntactic analysis (while noting the shortcomings of this approach whenever appropriate): restrictions on verbs of perception, reflexive verbs, and non-passivisable verbs are naturally explained in such an approach, which further offers partial explanation for more opaque restrictions on cliticisation which appear to be related to the semantic 'completeness' of the Theme of the causation and to the fact that a clitic before *faire* must be interpretable as the Goal of the causation. Many of the concepts discussed need further definition and clarification, but deictic orientation seems to be a potentially productive working hypothesis for the investigation of other areas of French, as well as the study of other languages.

- 80–183 Gazdar, Gerald.** Eine pragmatisch-semantische Mischtheorie der Bedeutung. [A pragmatic–semantic mixed theory of meaning.] *Linguistische Berichte* (Brunswick), **58**, (1978), 5–17.

It is often argued that there is no fundamental difference between natural and formal languages. Yet a comparison of the semantics of a natural language, German, and its counterpart in logic, reveals incompatibilities [e.g. the use of *und*, *oder* compared with logical conjunction and disjunction; cases in which different semantic representations are truth-theoretically identical; the seemingly insurmountable problem of presuppositions.] The truth-functional basis for the analysis of meaning can be maintained by replacing the monolithic meaning component by a restricted semantic, i.e. truth-functional, component which operates in conjunction with a pragmatic component along the lines of Grice's maxims [be orderly, be as informative as required, be relevant].

- 80–184 Kaiser, Gudrun.** 'Hoch' und 'gut' – Überlegungen zur Semantik polarer Adjektive. ['High' and 'good' – considerations of the semantics of polar adjectives.] *Linguistische Berichte* (Brunswick), **59** (1979), 1–26.

Antonyms such as *lang*, *kurz* have been interpreted in different ways. The 'possible-worlds' semantics have interpreted them as being on a relative scale, e.g. *Der Amazonas ist lang* 'as far as rivers go' as against *Mein Bleistift ist lang* 'as far as pencils go'. Of the two possible positions, attributive and predicative, the former is taken as being the primary one. This approach is criticised as not accounting for the differences between those adjectives which are only used attributively and those which are used both attributively and predicatively. The latter can be compared whereas the former cannot. Adjectives can further be divided into unidimensional, which can be measured along an absolute scale, e.g. *hoch*, *niedrig*; *alt*, *jung*, and multidimensional, whose meaning can best be captured in bundles of features, e.g. *gut*, *schön*, *klug*. Some adjectives are used both unidimensionally, *ein hohes Alter*, and multidimensionally, *eine hohe Strafe*.

**LINGUISTIC DESCRIPTION AND ANALYSIS** See  
*abstracts* 80–231, –233, –235, –241

## COMPUTATIONAL LINGUISTICS

- 80–185 Power, Richard.** The organisation of purposeful dialogues. *Linguistics* (The Hague), **17**, 1/2 (1979), 107–52.

The first part of this paper describes a computer programme which models a conversation between two robots. The robots co-operate to achieve a simple practical goal in a world of a few objects, and their

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co-operation is genuinely facilitated by a conversation in which every remark is ultimately related to the goal they are trying to achieve. They conduct several types of conversational exchange (e.g. agreeing plans, obtaining information), each exchange being controlled by a 'conversational procedure', which is a list of instructions to be performed by two agents, a 'first speaker' and a 'second speaker'. These procedures are called by the procedures which control the underlying planning.

The second part of the paper discusses some deficiencies of the programme. In particular, it is argued that the robots lack an explicit representation of how utterances achieve their purposes, and with the aid of some recent philosophy of language a possible representation is suggested.

**SOCIOLINGUISTICS** *See also abstracts* 80–232, –234, –243, –257

**80–186 Brouwer, Dédé and others.** Speech differences between women and men: on the wrong track? *Language in Society* (Cambridge), **8**, 1 (1979), 33–50.

On the basis of a corpus of 587 utterances produced in buying a train ticket, an investigation was made of whether there is a statistically significant difference between women and men in certain aspects of their language use which have been mentioned in the literature: the number of words used to deal with a set task, diminutives, civilities, forms of language expressing insecurity (repetitions, hesitations, self-corrections, requests for information). In addition to the independent variable of sex of speaker, three other variables were introduced: sex of addressee, age of speaker, and time of ticket purchase (rush-hour or normal). The results of the investigation indicate that there are few significant differences between the language used by women and that used by men in this particular situation, with regard to the variables mentioned above. As a consequence, this investigation has demonstrated once again that intuitions should be considered critically. It is remarkable, however, that sex of addressee seems to affect almost all of the variables under consideration.

**80–187 Edelsky, Carole.** Question intonation and sex roles. *Language in Society* (Cambridge), **8**, 1 (1979), 15–32.

In order to find out if more women than men use rising intonation when they answer questions to which only they have the answer, 154 men and 165 women were approached by either a male or a female interviewer and asked either where they were born or what their favourite colour was. Both sexes used straight rising intonation rarely and equally. Women used a rise–fall–rise pattern more than men only when they were approached by a female interviewer. The 'meaning' to the speakers

themselves of the three contours used is difficult to ascertain since lexical frames provided by some speakers often contradicted the meanings previously attributed to the contours by other writers.

Listeners' associations with the contours were tested with a matched guise tape of three male and three female voices each using each of three contours produced during the interviews (straight fall, straight rise, and rise-fall-rise). Listeners associated simpler rises with more stereotypically feminine attributes; they associated the female voices with feminine attributes regardless of the contour used; and they associated both male and female voices with more stereotypically feminine attributes when the speakers used the straight rise contour. In light of the lack of production evidence in this study to account for the source of these 30 listeners' associations of terminal rises with feminine attributes, some other possibilities are proposed to account for the associational ties.

**80-188 Kahane, Henry and Renée.** Decline and survival of Western prestige languages. *Language* (Baltimore, Md), **55**, 1 (1979), 183-98.

Six case histories establish a typology of the rise, recession, and hidden survival of Western prestige languages: Greek in Rome, Latin in Byzantium, Anglo-Norman/Anglo-French, Medieval Latin, Alamode in Germany, and Puristic in modern Greece. A pattern evolves: the diglossic system of higher and lower levels, which reflects a class society, is strangled by the low level, which expands under popular pressures. The élite language declines but it does not disappear altogether; rather it compromises with the vernacular, and from their fusion the standard language is born. In short, the languages of the educated are explained as vernaculars refined by the survival of former prestige languages.

**80-189 Kay, Paul and McDaniel, Chad K.** On the logic of variable rules. *Language in Society* (Cambridge), **8**, 2 (1979), 151-87.

In an attempt to deal with the observed quantitative variation in token frequencies of, for example, deletion and contraction of *is* and *are* in certain contexts, Labov, and Cedergren and Sankoff, among others, developed the variable rule method of analysis. Such rules constitute a radical departure from the normal notion of linguistic rule, since a generative grammar deals only with types, never with tokens, whereas a variable rule schema has the form 'In environment X use feature Y Z<sup>0</sup>, of the time'. Criticisms of such rules as psychologically implausible are misplaced, as they should be seen as a statistical tool of heuristic value in the investigation of linguistic variation and change. The empirical basis and formal character of Labov's additive model and Cedergren and Sankoff's multiplicative model for variable rules are sketched and their covert assumptions assessed. The recent development of the so-called 'logistic' model by Rousseau and Sankoff is also shown to be based on unmotivated assumptions. Finally, the interaction of the

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variable rule method and the idea of a community grammar is considered; it appears that the mathematical assumptions are incompatible with a common observed pattern of language change. Each model assumes that linguistic and social constraints operate independently, but language change characteristically involves precisely such an interaction.

**80–190** **Perez-Alonso, Jesús.** Catalan – an example of the current language struggle in Spain: sociopolitical and pedagogical implications. *International Journal of the Sociology of Language* (The Hague), **21** (1979), 109–25.

The exceptional situation of the Catalan area places the Catalan language in a pre-eminent position among the dominated languages of Europe; its success against the Castilian language puts it in first place among the dominated languages of Spain, and this fact has repercussions on its prestige among the dominated languages of France. In the sociopolitical area, the Catalan language has obtained important advantages in both official and unofficial areas: the greater freedom for the public use of the Catalan language allows the identification of dominating tendencies, in which a class consciousness is implied and which have been latent in the modern development of the Catalan language; these tendencies have also influenced the national Catalan ideology with discriminating elements against the other Spanish minorities. The success of the Catalan language in the pedagogical area is smaller, for, on the one hand, the social reality makes the application of a simple solution impossible, and, on the other hand, the influence of the official institutions is negative insofar as they make the application of provisional compromise solutions impossible. Private education is the only area where practicable solutions are being carried out, and in each case these are characterised by different ideologies.

**80–191** **Pfaff, Carol W.** Constraints on language mixing: intrasentential code-switching and borrowing in Spanish/English. *Language* (Baltimore, Md), **55**, 2 (1979), 291–318.

Mixing of Spanish and English, whether in isolated loan words or in code-switching of clauses and sentences, while socially motivated, is subject to clear linguistic constraints. Quantitative analysis of mixing in conversations of Mexican-Americans suggests specific functional constraints to express tense/aspect/mood and subject/object relationships, as well as structural constraints which permit only surface structures which are grammatical in both languages. Resolution of structural conflict plays a key role, so that lexical cores trigger longer phrasal switches if they govern rules which create non-shared surface structures. The relative frequency of mixes without structural conflict is constrained by discourse function.

**80–192 Ros, Maria and Giles, Howard.** The Valencian language situation: an accommodation perspective. *ITL* (Louvain), **44** (1979), 3–24.

The province of Valencia on the mediterranean coast of Spain is characterised by the co-existence of two languages, Spanish and Valencian. Their relationship is diglossic, the former having higher status and being used for formal communication settings while the latter has lower status and is used in more informal contexts. [Sketch of the historical background.] Valencian is spoken by 75 per cent of people in the rural coastal areas, Spanish by 60 per cent of all the people in the province and by 90 per cent of the city inhabitants. Four sociolinguistic groups in the province are identified and described, and their status and geographical characteristics are summarised. Speakers appear to opt for language choices in a random way.

Work on inter-ethnic group relations can shed light on the processes at work, particularly Tajfel's theory of intergroup relations and social change and Giles's theory of interpersonal accommodation in speech. A combination of the two theories is proposed and applied to the situation in Valencia. It is found that in formal contexts, speakers will converge towards the dominant language of the high prestige speaker and this shift would occur even in informal contexts if the *highest* status speaker is present. However, in informal contexts when the latter is absent and all present can use the subordinate code, convergence to this variety is considered appropriate. (These group situations involved 'traditional' encounters where participants seemed to be unconcerned with redefinitions of Valencian identity.)

**80–193 Sankoff, David and Labov, William.** On the uses of variable rules. *Language in Society* (Cambridge), **8**, 2 (1979), 189–222.

This paper is a reply to Kay and McDaniel's 'On the logic of variable rules' which examined some of the assumptions underlying the models of variation analysis. The development of variable rules and the original motivations are sketched in relation to the early work on word-final *-t*, *d* deletion and on contraction and deletion of the copula among speakers in South Harlem. The assumption of the independence of linguistic and social constraints in variable rules, criticised by Kay and McDaniel, is defended on the grounds that for the first time a way to test and justify the fundamental linguistic operation of writing abstract individual rule schemata is provided. It is not claimed that for any given case the assumption is expected to hold. Kay and McDaniel's view that variable rules represent a radical departure from generative theory is criticised; probabilistic grammar is seen as an easy and natural extension of ordinary generative grammar. Grammars containing variable rules define membership in a language set just as normal grammars do, but they also predict frequencies of sentences and sentence types. The

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outlook is promising for the extension of the method to increasingly abstract areas of phonological and grammatical variation.

**80–194 Shaffer, Douglas.** Afrikaans as a case study in vernacular elevation and standardisation. *Linguistics* (The Hague), **213** (1978), 51–64.

Afrikaans is chosen for a case study for considering vernacular elevation and standardisation; two linguistic developments associated with modernisation. Since both processes are well documented for Afrikaans, and since vernacular elevation occurred so rapidly as to throw into sharp relief the essential characteristics of the process, it is seen as an ideal case study. It is argued that, if linguistics is to find application in the developing world by providing effective shortcuts to communication, the processes of literary acquisition, second-language acquisition, vernacular elevation and standardisation must be better researched and understood.

**80–195 Schumann, John H.** The relationship of pidginization, creolization and decreolization to second-language acquisition. *Language Learning* (Ann Arbor, Mich), **28**, 2 (1978) [publ. 1979], 367–79.

Schumann (1974) proposed that the pidginisation process be used as a model for early second-language acquisition (SLA) and that creolisation serve as a model for the later stages of SLA. Subsequently, he elaborated the pidginisation model arguing that social and psychological distance from the target-language group cause persistence of pidginisation in the speech of a second-language learner. Stauble (1977) has presented evidence that the process of decreolisation is parallel to SLA. This paper attempts to reconcile these views by arguing that pidginisation can account for early SLA, decreolisation can account for the later stages of SLA and that creolisation is inappropriate as a model for any aspect of the SLA process.

In addition, this paper discusses what constitutes legitimate pidginisation. Flick and Gilbert (1976) and Meisel (1975) have criticised the analogy between pidginisation and SLA, but their arguments appear to be based on a narrow view which equates the pidginisation process with pidgin languages. This paper presents arguments for a broader view of pidginisation (Samarin, 1971) which can account for both early SLA and the formation of true pidgins.

**80–196 Smith, Ian R.** Convergence in South Asia: a creole example. *Lingua* (Amsterdam), **48**, 2/3 (1979), 193–222.

Sri Lanka Portuguese (SLP), an Indo-Portuguese creole, exhibits a pattern of convergence typical of South Asia. Fifteen aspects of morphology and syntax are discussed to demonstrate the structural similarity between the Batticaloa dialects of SLP and Tamil. A compari-

son with other dialects of SLP and with other languages of South Asia reveals that the origins of these convergence traits are not recent and may in some cases stem from the earliest period of Portuguese contacts with the region. Thus, previous documentation of SLP, and possibly of other forms of Indo-Portuguese too, could not have represented any colloquial variety. Some aspects of the convergence in SLP cannot properly be termed pidginisation or creolisation but are better referred to as 'realignment'. Different types of convergence, however, are not fundamentally different processes, since they have a common source in the interference mechanism. At the root of the extreme convergence in SLP and in other non-creole South Asian languages is extensive and intensive bi- or multilingualism in the context of language maintenance. By comparison, early Indo-Aryan shows considerably less convergence; this may be due to the fact that it developed in the context of language shift rather than maintenance.

**80-197 Smith, Riley B. and Lance, Donald M.** Standard and disparate varieties of English in the United States: educational and sociopolitical implications. *International Journal of the Sociology of Language* (The Hague), **21** (1979), 127-40.

The social and educational handicaps of speakers of nonstandard English in America are increasingly the fruits of earlier out-migrations of Southerners, mainly uneducated and mostly Black, whose language has now become even more highly stigmatised because of the geographical displacement of its speakers. Since the first attacks by American linguists, a decade ago, on both traditional and 'compensatory' language education, positions taken by teachers of English toward nonstandard language have followed the changing positions of the linguists themselves, to which the history of research in dialects and language varieties gives clues. Thus the resolution by CCC (1974) partly reflects concurrent sociolinguistic interest in language attitudes. The peculiarities of the American sociolinguistic scene do not clearly reflect the peculiarities of social-class structure. Although the school will continue to be viewed as an agent of social change, no language-education policy will have more than a negligible effect on the leveling either of social class or of language variety.

**PSYCHOLINGUISTICS** See also abstracts 80-206, -224, -288

**80-198 Beattie, Geoffrey W. and Butterworth, B. L.** Contextual probability and word frequency as determinants of pauses and errors in spontaneous speech. *Language and Speech* (Hampton Hill, Middx), **22**, 3 (1979), 201-11.

This study investigated the relationship between the contextual probability of lexical items in spontaneous speech, as measured by the cloze

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procedure, and word frequency. It also attempted to determine the relative importance of the two variables in causing delay, in the form of hesitation, in the production of spontaneous speech. The analysis revealed that content words of low contextual probability tended to be more infrequent than other words, and that both contextual probability and word frequency were associated with hesitation in speech. Contextual probability had an effect on hesitation even when word frequency was held constant, but word frequency had no effect when contextual probability was controlled. Analysis of certain types of errors, also, revealed that word frequency may play an important role in the lexical selection process.

**80–199 Esser, Ulrich.** Hierarchische Organization und Phasengliederung der spontanen Sprachproduktion. [Hierarchical organisation and sequence of phases in the spontaneous production of speech.] *Deutsch als Fremdsprache* (Leipzig), **16**, 2 (1979), 78–83.

A number of assumptions about the factors determining the production of utterances are examined, and the results of a study of the influence of the surface structure of utterances upon sequential ordering are presented. A model of this organising role is described. The organisation of the sequential ordering of utterances is viewed as operating on two interacting levels, that of finding and planning possible ways of producing an utterance and that of the production itself, in which these possibilities are realised.

The findings of the study tentatively confirm that the production of utterances is organised on at least these two levels, the planning stage and the execution of the plan. These are associated with empirically identifiable phases characterised by hesitations (which can be interpreted as planning phases) and phases of fluent speech (which can be interpreted as executive phases). Pauses in the planning phase reflect semantic decisions. The organisation of the executive phases can be seen as the product of the decision-making processes in the planning phases. A degree of organisation can also be detected in the planning phase itself, though to a lesser extent. The processes involved in the production of utterances in a foreign language seem to be very similar in their internal organisation to those involved in speaking one's first language, although they may operate less automatically.

**80–200 Glanzer, Murray and Ehrenreich, S. L.** Structure and search of the internal lexicon. *Journal of Verbal Learning and Verbal Behavior* (New York), **18**, 4 (1979), 381–98.

The aim is to examine alternative views of how the internal lexicon is structured and searched. To do this, an examination is made of the effect of a key variable, word frequency, on lexical decision. A theoretical analysis is made of the implications of the standard explanation of word

frequency effects in terms of a frequency-ordered, serially searched internal lexicon. These implications are tested in an experiment in which word frequency and composition of the experimental lists are varied. List composition is varied by altering the word frequency ranges included in the list. The results show effects of list composition that rule out frequency-ordered, serially searched models. Alternative models are considered and one is developed in detail. This model is based on the idea of two internal lists, one a shorter, ready-access list consisting of high-frequency words, the other the complete list. The subject chooses lists for search on the basis of his knowledge of the experimental lists being presented.

**80-201 Pinker, Steven.** Formal models of language learning. *Cognition* (Lausanne), 7, 3 (1979), 217-83.

Research is reviewed that addresses itself to human language learning by developing precise, mechanistic models that are capable in principle of acquiring languages on the basis of exposure to linguistic data. Such research includes theorems on language learnability from mathematical linguistics, computer models of language acquisition from cognitive simulation and artificial intelligence, and models of transformational grammar acquisition from theoretical linguistics. It is argued that such research bears strongly on major issues in developmental psycholinguistics, in particular, nativism and empiricism, the role of semantics and pragmatics in language learning, cognitive development, and the importance of simplified speech addressed to children.

**80-202 Sharwood Smith, Mike.** Strategies, language transfer and the simulation of the second-language learner's mental operations. *Interlanguage Studies Bulletin* (Utrecht), 4, 1 (1979), 66-83.

The cybernetic approach as used in studies of artificial intelligence (AI) can also be of use, heuristically speaking, in throwing light on the acquisition of, and performance in a second or other language. AI, as a cognitivist rather than behaviourist activity, enables us to view all aspects of second-language behaviour as involving underlying, hierarchically organised mental operations. The cognitivist approach to language transfer is that it can be 'creative', not merely mechanical. [Discussion of the use of the terms 'strategy' and 'plan' in describing mental processes.] Jordens and Kellerman hypothesise a hierarchically-organised decision procedure prior to the actual process of language transfer. Thus in the early stages of second-language learning, the process of naive relexifications of native-language structures is much more complex than previously thought. Models of semantic memory suggest ways of simulating the process.

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**80-203 Swinney, David A. and Cutler, Anne.** The access and processing of idiomatic expressions. *Journal of Verbal Learning and Verbal Behavior* (New York), **18**, 5 (1979), 532-34.

Two experiments examined the nature of access, storage, and comprehension of idiomatic phrases. In both studies a Phrase Classification Task was utilised. In this, reaction times to determine whether or not word strings constituted acceptable English phrases were measured. Classification times were significantly faster to idiom than to matched control phrases. This effect held under conditions involving different categories of idioms, different transitional probabilities among words in the phrases, and different levels of awareness of the presence of idioms in the materials. The data support a Lexical Representation Hypothesis for the processing of idioms.

## LANGUAGE DEVELOPMENT OF CHILDREN

**80-204 Adshead, D.** The Russian child's acquisition of morphology. *Journal of Russian Studies* (Lancaster), **37** (1979), 21-4.

Recent research refutes earlier claims that Russian children had mastered their language by the age of three or four. Russian authors are quoted who demonstrate that at these ages children still misuse a number of constructions, show lack of knowledge of gender and agreement, use vocabulary inappropriately and have inadequate mastery of the declensional system. The main difficulties discussed are gender (both morphological and syntactic), particularly difficult in Russian as there are no articles to act as a guide, and adjectival agreement. Russian derivational morphology is extremely rich, yet children develop a 'feel' for it between the ages of two and five which adult learners can rarely match.

**80-205 Benedict, Helen.** Early lexical development: comprehension and production. *Journal of Child Language* (Cambridge), **6**, 2 (1979), 183-200.

Lists of the first 50 words comprehended and produced by eight infants between 0;9 and 1;8 were compared. Comprehension development began earlier (around 0;9) and reached the 50-word level (age 1;1) earlier than production development (ages 1;0 and 1;6 respectively) and rate of word acquisition for comprehension was twice that of production, confirming the hypothesis that comprehension precedes production for lexical development. Word-class analysis revealed differences in the proportion and type of action words in comprehension and production vocabularies. It is suggested that action is central to lexical development but is expressed differently in comprehension, where action words are used to initiate actions, and production, where non-action words accompany the child's actions.

- 80-206 Clark, Eve V. and Andersen, Elaine S.** Spontaneous repairs: awareness in the process of acquiring language. *Papers and Reports on Child Language Development* (Stanford, Calif), **16** (1979), 1-12.

Children monitor what they say from the very early stages of language acquisition onwards. Evidence is taken from the spontaneous repairs children make to their own utterances as they talk. The data comes from children in natural conversation and from older children role-playing.

The repairs children make were found to change with age and level of language development. As they acquire more of the system, they mainly repair just those elements they are currently working on. The fact that children make spontaneous repairs at a very early age suggests that their representations of the forms and functions of language are probably ahead of their productive capacity. Their aim is to narrow the gap between representation and production until they no longer detect mismatches. The fact that children make spontaneous repairs is strong evidence they are aware of language, its forms and functions, throughout the acquisition process. This view runs counter to the theory held either implicitly or explicitly that metalinguistic knowledge develops only after children have acquired the basics of their language. The awareness of language revealed by spontaneous repairs may play an essential role in the process of acquisition itself.

- 80-207 Hooper, Joan Bybee.** Child morphology and morphophonemic change. *Linguistics* (The Hague), **17**, 1/2 (1979), 21-50.

It has long been noticed that the forms produced in the natural process of acquiring inflectional morphology are strikingly similar to forms produced by morphophonemic or analogical change. A systematic comparison of the two dynamic processes reveals that essentially the same principles, of both a formal and substantive nature, are at work. Furthermore, the order of acquisition of person and tense categories in verbs, and the patterns of substitution in child language, suggest hypotheses concerning possible analogical changes, and the structuring of morphophonemic stem alternations in synchronic systems. The latter hypothesis, that stem alternations correspond to tense categories rather than person categories across tenses, is tested on a random sample of 44 languages. No disconfirming evidence is found. The question of the possible role of children in morphophonemic change is considered briefly.

- 80-208 Landon, Sarah J. and Sommers, Ronald K.** Talkativeness and children's linguistic abilities. *Language and Speech* (Hampton Hill, Middx), **22**, 3 (1979), 269-75.

Teachers and teacher assistants independently identified highly talkative and much less talkative pre-school children. All children were normal in intelligence and overall development. Twenty children of each type

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received a battery of speech and language tests measuring articulation, grammar, receptive syntax, and sentence repetition. The performances of the highly talkative children were significantly superior on all measures. No environmental or familial differences were found between the subjects of the two groups which might have influenced the findings.

**80–209 Macken, Marlys A.** Developmental reorganisation of phonology: a hierarchy of basic units of acquisition. *Lingua* (Amsterdam), **49**, 1 (1979), 11–49.

Data are presented that chart one child's acquisition of Mexican-Spanish consonants during the period from 1;7 (when only twelve words were produced) to 2;1 years of age (when over 150 words were used). Towards the goal of specifying the basic units of acquisition, three possible units are considered, the 'word', the 'phoneme' and the 'feature'. The main proposition of this paper is that an analysis that recognises 'word patterns' and the prosodic treatment of words (1) describes the development of the consonant structure of words, (2) accounts for several unusual segmental correspondences and, in addition, (3) captures significant facts about frequency of word types and phonemes-in-certain-positions better than an analysis that assumes the phoneme to be the basic organisational unit of the child's early development. In the later stages, however, the phoneme appears to replace the word as the basic structural unit. The evidence regarding the role of the feature is equivocal. Data from this child show more variation and a less systematic progression of stages than is sometimes reported for children. Thus, these data are also evaluated in relation to reported 'universals' of acquisition, and the issue of individual differences is discussed.

**80–210 Savić, Svenka.** Acquisition of speech by twins: a critical review of published opinions. *International Review of Slavic Linguistics* (Edmonton, Canada), **3**, 3 (1978), 333–54.

A review of empirical research studies on the speech development of normal twin children, mainly of infant and pre-school age, with emphasis on the development of grammar. Analysis is mainly in two areas: the speech of twins amongst themselves and in comparison with the speech of singletons. Hardly any consideration has been given to the relation between the adult speech directed to twins and the nature of the speech produced by twins. Yet when the speech development of twins has been judged it has been from the standpoint of adult grammar, rather than of speech in the process of development. Few studies have been linguistic in orientation; most analyses are based on a small number of utterances, or on twins with various kinds of problems which may have affected their speech development more than the twin situation itself.

- 80–211 Zaefferer, Dietmar and Frenz, Hans-Georg.** Sprechakte bei Kindern. Eine empirische Untersuchung zur sprachlichen Handlungsfähigkeit im Vorschulalter. [The speech acts of children. An empirical study of the ability of pre-school age children to engage in speech acts.] *Linguistik und Didaktik* (Munich), **38** (1979), 91–132.

While other aspects of the language of pre-school age children have been the subject of numerous studies, research into their speech acts is still in its early stages. This article is concerned with the verbal and nonverbal interactions of a total of a hundred 4–6-year-old children in three different situations. The behaviour of two or three children at a time was recorded by an observer. The verbal part of these recorded interactions was then interpreted in terms of speech acts. This was done with the aid of the *STIK* (*Sprechhandlungstypen-Inventar für Kinder* [inventory of types of speech acts in children]), a taxonomy, developed on the basis of several earlier studies, which contains criteria for identifying 58 different types of speech act. The analysis into individual speech acts revealed some interesting differences between the three situations and between the influences of age, sex and class. Amongst other things, it emerged that differences in class are barely noticeable on the level of the classification of speech acts, and that role stereotypes relating to age and sex are clearly detectable. The speech acts of the age groups studied proved to be highly differentiated. A sample observational record is discussed with a view to determining typical strategies for speech acts (the random sample used in the present study was too small to allow such an analysis to be made). The article concludes with some reflections on the tasks and problems of future research into the development of the ability to engage in speech acts. [Appendix gives complete *STIK* system of categories.]

## BILINGUALISM

- 80–212 Baetens Beardsmore, Hugo.** The recognition and tolerance level of bilingual speech. *Working Papers on Bilingualism* (Toronto), **19** (1979), 115–28.

Two experiments, based on the semantic differential technique, were designed to measure the tolerance level of bilingually marked English in a functional bilingual's speech. In the first experiment, marked syntactic cues were rated by different groups of judges as generally indicative of non-bilingualism, although on the whole they were not considered as impairing intelligibility. The marked syntactic cues, when isolated from morphophonemic elements, did not allow for a clear distinction between the functional bilingual and native-speakers using similar non-standard features in monoglot English. In the second experiment, centring on the same subject and based on recorded speech,

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clear gradations were noted in the level of recognition and tolerance level of bilingually marked English. This was generally rejected as not indicative of bilingual competence by other bilinguals, by native-speaker monoglots and by learners of English, even if found to be fairly acceptable and reasonably comprehensible. The results imply an inherent disparity between certain linguistic or widely held definitions of bilingualism which do not correlate with sociolinguistic data and the reality of some types of bilingual cases.

**80-213 Harley, Birgit.** French gender 'rules' in the speech of English-dominant, French-dominant and monolingual French-speaking children. *Working Papers on Bilingualism* (Toronto), **19** (1979), 129-56.

The French gender usage of grade two and grade five Franco-Ontarian children is compared with that of (a) English-speaking children enrolled in French immersion programmes, and (b) monolingual French-speaking children in Quebec. While some of the Franco-Ontarian children are similar to the Quebec children with respect to the gender 'rules' they appear to be following, others make errors that resemble those of the English-speaking second-language learners. A key factor in determining how well the Franco-Ontarian children have mastered French gender is whether French or English is the dominant language of communication between parents and the children at home. For English-dominant children, some directions for remedial action in the school are proposed.

## TRILINGUALISM

**80-214 Genesse, F. and others.** An experiment in trilingual education: report 4. *Language Learning* (Ann Arbor, Mich), **28**, 2 (1978) [publ. 1979], 343-65.

The study presents the results of the fourth evaluation of trilingual school programmes in French, Hebrew and English being offered in a number of elementary schools in Montreal. The pupils, all of whom are native English-speaking, receive all academic instruction during the primary grades in French; cultural and religious studies are taught via Hebrew. Instruction in English is not introduced until grade three in one experimental school and in grade four in the other experimental school.

The performance of grade three and five students in the experimental trilingual programmes was compared to that of control students on tests of French, Hebrew and English language proficiency and mathematics achievement. In general, the results indicate superior proficiency in French and Hebrew among the experimental students with no loss to native-language development or to mathematics achievement.

**PHONOLOGY** See also abstracts 80–207, –209

**80–215 Calvano, William, J. and Saltarelli, Mario D.** The morphological measure of phonological rules. *Lingua* (Amsterdam), **48**, 1 (1979), 1–14.

Attempts have been made over the last decade to constrain phonological descriptions by imposing conditions either on underlying representations or on the form of rules themselves. These attempts have been generally unsuccessful because they place too much reliance on formal and universal criteria, and pay insufficient attention to the justification of rules within the grammars of individual languages. A criterion for the plausibility of rules is proposed which is based on their paradigmatic productivity within the language under analysis. A rule is plausible to the extent that (a) it expresses an unrestricted phonetic process, (b) its form is coherent with universal phonetic principles, and (c) it relates forms within paradigms that have a high degree of internal coherence.

**LEXICOLOGY** See also abstract 80–242

**80–216 Murjasov, R. Z.** Словообразование и грамматические категории. [Word formation and grammatical categories.] *Вопросы языкознания* (Moscow), **3** (1979), 60–9.

The interrelation of word formation and grammatical information about word classes and secondary grammatical categories is exemplified from German, French, English and Russian. The most common types of word formation involve changing a word of one class into one of another; nouns and verbs, as 'polar' categories, are the most frequent source and target of such processes.

Detailed consideration is given to the derivation of nouns from verbs. Verbal categories which are reflected in such derivations include voice [cf. the difference between *examiner* and *examinee*], tense [e.g. the past tense meaning of *newcomer*], and aspect. These are shown to be interrelated, in that the resultative meaning common to many deverbal nouns involves all three categories, given that the passive voice may be used especially for resultative meaning.

**80–217 Püschel, U.** Wortbildung und Idiomatik. [Word formation and idiomaticity.] *Zeitschrift für germanistische Linguistik* (Berlin), **6**, 2 (1978), 15–67.

Units of linguistic expression such as *Him-* and *Brom-* in the German names of berries have up until now been explained as 'bound morphemes or pleremes'. Since their incorporation into a bilateral model of linguistic signs creates difficulties (an unsatisfactory, artificial semantic description) and furthermore the explanation of *Himbeere* [raspberry] and *Brombeere* [blackberry] as minimally significant linguistic signs is

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inadequate (-*beere* can be quite easily described semantically), it is suggested here that this class of German word formations, containing a minimum of approximately 300 cases, should be treated in a parallel way to idiomaticity. Building on and developing the original work of Rothkegel, the author discusses six synchronic classes of 'word-formative idioms'. The criteria applied are 'transparency of content and expression' and 'degree of communicability'. The degree of morphological and semantic 'motivation' is taken to be 'transparency of content', and conformity to a 'pattern of word formation' as transparency of expression. An attempt is made to use these interrelated criteria to explain systematically the fluid transition from 'completely opaque' lexemes (e.g. *Wiedehopf* 'hoopoe') to completely motivated and transparent compounds (e.g. *Tischbein* 'table leg') in terms of 'hermaphroditic' (*zwitterhaft*), that is, only 'partly idiomatised' word formations.

## LEXICOGRAPHY

**80-218** Cowie, A. P. Problems of syntax and the design of a pedagogic dictionary. *Rassegna Italiana di Linguistica Applicata* (Rome), 10, 2/3 (1978), 255-64.

Dictionaries for foreign learners of English should not only help in the interpretation of lexical items but should stimulate the use of words and phrases. A design is described for a dictionary of verb-particle and verb-preposition expressions which tries to meet the foreign student's needs. These two-word combinations constitute a formidable learning problem, mainly because of syntactic discrepancies where form or meaning are alike (*John ran over the bridge/John ran over the dog*). To prevent the learner from establishing wrong connections between the meanings of polysemous combinations (e.g. *pick up*), entries for those meanings should be kept clearly separate. Another requirement is that the syntactic properties of the item treated in each entry need to be specified. Ways are suggested in which the author's *Oxford Dictionary of Current Idiomatic English* (1975) can be used (i) to ascertain and compare the more important grammatical properties of items; (ii) to stimulate and guide the production of sentences containing the verb-particle combination which are syntactically and lexically novel.

**DIALECTOLOGY** See also abstracts 80–197, –232, –234

**80–219 Ammon, Ulrich.** Regionaldialekte und Einheitssprache in der Bundesrepublik Deutschland (BRD). [Regional dialects and national language in the German Federal Republic.] *International Journal of the Sociology of Language* (The Hague), 21 (1979), 25–40.

Beginning with an overview of the regional dialects in all the German-speaking countries in Central Europe the perspective is narrowed down to the following problems in the Federal Republic: (a) regional differences in the popularity of dialect. Dialect has declined largely in the north, while it is very much alive in the south. (b) Social differences in the use and mastery of dialect and standard. (c) Situational shifting. Dialect is preferred at home or among friends, standard language at work. (d) Disadvantages in school for dialect speakers. There is empirical evidence for such difficulties in oral participation in class, in reading, in orthography, and in written composition.

Possible solutions for these school problems are discussed. There seem to be two basically different solutions: (1) to acknowledge the dialect fully; (2) to teach the standard language more effectively to dialect speakers. In opposition to widespread opinions, the second solution is considered the only realistic one, which does not exclude more general tolerance towards dialect. In certain situations the standard language has to be used for reasons of general communicability, particularly in public speech. Therefore effective public political activities, for example, call for profound skills in the standard language. Not to equip dialect speakers with these skills finally amounts to hindering the lower social classes, who are roughly identical with the dialect speakers, in their political emancipation. A new contrastive programme for an improved teaching of the standard to dialect speakers is discussed.

**80–220 Bromlej, S. V.** Роль описательной диалектологии в характеристике общих свойств структуры языка. [The role of descriptive dialectology in the characterisation of general properties of language structure.] *Серия литературы и языка* (Moscow), 38, 2 (1979), 108–16.

An approach to dialectology is described and defended in which the linguistic features of dialects are combined to form a larger system representing the whole language (a diasystem). This is seen as essential to the task of characterising a language adequately. Russian is said to be sufficiently well investigated for it to be possible to give such a description, especially in view of the relative homogeneity of its dialects.

A diasystem will contain a core of what is common to all dialects, and a further set of features which are found only in some dialects. No individual dialect will correspond either to the core, or to the complete diasystem. However, by establishing archaisms and innovations in

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individual dialects, it will be possible to give a picture of the direction in which the language as a whole is changing.

The status of the literary language poses a problem, especially in the case of Russian, where the literary language retains traces of South Slavonic influence which would bias the diasystem if they were included, as they are untypical of any spoken dialect. The suggestion is made that the colloquial variant of contemporary standard Russian provides a better basis for this kind of comparative work.

**80–221 Ris, Roland.** Dialekte und Einheitssprache in der deutschen Schweiz. [Dialect and standard language in German-speaking Switzerland.] *International Journal of the Sociology of Language* (The Hague), **21** (1979), 41–61.

In Switzerland, in every language area (German, French, Italian, Romansh) the relation between dialect and standard language is different. In the German-speaking part, three dialect movements since 1900 have established the dialect as the most used form not only colloquially but also increasingly in formal situations such as school, the military, church, the mass media, public speech. The continuum between dialect and standard language is lexicological not grammatical or pragmatic. The social, pragmatic and regional spread of the various dialects is different: some of them are only used locally, others fulfill the function of a spoken standard language and co-occur with the German High Standard. The language situation should therefore be considered more bilingual than diglossic. The pedagogical consequence is that there are not only cognitive but also affective barriers to the spoken form of standard language.

**80–222 Schlieben-Lange, Brigitte and Weydt, Harald.** Für eine Pragmatisierung der Dialektologie. [Towards a pragmatic approach to dialectology.] *Zeitschrift für germanistische Linguistik* (Berlin), **6**, 3 (1978), 257–82.

Dialects are becoming more widely used; this article aims to apply some of the latest insights of linguistic pragmatics to dialectology. Traditional dialectology neglected ways of speaking and it is suggested that the theories of speech acts and conversational analysis may provide some useful insights. Several examples of different ways of replying to certain questions and statements are given as illustrations and a framework suggested for handling them. The authors distinguish between primary meaning and secondary meaning, the level of speech acts. As there are different constellations of speech acts for different languages so there may be different constellations for different dialects. Speech acts can be studied both onomasiologically and semasiologically. The aim of the authors is not to emphasise the difference between dialects and the standard but between the dialects themselves. Three phases of work are discussed: informal data gathering, formal tests and then interpretation

and cartographic representation. Such studies are very relevant in helping speakers to understand each other, especially for foreigners who never visit 'Germany' but always go to a specific region.

**80-223 Trudgill, Peter.** Standard and non-standard dialects of English in the United Kingdom: problems and policies. *International Journal of the Sociology of Language* (The Hague), **21** (1979), 9-24.

In the United Kingdom, the relationship between social and regional dialects and accents is such that the smallest amount of regional variation is found at the top of the social scale and the largest at the bottom. Social differences in language are smallest in the south of England, since both the Standard English dialects and the Received Pronunciation (RP) accent are southern in origin. Regional differences are not generally large enough to cause comprehension problems. Educationally, we have to recognise that all dialects are potentially equally adequate and that the main problem is one of unfavourable attitudes to low-status varieties.

## INTERPRETING

**80-224 Chernov, Ghelly V.** Semantic aspects of psycholinguistic research in simultaneous interpretation. *Language and Speech* (Hampton Hill, Middx), **22**, 3 (1979), 277-95.

Simultaneous conference interpretation is considered on the basis of a linguistic (semantic) approach, and a bilingual performance model framework is suggested, based on probability prediction of the sense of the incoming source-language (SL) message by an interpreter. The role of semantic redundancy as a source of semantic prediction is discussed. The results of an experimental study of a probability prediction semantic model of simultaneous interpretation (SI) mechanism lead the author to hypothesise a cumulative dynamic analysis of the semantic structure of the incoming message being subconsciously performed by an interpreter. The conclusions touch on the prospects of further psycholinguistic research in simultaneous interpretation.

## POETICS

**80-225 Fowler, Roger.** Linguistics and, and versus, poetics. *Journal of Literary Semantics* (Heidelberg), **8**, 1 (1979), 3-21.

Jakobson's theory of poetics is outlined under two heads: (i) the goals of 'generative' poetics, and (ii) the putative universal of poetic structure, with the text as an autonomous construct. The linguistic analogy has led to the idea of 'literary competence' and the 'ideal reader', which,

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together with the impersonality of 'objective criticism', has had the effect of mystifying literature and dehumanising the text. Moreover, Jakobson's model of communication distracts attention from such important features as context, modality, forms of address, illocution and audience. It is proposed that the study of the historical, sociological and pragmatic dimensions should be restored, to the benefit of both students and scholars. Literary theory should be a theory of varieties; the primary task of linguistic poetics is the description of literary styles in their synchronic and diachronic plurality, without dogmatic assumptions as to what counts as literature. Both linguistics and poetics stand in need of a theory of discourse. Linguistics is beginning to reform itself in that direction; poetics is presented in this paper as both a potential advocate of such a reform and an actual censor.

## TEXTUAL ANALYSIS

**80–226 Sandig, Barbara.** Ausdrucksmöglichkeiten des Bewertens. Ein Beschreibungsrahmen im Zusammenhang eines fiktionalen Textes. [Ways of expressing evaluation. A descriptive framework in connection with a fictional text.] *Deutsche Sprache* (Munich), 2 (1979), 137–59.

With the aid of a sample text, types of evaluation and evaluation criteria are discussed. It is shown that evaluation can be of varying degrees of explicitness and involve differing logical processes. The criteria applied may be clearly expressed in the text or may have to be reconstructed by the reader. Individual types of evaluation criteria may operate over sections of texts or the text as a whole. Types of evaluation are often arranged hierarchically and interact, undermining or reinforcing one another.

The interplay between types of evaluation and their various possible forms of expression are reconstructed with reference to the sample text. Types of evaluation and their possible realisations in the text may be based on a system of values which could in principle be reconstructed. Such a system of values, with its set of possible forms of expression, would constitute an 'evaluative competence' on the basis of which individual evaluative processes operate in the text.

## SPEECH ACT THEORY

**80–227 Levinson, Stephen C.** Activity types and language. *Linguistics* (The Hague), 17, 5/6 (1979), 365–99.

A systematic set of constraints on language usage are examined, namely those governing the roles and functions that language is expected to play within specific kinds of social activity. These constraints are the source

of inferences that are activity specific. This level of pragmatic organisation is then shown to have important repercussions for the concepts of speech act and conversational implicature. Both the nature of speech acts and the application of Grice's maxims are dependent on the nature of the activity in which talk is conducted. This is illustrated in detail by an examination of the functions of questions in discourse. It is concluded that Wittgenstein's notion of a 'language game' has more application than its one-sided development in the theory of speech acts.

**INTERACTION ANALYSIS** See also abstract 80-211

**80-228 Beattie, Geoffrey W.** Planning units in spontaneous speech: some evidence from hesitation in speech and speaker gaze direction in conversation. *Linguistics* (The Hague), **17**, 1/2 (1979), 61-78.

The aim of the study was to elucidate the nature of the units of encoding involved in the generation of spontaneous speech, firstly through analysis of the distribution of hesitations in speech, and secondly through analysis of speaker gaze direction in conversation. These analyses suggested that both suprasentential units and simple clausal units are implicated in the encoding process. Moreover, evidence of encoding on a clausal basis was only obtained for speech produced during the planning phases of the larger, suprasentential units.

**80-229 Calbris, G.** L'index signifiant. [The meaningful index finger.] *Études de Linguistique Appliquée* (Paris), **35** (1979), 91-109.

The article discusses gestures involving the index finger, as a contribution to the study of non-verbal communication. An inventory of gestures is presented, describing the movements of the finger and its position relative to the rest of the body. The meanings of each gesture are examined. Experimental results are given, relating to subjects' interpretations of photographs of various gestures. [Tables; illustrations.]

**80-230 Hancher, Michael.** The classification of co-operative illocutionary acts. *Language in Society* (Cambridge), **8**, 1 (1979), 1-14.

The different taxonomies of illocutionary acts proposed by Austin, Searle, Vendler, Ohmann, and Fraser are compared in summary form, with Searle's taxonomy taken as a reference standard. All five of these taxonomies cite two kinds of illocutionary act: (1) illocutionary acts that combine commissive with directive illocutionary force (e.g., offering, inviting, challenging), and (2) illocutionary acts that require two participants (e.g., giving, selling, contracting). These and related speech acts are discussed in some detail, and Searle's classification is amended to take them into account.