Language and linguistics

PHILOSOPHY OF LANGUAGE

77–82   Arutjunova, N. D. Понятие пропозиции в логике и лингв-
истике. [The concept of the proposition in logic and linguistics.]
Серия литературы и языка (Moscow), **35**, 1 (1976), 46–54.

Modern logic is characterised as having moved from the study of the name
to the study of the proposition, and the development of this concept is sketched
from Russell and Wittgenstein to the present. Three stages in this development
are isolated: (1) the proposition corresponds to judgement (Russell); (2) the
proposition corresponds to a state of affairs in the world (Ajdukewicz); (3) the
proposition corresponds to that part of a sentence which can be linked to a
predicate expressing the purpose of a speech act (Vendler, Austin). This
development corresponds to the change from concern with truth as the basic
notion of logical theory to concern with sincerity.

The third approach links up with linguistics in the study of sentence-
complements, and a classification of these is sketched briefly into process, fact
and proposition nominalisations. This tripartite division is claimed to be more
adequate than such binary divisions as the Kiparskys' factive/non-factive dis-
tinction. It is claimed that such classifications demonstrate the complexity of
propositional semantics.

77–83   Cathey, James E. and Demers, Richard A. On establishing lin-
guistic universals: a case for in-depth synchronic analysis. *Language*
(Baltimore, Md), **52**, 3 (1976), 611–30.

Although important insights have been gained by comparing small amounts of
data from disparate sources, linguistic generalisations are unlikely to prove valid
when based on data whose synchronic status is not well-defined. As a case in
point, the recent proposal by Koutsoudas, Sanders and Noll, 1974, for universal
principles of grammatical rule ordering is here shown to be insufficient, from
their own data and on the basis of phonological rules derived from a thorough
synchronic analysis of Old Icelandic. It is maintained that a proposal can have
positive empirical consequences only if it imposes no conditions to eliminate
extrinsic ordering from a grammar.

LINGUISTIC THEORY   *See also abstracts* 77–83, –87, –123

77–84   Hudson, Richard A. Conjunction reduction, gapping and right-node raising. *Language* (Baltimore, Md), **52**, 3 (1976), 535–62.

It is argued that Conjunction Reduction, Gapping, and Right-node Raising are three separate phenomena in English, each having its own set of constraints and therefore needing a separate rule. Contrary to earlier analyses, these rules do not delete, but just raise. This is true even of Gapping, which is shown to be a special case of a more general rule of Conjunct Postposing, which is also responsible for 'split co-ordinations' like *John came, and Bill (too)*. All three rules appear to apply at the level of surface structure, and can be formulated in such a way that they leave that structure perhaps surprisingly unaffected.

SEMANTICS   *See also abstracts* 77–89, –183

77–85   Helbig, Gerhard. Valenz, Semantik und Satzmodelle. [Valency, semantics, and sentence models.] *Deutsch als Fremdsprache* (Leipzig), **13**, 2 (1976), 99–106.

The special relationship between syntactic valency and logical-semantic valency is discussed on the basis of Marxist-Leninist theory, which is primarily concerned with the social and communicative purpose of language. The matching of human consciousness with the signals of language takes place on several levels. Therefore valency has to be considered on various levels, even if only one level is being described. Many questions still remain unanswered as to how the interaction between the syntactic and the logical-semantic levels should be described. So far, however, it seems certain that the description of one cannot replace the description of the other, that one cannot be derived from the other and that one cannot simply be attached to the other.

There has been a recent tendency to broaden the scope of syntactic valency so as to include the logical-semantic level, as well as a trend to ascribe valency to words other than verbs. The description of logical-semantic valency has also been linked with case theories, e.g. that of Fillmore, which require deep cases for semantic interpretation rather than the usual surface cases [examples]. Doubts are raised about case theory, but it can be useful for determining logical-semantic valency. A definition of both syntactic and logical-semantic valency leads to an evaluation of their similarities and differences. The third model, semantic analysis of components, covers the aspects the other two have omitted. Two further relationships are investigated: (1) between dictionary entries based on syntactic valency and those based on logical-semantic valency; (2) between dictionary entries of verbs and the nature of sentence models. [Examples.]

77-86   Hoermann, Hans. The concept of sense-constancy. *Lingua* (Amsterdam), **39**, 4 (1976), 269–80.

Models of sentence processing advanced by generative grammarians class sentences as acceptable when they have passed a prescribed number of conditions in a prescribed order. Such models fail to analyse correctly cases of metaphor or idiom, since if the analysis is blocked by semantic anomaly, there is no sense ascribed to such sentences. A revised model is suggested in which the analysis must attempt to reach a state of attributing sense by means of modification of the normal processing, if necessary.

Such 'sense-constancy' is the effect of a basic determination to find meaning. This mechanism guarantees that the processing of an utterance continues until and stops when a listener reaches a mental state in which the utterance is interpretable as a realisation of those structures which make world and behaviour intelligible. Such a concept is necessary to account for the fact that language fulfils a function for the user, orientation in an intelligible world, which cannot be explained by extrapolation from any conception of generative grammar.

77-87   Katz, Jerrold J. and Langendoen, D. Terence. Pragmatics and presupposition. *Language* (Baltimore, Md), **52**, 1 (1976), 1–17.

The claim is examined that the only adequate account of presupposition in natural language must be a contextual one and that a purely semantic account of this notion is inadequate. It is contended that exactly the opposite is the case: there is an adequate semantic account of presupposition in natural language, so that contextual accounts of this notion are unnecessary.

LINGUISTIC DESCRIPTION AND ANALYSIS
See also abstract 77–121

77-88   Burton-Roberts, Noel. On the generic indefinite article. *Language* (Baltimore, Md), **52**, 2 (1976), 427–48.

It is proposed that NPs determined by the generic indefinite article represent abstract concepts, and as such are not inherently different from indefinite NPs appearing in copulative predicates. A derivation for generic indefinite NPs that reflects this is formulated (and evidence is adduced to show that *any* cannot underlie generic *a*); this is shown to be explanatory as regards the phenomenon itself, its relationship to other kinds of generic NPs, and its relationship to other kinds of indefinite NPs. It also enables us to formalise the notion of 'generic sentence'.

77-89   **Green, Georgia M.** Main clause phenomena in subordinate clauses. *Language* (Baltimore, Md), **52**, 2 (1976), 382–97.

A number of syntactic constructions claimed by linguists to be restricted to main clauses are shown to occur, in fact, in a variety of subordinate clause types, but only under certain mysterious conditions – basically, when the speaker desires to be understood as committed to the truth of the subordinate clause. Formalisation of this notion, however, remains elusive. The analysis of this phenomenon by Hooper and Thompson, 1973, while attractive and initially explanatory, is shown to be incapable of accounting for the range of embedding environments allowed, which differs from one restricted construction to another. It is shown here that an adequate solution will involve a complex interaction of several factors – syntactic, semantic, and pragmatic – and the range of data to be accounted for is partially delineated.

77-90   **Panfilov, V. Z.** Типология грамматической категории числа и некоторые вопросы ее исторического развития. [A typology of the grammatical category of number and certain questions concerning its historical development.] *Вопросы языкознания* (Moscow), **4** (1976), 18–38.

The category of quantity, especially discrete quantity, is expressed not only lexically in language but also by the grammatical category of number. This grammatical category is defined with respect to a wide range of languages, and differentiation is made between singular/plural on the one hand, and singular, plural, dual, etc., on the other. A linguistic universal law is suggested which defines permitted co-relationships between singular, plural, dual, etc., in languages. While lexical number is universal, grammatical number in nouns is not, and a typology is set up with reference to synthetic-polysynthetic-agglutinative languages, and to synthetico-flective languages [details].

In addition to a morphological treatment of number, various meanings of number are handled as well, including the categorial meaning of nouns in the plural, distributive plural, collective plural [details]. Different theories accounting for the origin in grammar of the category of number are considered. The view that number achieved linguistic expression as a result of purely experiential factors is rejected on the grounds that language *per se* is the result of the ability of man to abstract from direct experience, and it is further argued that in no case, so far as is known, did the grammatical category of number in a language precede lexical means of expressing the concepts 'one', 'more than one'.

DISCOURSE ANALYSIS   *See also abstract* 77–142

77–91   Candlin, Christopher N. and others. Doctors in casualty: applying communicative competence to components of specialist course design. *IRAL* (Heidelberg), **14**, 3 (1976), 245–72.

Course designers often fail to consider the future communicative needs of learners. There is a strong need for teaching materials which reflect the different aims of learners, but this need cannot be satisfied without a pragmatic definition of language functions. Here, the language of casualty doctors and their patients is described: relationship of work and study cycles for overseas doctors; chain sequences of language skills and functions; language variation according to interlocutors; analysis of task-oriented and meta-communicative speech functions. [References.]

COMPUTATIONAL LINGUISTICS

77–92   Hann, M. L. On the adaption of Algol for linguistic programming. *ITL* (Louvain), **32** (1976), 57–72.

An algorithm is proposed to facilitate recognition of any lexicological unit required for analysis of text without textual pre-editing. Three batches of data need to be specified: the set of morphs for the particular application, the value of the maximum word length, which can be set arbitrarily high, and the series of alphabetic bounds for the essential-constituent ranges necessary for isolating various lexeme classes. The system proposed enables those without computer expertise to carry out a wide range of computational linguistic investigations. A subsequent programming system is described capable of meeting virtually the full range of quantitative applications, such as investigation of rhythm by factor analysis of syllable counts, arrangement of sememes in terminological hierarchies, etc., including specification of blocks of instructions common enough to justify inclusion in a procedure library.

77–93   Weber, Heinz J. Verfahrensweisen bei der automatischen Auffindung von Wortformen-Mehrdeutigkeiten im Text und im Lexikon. [Procedures followed in the automatic detection of ambiguous word forms in written texts and in dictionaries.] *Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung* (Berlin), **29**, 3 (1976), 264–73.

Ambiguous word forms, or homographs, are known as obstacles and sources of error in computational linguistics. After a preparatory phase they are usually subjected to an automatic analysis procedure for the purpose of disambiguation.

In the preparatory phase the natural units of the text are made into linguistic units by means of an automatic identification method. Three main procedures for the automatic identification of homographs are presented: (1) the standard procedure through segmentation and graphemic comparing of segments with entries in an analysis dictionary; (2) the modified standard procedure; and (3) identification through a special homograph dictionary [examples, advantages and disadvantages of the methods]. A description is given of both the analysis dictionary and the homograph dictionary, which exists in two versions.

SOCIOLINGUISTICS *See also abstract* 77–180

77-94   Ferguson, Charles A. The structure and use of politeness formulas. *Language in Society* (London), **5**, 2 (1976), 137–51.

The use of interpersonal verbal routines such as greetings and thanks is examined as a universal phenomenon of human languages, related in some way to the widespread 'greeting' behaviour of other animals. Examples from Syrian Arabic, American English, and other languages are used to show differing patterns of structure and use, susceptible of grammatical and sociolinguistic analysis. Features of diachronic change and children's acquisition are briefly treated. There is a need for better description and analysis of politeness formulas in grammars of languages and in ethnographies of communication. (Ritual, politeness, language change, language acquisition.)

77-95   Johnson, Lawrence. A rate of change index for language. *Language in Society* (London), **5**, 2 (1976), 165–72.

Although the rates of changes in language are customarily described in relative terms, this paper presents a method of quantifying the rate of a given change during a specific time period. Utilising the results of recent studies of sound change in progress, the Rate of Change Index is applied to the data for the purpose of indicating precisely the speed of these changes. Also measured in this matter are the rates of change of a variable in different phonetic contexts and among different social classes. The comparisons made here lend support to two important theories: that linguistic change follows an S-curve and that change proceeds more rapidly in urban than in rural areas. The Index contributes, then, to an inductive model of sociolonguistic change. It is also suggested that the Index can be applied to syntactic and lexical changes as well. (Linguistic change, sociolinguistics, phonology.)

77–96 **Leont'ev, A. A.** Язык как социальное явление (к определению объекта языкознания). [Language as a social phenomenon (towards a definition of the object of linguistics).] *Серия литературы и языка* (Moscow), **35**, 4 (1976), 299–307.

It is argued that, although it is now universally accepted that language is a social phenomenon, two interpretations of this position are still current: one, which can be traced back to Saussure, lays emphasis on the representation of language in the brain of the individual, opposing this to social factors; the other, Marxist view, sees language as one aspect of the whole social behaviour of man.

The position that linguistic phenomena may be reduced to physiological mechanisms is rejected in favour of the view that sees communication as a reality-changing activity, on a level with other characteristically human behaviour: as with other social activity, the study of the individual gives only an inadequate reflection of the nature of the phenomenon. In conclusion, it is argued that the nature of language is determined by the use to which it is put, and that therefore the study of the utterance is the only solid basis for linguistic research.

77–97 **Levine, Josie.** Some sociolinguistic parameters for analysis of language-learning materials. *IRAL* (Heidelberg), **14**, 2 (1976), 107–33.

A grid framework for the analysis of language-learning materials is suggested into which can be fitted (*a*) situations in which language acts occur, and (*b*) various language functions. For (*a*), the parameters are situations (six subdivisions), tone and speech mode. For (*b*) the grid comprises function and illocutionary act, and goodness of fit. These sociolinguistic parameters are tested out on part of the materials in *Scope, Stage 2*, intended for use in Britain with pupils aged 8 to 13 [charts of analysis]. The grid could provide information about use of language but not enough detail about what the language would be or how it would be distributed. A more delicate analysis would be useful. [Implications for teaching are briefly considered.]

77–98 **Rushton, James and Young, George.** Context and complexity in working-class language. *Language and Speech* (Hampton Hill, Mddx), **18**, 4 (1975), 366–87.

The research consisted of a comparative analysis of the written language of a working-class group of subjects and a middle-class group, the aim being to test Bernstein's sociolinguistic theory of a class-based limitation to a 'restricted' code. Both groups of subjects were given essay titles demanding different forms

of stylistic treatment. The written language they produced was then analysed to assess and compare the degree of stylistic variation it contained. On certain linguistic items stylistic 'shifts' were predicted in the writing of both groups as they moved from title to title. In certain areas and contrary to the preconceptions of earlier workers in the field it was predicted that these stylistic shifts would be more pronounced in the writing of working-class subjects. In line with the prediction, the working-class group was shown to possess a greater stylistic variation in its writing on the titles and linguistic indicators selected. Their scores on the items were more likely to move in the predicted direction and, when they did so, were more likely than those of the middle-class group to move consistently and to a level of statistical significance.

77-99   **Wolfson, Nessa.** Speech events and natural speech: some implications for sociolinguistic methodology. *Language in Society* (London), **5**, 2 (1976), 189–209.

Samples of speech suitable for sociolinguistic analysis may be sought in several ways. Interviews (either formal or informal) and tape-recorded group sessions are the methods most used currently. In research on a specific variable, the historical present tense (HP), none of these methods proved neutral or adequate. Although the historical present tense is very widely used in conversational narratives, its occurrence within interviews is so infrequent as to be striking. An explanation was found in the way in which the interview has a specific known place as a speech event in the culture of those whose speech was being studied. The so-called spontaneous interview does not have such a place, and for that very reason is even less satisfactory a source of data. The notion of natural speech is taken as properly equivalent to that of appropriate speech; as not equivalent to unselfconscious speech; and as observable easily, and often best, by simple techniques of participation. (Sociolinguistic methodology; speech events, interviews, observation, natural speech; United States English.)

77-100   **Zvegincev, V. A.** О предмете и методах социолингвистики. [On the subject and methods of sociolinguistics.] *Серия литературы и языка* (Moscow), **35**, 4 (1976), 308–20.

After a survey of the range of work which has been characterised as 'sociolinguistics', it is argued that this range must be restricted to prevent its being identical to the range of linguistic research. However, sociolinguistics (as opposed to 'linguosociology') is seen as part of linguistics, studying the relationships between *langue* and *parole* in a social context.

While the methods of sociolinguistics have until recently been extremely practical and empirical, it is claimed that sufficient basic material is now

available to justify a progression from a mere concentration on descriptive procedures to a more synthetic and theoretical stage; this stage would make use of the methods of abstraction and formalisation characteristic of modern theoretical linguistics. This theoretical approach is exemplified with the notion of 'communicative competence', which both extends Chomsky's notion of linguistic competence to the field of sociolinguistics, and enables us to bridge the gap between linguistic competence and language use. It is suggested that the notion of 'presuppositions' may fruitfully be extended from the study of sentences to the study of texts, in elucidating the degree to which ellipsis is possible in language use.

LANGUAGE DEVELOPMENT OF CHILDREN
See also abstracts 77–94, –105, –108, –147/8

77–101   Branigan, George. Syllabic structure and the acquisition of consonants: the great conspiracy in word formation. *Journal of Psycholinguistic Research* (New York), **5**, 2 (1976), 117–33.

The syllabic structure and phonemic inventory of one child were analysed at the beginning of word production and compared with similar records reported in the literature. The data appear to favour an interactionist view of lexical development which recognises the contribution of particular syllabic forms to the acquisition of consonantal phonemes and the role these phonemes play in expanded syllabic form. The discussion argues for the primacy of CV as the dominant unit of production and identifies a number of constraints on syllabic forms and a set of conspiratorial rules which assure the production of these forms. Further, it is argued that certain strategies operating within the constraints to particular syllabic forms result in the ordered development of syllabic structures.

77–102   Buium, Nissan. Interrogative types in parental speech to language-learning children: a linguistic universal? *Journal of Psycholinguistic Research* (New York), **5**, 2 (1976), 135–42.

The present study investigated the frequency of occurrence of various interrogative types in the language of American mothers (English) and Israeli mothers (Hebrew) to their 24-month-old language-learning children. It was found that both groups of mothers produced a similar hierarchy of the various *wh*-questions. The relation between these specific *wh*-questions and concept development in the child is discussed. It was also found that American mothers produced significantly more questions that required the child to respond with a *yes–no* answer, while Israeli mothers produced significantly more *wh*-questions which placed the cognitive burden of the verbal interaction on the child.

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77–103   Park, Tschang-zin. Word order in German language development. *Word* (New York), **27**, 1/3 (1971) [published 1976], 247–60.

The way in which children process sequential orders in an elicited imitation is studied. The subjects were 17 German-speaking children from 3;6 to 5;5 years of age. The same model sentences were varied in two ways based on the deep–surface structure distinction. In German, the deep structure is defined by a verb-final rule and the surface structure by a verb-medial rule. Virtually all the children studied could repeat the surface structure correctly but the deep structure was rejected by most of them and turned either into the corresponding surface structure or into some ungrammatical sequences. The findings are interpreted as denying the notion of primary acquisition of the deep structure. It is further argued that children's grammar rules are concrete in nature and very limited in generality, referring to some particular structures to which they are actually exposed.

BILINGUALISM   *See also abstract* 77–116

77–104   MacLeod, Colin M. Bilingual episodic memory: acquisition and forgetting. *Journal of Verbal Learning and Verbal Behavior* (New York), **15**, 4 (1976), 347–64.

Two experiments investigated the representation of meaning and input language in bilingual memory. Experiment I used the savings method to investigate the kind of information remaining in a non-recallable memory trace five weeks after original learning. The results showed significant savings for same versus changed meaning (across translation equivalents such as *horse* and *cheval*) but not for same versus changed language. This result, in conjunction with previous research on savings, suggests that translation equivalents do not function as synonyms but are mediated by an underlying supralinguistic concept. Experiment II used the depth-of-processing incidental-learning paradigm to investigate the kind of information acquired when words are classified in terms of either meaning (living vs. nonliving) or language (French vs. English). The results showed that meaning classifications produce better memory than linguistic classifications, both in terms of recall for meaning and in terms of recognition for the language of presentation; this suggests that memory processing is not directed to a single level but passes through the linguistic level on the way to the deeper semantic level.

77–105   Rouchdy, Aleya. Competence and performance: is a child's native language affected by the acquisition of a second language? *Word* (New York), **27**, 1/3 (1971) [published 1976], 411–20.

This study examines interference in the speech of a 12-year-old bilingual child whose languages are Arabic and English. The subject spoke only Arabic before his arrival in the United States at the age of eight. The analysis of his speech shows interference on the syntactic and the lexical levels of the child's native language, also that performance, with its apparent interference, is not a reflection of the bilingual's competence in Arabic. Performance, which is rarely a total manifestation of competence, presents different aspects of interference according to which the speaker can be classified as a native or non-native speaker of a language. These aspects and their amount are examined, and performance is used as data to be investigated in order to determine the subject's level of competence.

The passive knowledge of the bilingual child is shown to be greater than his active knowledge. This finding supports the view that bilingualism is more than a study of the speaker's performance. An analysis of the speaker's level of competence and performance would give a complete picture of the bilingual's consciousness of his language.

PHONOLOGY AND PHONETICS
See also abstracts 77–95, –101, –124

77–106   Kempgen, Sebastian. 'Zentrum' und 'Peripherie'. Zur Bewertung der phonotaktischen Wortstruktur. ['Centre' and 'periphery'. Towards an evaluation of phonotactic word structure.] *Linguistische Berichte* (Braunschweig), **42** (1976), 29–35.

In corpus-oriented phonological studies of phonotactics loan words, interjections and names are omitted and not regarded as belonging fully to the phonological system of the language. This article presents a suggestion for investigating the phonotactic normality of any word by using the methods of quantitative linguistics. In this way several degrees of incorporation into the sound system can be found. The unit to be investigated is the phonological word. All initial and final consonant clusters are submitted to a statistical test. On the basis of their mathematically computed probability value clusters are divided into marginal and regular. This enables syllable divisions to be made. The degree of 'normality' or 'strangeness' of a given consonant cluster can be illustrated from Russian. In the word /vr'em'a/ the onset /vr'/ is marginal, with the value 1, and the onset /m'/ is regular, with the value 3. The two vowel codas are regular. The formula is $n_{(m)}/(n_{(m)}+n_{(r)})$, which applied to /vr'em'a/ is $1/(1+3) = 0.25$, which is the degree of strangeness, whereas the degree of

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incorporation is 0·75. Then the relative frequency of onsets and codas is found and the actual value ranged on a scale from 0 to 1 against an expected value which varies between t_1 and t_2, e.g. 0, . . . t_1, . . . t_2, . . . 1. Peripheral structures are those whose value lies between 0 and t_1. These methods can be used for language typological studies. They are not static but take change into account.

77-107   Ladefoged, Peter. The phonetic specification of the languages of the world. *Working Papers in Phonetics* (Los Angeles, Cal), **31** (1976), 3–21.

There are two independent ways of making phonetic descriptions of language: if economy is the goal, we use one of the speech synthesis descriptions; if we want to explain why languages are as they are, we use one of the linguistic feature systems. In the former system, we can specify any sound in any language by stating the correct values of 15 parameters.

The explanation of why languages are as they are must recognise the tendency for complex vocal gestures to be simplified and the necessity for different sounds of the language to be readily distinguishable. Thus phonologists must consider speech sounds sometimes from an articulatory and sometimes from an acoustic viewpoint. The specification of vowel sounds involves reference to the three acoustic features Height, Back and Rhotacisation, and the three articulatory features Round, Wide and Nasal, although there are articulatory correlates of acoustic features and vice versa. Such phonological features may be completely quantified in a speech synthesis system. However, generative phonologists never give systematic phonetic descriptions of sounds in terms of physical scales, even though such specifications, when made, are completely in accord with standard generative theory. Whether the aim is to describe one aspect, e.g. the acoustic, of the spoken medium, or the set of phonological patterns, we must aim at quantifiable systems.

77-108   Oller, D. Kimbrough and Warren, Irene. On the nature of the phonological capacity. *Lingua* (Amsterdam), **39**, 3 (1976), 183–99.

The theory of child phonology must make reference to children's 'phonetic production preferences' in order to capture interrelationships among processes. Although some processes may be, in Stampe's term, cross-purposeful, more often they fit into coherent strategy groups whose members have quite different surface generative formalisation.

Evidence was collected of systematic instability in pronunciation of words. The various phonetic forms, far from involving random errors, often work in concert to accomplish avoidance of a particular phonetic difficulty or maximisation of phonetic preference. One child, for instance, had two distinct pro-

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nunciations of *black*: [bwæk] and [bəlæk], both of which avoid obstruent-liquid clusters, though by different processes. Some instability, though, appears rather to reflect different strategies for differences in factors such as speech rate. Such unifying production preferences, however, are only one kind of motivation underlying phonological processes. Thus over-generalisation can be seen as motivated by a desire to master the adult pronunciation system. A description of child phonology must specify not only the processes of substitution, addition and deletion, but also the various motivational factors involved in each process, by which the various processes may be related.

MORPHOLOGY

77-109   Linell, Per. On the structure of morphological operations. *Linguistische Berichte* (Braunschweig), **44** (1976), 1–29.

We take it for granted that many word forms are not stored ready made in the lexicon, but are formed by morphological operations on those building blocks which are stored. The morphological operation can in general be analysed as comprising morpholexical rules and a morphophonological part consisting of morphophonological rules proper and phonotactically motivated rules. Contrary to the generativist assumption that the stored entities are morphemes in abstract invariant forms, evidence suggests that the lexical building blocks are concrete expressions, primarily simple word forms. Phonotactic constraints operate as active filters, transforming unacceptable strings so that they conform to surface constraints; they also enable speakers to judge the phonological correctness of previously unheard forms. Morphophonological rules proper concern the phonological implications of morphological processes and are very different from true phonological rules, which concern the rules of pronunciation and pronounceability of language; they must be treated in a very different manner from that in orthodox generative phonology. Finally, the morphological operation has a clearly definable single function, and must be unitary, as evidenced by the fact that the whole operation must be performed in all cases.

VOCABULARY STUDIES

77-110   Puangmali, Suraprom. A study of engineering English vocabulary. *RELC Journal* (Singapore), **7**, 1 (1976), 40–52.

A study was undertaken to draw up frequency lists to provide a basis for organising the teaching of engineering English vocabulary (EEV) to tertiary-level EFL students. [Unsuitability of available word lists.] Vocabulary actually occurring in relevant engineering texts was investigated [procedure described]; of the 5,202 items covered, 2,413 were classified as grammatical units (GUs),

like function words, and 2,789 as semantic units (SUs), like content words, further classified into technical/scientific and non-technical/non-scientific. Journal texts were found to have a higher proportion of SUs than textbook texts; words occurring only once in any one text ranged from 52 per cent to 70 per cent; many technical terms were common to various related subjects [other findings are discussed]. Implications for teaching EEV are that emphasis in the early stages should be on recognition vocabulary; students should later be taught to look for context clues to cope with low-frequency words, and structural analysis might also be useful. More data from larger corpora are needed to enlarge existing lists. [References.]

77–111   **Schmidt, Günter Dietrich.** DDR-Lexeme in bundesdeutschen Rechtschreibewörterbüchern. Eine kritische Betrachtung des Duden und des Knaur. [GDR-lexemes in Federal German spelling dictionaries. A critical look at *Duden* and *Knaur.*] *Deutsche Sprache* (Munich), **4** (1975), 314–31.

In 1973 the seventeenth edition of *Duden Rechtschreibung* and the first edition of *Knaurs Rechtschreibung* were published. The lexicographers who produce such volumes have the responsibility of giving extralinguistic as well as linguistic information. This article investigates the amount and choice of words used exclusively in the GDR which these two dictionaries have selected. The words were examined according to their topicality, relative frequency, status and potentiality for being wrongly interpreted. They should be known to all the GDR population. Some words are not clear to FGR speakers, e.g. *Pionier-freundschaft* 'unit of the Pioneer organisation'. The choice of words is made finally on an subjective basis. The words in *Duden* marked GDR are listed according to semantic areas, e.g. *Wirtschaftssystem, Sport.* Some words which occur in the GDR were found to be missing, and some which were marked as GDR also occurred in the FGR. *Knaur* had fewer words and proved unsatisfactory in this respect. It seems that the *Duden* lexicographers acted according to their own discretion and not with any systematic plan. They did not avail themselves of help from research institutes with special interest in the GDR.

LEXICOGRAPHY   *See also abstract* 77–111

77–112   **Lehman, D.** De l'analyse de contexts à la pédagogie des textes. [Contextual analysis and teaching the written language.] *Études de Linguistique Appliquée* (Paris), **23** (1976), 64–87.

The *Dictionnaire contextuel de français pour la géologie* (DCFG) was published by Credif in 1976, in response to requests from teachers of French as a foreign

language and in order to meet the requirements of a public studying French for a special purpose who needed knowledge of the written language in order to read and understand documents in their speciality (in this case, geology). In the absence of any linguistic description of the language of geology, the DCFG was based on the 15,000 words of the *Vocabulaire d'initiation aux études géologiques*, also compiled by Credif.

The compilers of the DCFG aimed to provide a syntactic and semantic description of the language of geology and one which could be used for teaching purposes. The dictionary is accordingly divided into two parts: (1) the dictionary proper, including explanatory articles setting the words in their context, and an elaborate system of cross-references; and (2) a detailed critical analysis of the language of the first part.

77–113 **Steiner, Roger J.** Neologisms and scientific words in bilingual lexicography: ten problems. *Lebende Sprachen* (Berlin), **21**, 4 (1976), 145–50.

Ten problems are discussed which face the lexicographer in incorporating lexical innovations into his bilingual dictionary [reference is made specifically to French and English but is applicable to other languages]. (1) The problem of going beyond the suggestions offered by commissions set up to suggest neologisms; (2) when to accept a neologism for use in a dictionary; (3) how to treat a neologism for which no equivalent can be found; (4) the problem of borrowing; (5) the calque; (6) cultural equivalents vs. straightforward translations; (7) the treatment of ISV words (International Scientific Vocabulary); (8) lexical treatment of initialisms, acronyms and abbreviations; (9) neologisms created by the underworld, and (10) interference in reliable lexicographical method because of the prejudices of the lexicographer. [Possible solutions are noted.]

DIALECTOLOGY

77–114 **Kalnyn', L. E.** Диалектологический аспект проблемы 'язык и диалект'. [The dialectological aspect of the language-dialect problem.] *Серия литературы и языка* (Moscow), **35**, 1 (1976), 34–45.

Definitions of 'language' and 'dialect' are examined: these demonstrate that there is no structural difference between language and dialect, but rather they are differentiated by a series of extralinguistic features, such as their literary status, historical development, etc. The study of individual dialects of a language combines to give an abstract 'dialect language', which, when combined with the literary language, enables the linguist to define a national language.

The conception of a dialect as something which cannot be studied in the same way as a full-fledged language is attacked, as is the limitation of dialect studies to historical investigations and dialect lexicography. What is needed is for the dialects of individual communities to be studied in the same way as unwritten languages are currently studied, using field investigation techniques. Studies of this sort on all levels of grammar would enable dialectologists to work out a methodology suitable for this task, and to begin to investigate the relationships that dialects have to each other.

STYLISTICS

77–115 **Lotman, Juri M.** Notes on the structure of a literary text. *Semiotica* (The Hague), **15**, 3 (1975), 199–205.

The critic, in determining the relationship between a text and its description, has to take account of the implication by the work of distinct and opposing orders whose intersection is the essence of artistic construction. Therefore every level of artistic construction is structured by the organisation 'rule-violation'. Thus, for instance, one order of plot establishes the situation; the other order involves the presentation of an event, violating the first order. Since art is a cognition of life, it is always a deformation of it. Such conventional deformation must be distinguished from deformation resulting from, say, fantasy. Fantasy is the most elementary example of a systemic rearrangement of combinations and perspective which reveals hidden aspects of the inner existence of a phenomenon. The fantastic is a means of restoring to a text its actively cognitive function by re-establishing in the consciousness of the collective the rules of correlation of the deformation involved.