

Language and linguistics

LINGUISTIC THEORY

81-1 Baker, C. L. Syntactic theory and the projection problem. *Linguistic Inquiry* (Cambridge, Mass), **10**, 4 (1979), 533-81.

The projection problem of the title concerns the functional relation between early linguistic experience and adult intuitions. Chomsky has argued that general principles of a common-sense sort, e.g. similarity and analogy, fall far short of explanation. The paper begins with a consideration of the differences between the data of experience and the data of intuition, especially in point of quantity and judgments of well-formedness. The second part argues in favour of a maximally restrictive hypothesis of universal grammar, which attempts to describe the nature of innate linguistic predispositions. Evidence is then brought to show why the projection problem is not a trivial one, as is claimed by, for instance, Derwing, who denies the necessity for specifically linguistic predispositions. In addition, work on the projection problem focuses attention on the requirement of psychological plausibility, and this will help the linguist winnow descriptively equivalent grammars.

81-2 Harris, Zellig S. Operator-grammar of English. *Linguisticae Investigationes* (Amsterdam), **2**, 1 (1978), 55-92.

A sketch is given of a grammar of English based upon the single operator-argument relationship. The primitive arguments N form the starting-point for the derivation of sentences, whereby operators and arguments of different degrees of complexity are combined according to their respective derivational entry-requirements. Thus the elementary operator O_n requires a single argument (intransitive verbs); O_{nn} requires two (transitive verbs). Non-elementary operators, such as O_o ('continue', 'probable') or O_{no} ('know', 'surprise') contain an operator as argument. Operator and argument status are indicated in English both by syntactic position and by the use of affixes. Present-tense -s can be viewed primarily as an operator-marker. Prepositions and complementisers are markers expressing argument-operator relations.

The derivational source of a sentence is semantically perspicuous. Its final form is reached by means of reduction to zero or to affixes, and by permutative movements. Reductions (nearly all optional) occur when an entering word bears one of several possible relations of extreme likelihood with respect to an operator entering before or after it. Permutation involves length-reduction, and occurs under characterisable conditions. The formation of affixes through reduction of high-likelihood operators upon affixless words permits a syntactic account of word-formation for many cases of morphologically complex words.

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The syntax is given of the English verb-phrase and noun-phrase, including analyses of tense, aspect, verb-complementation and the use of articles. Amongst the remaining analyses, negation and conjunction for instance can be viewed as deriving from metalinguistic operators 'I deny' and 'I costate' respectively. Apparently disparate phenomena can be given a unitary account by making regular reductions upon a single regular source.

- 81-3 Keenan, Edward L.** On surface form and logical form. *Studies in the Linguistic Sciences* (Urbana, Ill), **8**, 2 (1978), 163-203.

The paper explores the relationship between two theoretical structures posited for natural language. These are, (1) surface form, which is defined in a familiar way by generative rules using grammatical categories such as noun, verb, and conjunction; and (2) logical form, defined by a set of rules and representable also by labelled trees, but using such categories as quantifier, variable, predicate. It is claimed that the structure assigned to any expression of, say, English by a syntactic theory corresponds significantly with that assigned by a logical theory. Two well known language phenomena are adduced in support, namely, grammatical agreement between constituents (for example, between adjectives and their head nouns), and the characteristic word order patterns found in natural language. The correlation established between surface and logical form is no accident; in learning language, we use surface form with logical effect, viz. to assert, to deny, to infer. The correspondence is not one-to-one (ambiguity is a notorious feature), but presumably close, since children rapidly acquire language. Just how close is an open question, but a reasonable assumption is that almost everything in surface is relevant to the logical interpretation of surface form.

- 81-4 Kolshanskij, G. V.** Проблемы коммуникативной лингвистики. [Problems of communicative linguistics.] *Вопросы языкознания* (Moscow), **6** (1979), 51-62.

An elaboration of the nature of communicative linguistics, claimed to be the dominant trend in contemporary linguistics. The centrality of the utterance (virtually equated with the proposition) is defended, other levels of linguistic analysis being seen as essentially derivative from this - e.g. lexical meaning is seen as a linguist's abstraction from the meanings of utterances. Distinctions such as that of *langue* and *parole*, and grammatical or communicative aspects of linguistic form, are dismissed as irrelevant, or simply as different ways of looking at the same thing. Functional views of language based on anything other than communication are likewise criticised.

Two examples are given of the communicative approach to grammar. The truth or falsity of propositions can only make sense given a subject

and a predicate, so that there should be no such thing as a single-constituent sentence, without either subject or predicate. Secondly, homonymy and synonymy are considered: there exist many homonyms but hardly any genuine synonyms, which is a consequence of trying to reflect the diversity of the real world within a finite vocabulary.

81-5 **Lehfeldt, Werner.** Управление, согласование, примыкание в русском языке. [Government, concord, parataxis in Russian.] *Russian Linguistics* (Dordrecht, Holland), 4, 3 (1980), 249-67.

The author attempts to provide operational definitions of government, concord and parataxis, with particular reference to Russian. All of them are to be thought of as relations between the inflexional parts of word forms of specific classes. Concord is a one-to-one relation; for instance, the inflexion of an adjective in Russian allows us to predict the inflexion of the nominal form with which it is in concord, and vice versa. Parataxis is a one many relation: given any specific verb form, it is possible to predict the form that an adverbial modifier will take, but it is impossible to predict from the form of an adverbial modifier what sort of verbal inflexion occurs on its head. Government is a many many relation: the inflexion of the verb gives no clue as to the inflexion of the noun, and vice versa.

An algorithmic formulation of these principles is provided, and the conceptual framework is backed up with a discussion of the nature of communication.

81-6 **Pazukhin, R. V.** Язык, функция, коммуникация. [Language, function, communication.] *Вопросы языкознания* (Moscow), 6 (1979), 42-50.

A contribution to the argument about the functions of language. It is assumed that language is characterised by its communicative function, and two arguments are advanced against those who claim it has other functions as well. A distinction is made between constitutive function (characteristic of the object of study as a whole), subfunction (characteristic of the component parts within the whole) and epifunctions (specific examples of functioning - usually unlimited in number). Those things which are claimed to be functions of language by other investigators are related by this one either to subfunctions (e.g. 'symbolic' or 'intersubjective' functions) or to epifunctions (e.g. 'poetic', 'phatic' functions).

The argument that 'communication' requires two people is countered with a cybernetic approach to communication, in terms of which only source, channel and receiver are required. In these terms, thought can be viewed as intrapersonal communication, and some evidence is presented for this position.

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- 81-7 Schnelle, H.** Syntax und Semantik – Wo stehen wir heute? [Syntax and semantics – where do we stand today?] *Linguistische Berichte* (Wiesbaden), **63** (1979), 1–25.

German linguistics is not new but has a long important tradition. In the recent past it has opened its doors much more to international developments in the field. After a period of becoming established, linguistics is showing an increasing diversification in research. There are no longer general methodological and objective criteria for linguistic theories. One of the main heads of discussion is the relationship between linguistics and psychology, biology and cybernetics. In this area linguists must rethink their position and emphasise the speaker as a cybernetic linguistic organism. In the last century, H. Paul also emphasised the role of the speakers of a language, but such ideas were not accepted since there was no adequate psychological model to use. With the advent of cybernetics such a model has been worked out. Linguistics faces two alternatives: either the study of combinations of elements or the formation of processes. It should study the linguistic information-flow model itself. It is not a question of either transformational deep surface grammar or surface grammar but of a new emphasis in linguistics.

LINGUISTIC UNIVERSALS *See also abstract 81-1*

- 81-8 Comrie, Bernard.** Linguistics is about languages. *Studies in the Linguistic Sciences* (Urbana, Ill), **8**, 2 (1978), 221–36.

Criticism is made of some recent research in language universals. The study of language universals, contrary to the widespread view within transformational-generative grammar, should be based on the study of a wide range of languages. Language universals should be predicated more directly of data and sets of data, rather than of abstract analyses, if the study of language universals is to be an empirically testable undertaking.

This approach, though essential to the construction of a valid theory of language universals, brings with it a methodological difficulty: ideally, the linguist working on language universals should both cover a wide range of languages and have detailed familiarity with each of the languages he uses. In practice, however, increase in breadth of coverage inevitably brings with it a decrease in depth, and vice versa. One possible way out of this methodological dilemma is a questionnaire, or rather framework, devised by the author for providing a detailed description of the syntax, morphology, and phonology of an arbitrary language in such a way that the material contained in this description can be readily accessible to linguists working on language universals.

- 81–9 Halvorsen, Per-Kristian and Ladusaw, William A.** Montague's 'Universal Grammar': an introduction for the linguist. *Linguistics and Philosophy* (Dordrecht), **3**, 2 (1979), 185–223.

These explanatory notes guide the reader through Montague's difficult but influential paper 'Universal Grammar'. Under this approach, natural language is treated on a par with formal languages. The universal method outlined interprets expressions of the language in terms of a model theory used for providing definitions of truth for formal logics. Montague uses a Fregean definition of meaning, involving the two types: entities and truth values, but Universal Grammar makes no stipulations as to what kinds of objects can serve as meanings. Semantic analysis is carried out directly on the syntactic structures of the language, without the need for intermediary translations. Linguistic theories of semantics (e.g. Katz-Postal, Generative Semantics) rely on semantic representations which are incompletely formalised and which fail to provide the necessary link between linguistic and non-linguistic entities (denotations, defined for specific points of reference in specific contexts of use). The link in Montague's system is direct, although for expository convenience a translation into intensional logic can be made.

- 81–10 Kibrik, A. E.** Подлежащее и проблема универсальной модели языка. [Subjects and the problem of a universal model of language.] *Серия литературы и языка* (Moscow), **38**, 4 (1979), 309–17.

This article is concerned with the universality of the traditional notion of 'subject'. It is shown that even in Russian, the traditional definition runs into problems with gerunds, reflexives and infinitive constructions, while ergative languages pose rather more severe problems. It is argued that a syntactic approach to this problem is likely to be unfruitful, and so a semantic characterisation of 'subject' is called for.

An approach is developed in terms of the possible combinations of Agent and Patient arguments of verbs, and language types are distinguished as 'accusative', 'ergative', 'active', etc. These semantically motivated types are compared in terms of the criteria of economy and distinctiveness of case marking, and ergative and accusative systems emerge as optimal. Loss of semantic motivation leads to purely syntactic accusative or ergative systems.

LANGUAGE AND LOGIC *See abstracts* 81–3, –9

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SEMANTICS *See also abstract 81–51*

- 81–11 Booi, Geert E.** Semantic regularities in word formation. *Linguistics* (The Hague), 17, 11/12 (1979), 985–1001.

The problem of how to account for regularities in the interpretation of complex words is discussed. It is shown that in some cases the interpretation of a complex word is not completely determined by its morphological structure, but is the result of an interaction between linguistic structure and non-linguistic information. The consequences of this 'pragmatic' approach to the semantics of word formation processes for the theory of morphology is discussed.

- 81–12 Soames, Scott.** A projection problem for speaker presuppositions. *Linguistic Inquiry* (Cambridge, Mass), 10, 4 (1979), 623–66.

The problem addressed in the paper is how the presuppositions and assertions of a complex sentence are related to those of the constituent clauses. Earlier attempts at a solution are examined and found inadequate; for example, the cumulative hypothesis – compound sentences inherit all the presuppositions of their constituent clauses – has many clear counterinstances. Karttunen and Peters claim that many putative presuppositions are in fact conversational implicatures, which fall under the non-truth-conditional domain of semantic theory. Nevertheless they likewise adopt a compositional account within a Montague framework. Also considered are the 'pragmatic' hypothesis of Karttunen and a theory based on three-valued logic. All are shown to make false predictions.

An alternative approach is then offered, one very similar to Gazdar's suggestion, that a speaker presupposes all constituent presuppositions unless she conversationally implicates otherwise. Difficulties remain, but it at least makes clear what an adequate theory of presupposition must account for.

- 81–13 Wegner, I.** Frame-Theorie und lexikalische Semantik. [Frame theory and lexical semantics.] *Deutsche Sprache* (Berlin, FRG), 4 (1979), 298–314.

The term 'frame' derives from artificial intelligence research where it represents a body of data standing for a stereotypical situation together with procedural information to apply it. Processes such as the perception of objects are broken down into separate frames. Texts and expressions can likewise be subdivided, e.g. school day: Get up, Eat 1, Go to school, Be in school, etc. In linguistics the following frames have been postulated: morpho-syntactic, semantico-pragmatic and metatheoretical. Since understanding something in context is easier than out of context, frames represent features of situations or contexts. In word frames related lexical items are grouped together according to different

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features, e.g. clocks: alarm clocks, cuckoo clocks, grandfather clocks; antique, obsolete time-pieces: sun-dial, hour-glass, sand-glass. Procedural word frames deal with the needs, uses and effects of use of lexical items. Prototype theory is very useful for frames in reducing the number of features for each frame. The meaning of words can be defined according to frame theory, using localising terminology, e.g. What is X? X lies between A and B. A comparison of meanings provided by frame theory with ordinary dictionary meanings of parts of the body, revealed that the latter were less homogeneous although they largely used localising terminology. Thus frame theory represents a systematisation of implicit practice. However, other features such as function will have to be treated in addition.

LINGUISTIC DESCRIPTION AND ANALYSIS *See also abstracts* 81-2, -5, -45, -50, -53/4

81-14 Gross, Maurice. On the failure of generative grammar. *Language* (Baltimore, Md), **55**, 4 (1979), 859-85.

An attempt to construct a generative grammar of French with a coverage comparable to that of traditional grammars has failed. A description has been arrived at in the course of this work, however; it is much more complex than expected, and turns out to be entirely taxonomic. This result calls into question the validity of the so-called theory of generative grammar.

81-15 Hopper, Paul J. Some observations on the typology of focus and aspect in narrative language. *Studies in Language* (Amsterdam), **3**, 1 (1979), 37-64.

This paper demonstrates the means by which the strictly narrative functions of foregrounding and focus can develop notionally into a significant subset of the aspectual systems of natural languages. These aspectual functions can be structured according to an idealised dichotomy of perfectivity v. imperfectivity. Perfective aspect relates to chronologically sequenced events of a dynamic or kinetic nature, generally involving the same subject individual. In its putative origin in narrative structuring, perfective aspect is linked with the foregrounding of the events which are central and indispensable to the narrative. Imperfective aspect is related to the backgrounded situations not so chronologically distinct and sequenced, but overlapping with the central events to provide added perspective. It is suggested that imperfectivity is associated with subject focus, with narrative emphasis on the nature of the subject rather than on the predicate activity which characterises perfectivity. Foregrounding and focus are facets of one and the same principle.

Malay grammar exemplifies the narrative-aspect connection through

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its particle *lah*, serving both foregrounding and aoristic (perfective) aspect functions. Similarly in Old English, where the OV aorist pattern also typifies foregrounded action and subject focus. Historical development might follow the same connection. The Russian and French aspect systems [detail] can also be characterised according to this idealised schema, which it is suggested might be of significance as a universal tendency within the different aspectual systems of languages.

81-16 Rivière, Nicole. Problèmes de l'intégration de l'impersonnel dans une théorie linguistique. [The problem of integrating impersonal constructions into a linguistic theory.] *Français Moderne* (Paris), 47, 4 (1979), 289-311.

An analysis is proposed for active and passive constructions having personal subjects (*Jean vend des huîtres, Les huîtres sont vendues*), impersonal subjects (*Il mange déjà plein de gens dans la salle du fond, Il a été consommé dix tonnes de riz depuis le 1^{er} janvier*), and impersonal subjects followed by intransitive verbs (*Il a déjà été intervenu auprès de cette instance*). The basis of the analysis is a reconsideration of the notion of transitivity. This is seen not as a property of verbs, specifying whether or not they may take a direct object, but rather in terms of the thematic relations holding between the elements of sentences. Three elements are distinguished: source, goal, and relator (*Jean* (source) *vend* (relator) *des huîtres* (goal)). One or both of the source and goal elements may remain unfilled.

In determining the active/passive or personal/impersonal nature of a sentence crucial roles are played by the source and goal, and whether they are filled or not, and also by the selection of the theme (topic). Agentless passive sentences arise when the source is not filled. Impersonal sentences arise when neither the source nor the goal is the theme. Passive sentences with agents arise when the goal is the theme.

SOCIOLINGUISTICS *See also abstract 81-30*

81-17 Göttert, K.-H. Regelbefolgung, Regeldurchbrechung, Regelerneuerung. Fünf Möglichkeiten im Bereich kommunikativen Handelns. [Following rules, breaking rules, and substituting new rules. Five possibilities in the sphere of communicative action.] *Zeitschrift für germanistische Linguistik* (Berlin, FRG), 7, 2 (1979), 151-66.

An examination of the problem of how differing rule-systems can exist and function side by side is made by looking in detail at five possible ways in which rules can be either followed or modified: (1) rules concerning special cases, e.g. ritual insults; (2) alternative sets of rules, e.g. code-switching according to person, place, or theme; (3) ontogenetic rule-changes, e.g. stages in the development of a child's command of

alternative ways of making an apology; (4) phylogenetic rule-changes, e.g. socio-culturally determined courtesies; (5) adherence to a private system of rules resulting in cliché-ridden communication. Labov's conception of the creation of rule-systems by differing social groups, rather than Chomsky's idea of generating an infinite number of sentences from a single limited set of rules, should be regarded as the norm in communicative action.

81-18 Hunt, J. Athol. Education and bilingualism on the language frontier in Switzerland. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), 1, 1 (1980), 17-39.

A survey of the complex linguistic and social situation created in Switzerland by the interaction between French-speaking and German-dialect-speaking groups along the country's language frontier. The 'territorial principle' which governs language use in Switzerland is explained and the organisation of education in each of the three main bilingual areas is briefly examined. The main part of the paper then proceeds to an analysis of a series of detailed interviews and of replies to questionnaires used with selected students in a number of the senior secondary schools in the main cities lying on the language frontier.

81-19 Marquez, Ely J. Contrastive analysis in sociolinguistics. *IRAL* (Heidelberg), 17, 4 (1979), 313-28.

One possible way of doing a systematic cultural contrastive analysis (or contrastive sociolinguistics) is proposed. This is a contrastive analysis of non-linguistic behaviour via a contrastive analysis of linguistic forms and their usage, in this case Tagalog (T) and English (E) kinship terms.

Reference and address terms for kinsmen are categorised, and the findings are correlated with sociological and cultural descriptions of kin behaviour. It is suggested that this type of contrastive analysis of culture could usefully be applied to registers and to some lexical domains.

81-20 Rehbein, Jochen. Handlungstheorien. [Theories of action.] *Studium Linguistik* (Kronberg/TS), 7 (1979), 1-25.

Linguistics now makes use of the fact that language is used in the actual process of communication. Theories of action started in the social sciences with Weber. Later on scholars interpreted actions in an individualistic way. Then stages of action were recognised. In post-war anthropology Gehlen emphasised how actions become institutionalised. Following Pike, actions may be described as consisting of levels: the highest level being a concept, e.g. 'complaining' and the lowest level the verbal and non-verbal expressions of this. But the question of how one gets from the top to the bottom remains. Actions can also be classified into types. In this 'work tasks' are a great help since they can easily be categorised. Thus in studying actions one is studying society. Actions do not take place in a vacuum so cooperation of actors has to

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be studied and it was found that actors followed typical patterns of action. In some cases actions have to be connected to each other by connectors, e.g. words such as *übrigens*, *so* or 'cries' etc. The study of speech acts can give information about the structure and function of actions in general and vice versa.

81-21 Shuy, Roger W. On the relevance of recent developments in sociolinguistics to the study of language learning and early education. *AILA Bulletin* (Madrid), 2, 21 (1978), 77-105.

Schools in New York City are legally required to assess children to determine in which language they can most effectively participate in the classroom. A research project carried out in a school by CAL (The Centre for Applied Linguistics) sought to describe the developmental aspects of language functions in order to get to the heart of what it means to participate effectively in a classroom. It is not likely that the tests of grammar and phonology currently used will adequately reveal this potential. Barriers to getting into the school and barriers to the teachers and children had to be overcome.

A sociolinguistic view of reading allows for the possibility of a continuum rather than discrete stages, permits variability in the production of reading and accounts for the influence of social factors and tries to develop an inventory of individualising features which the teacher can observe. There is no 'best' method; children all progress differently. The barrier to getting the teachers to accept such sociolinguistic views is that their current practices may have to be changed, such as the tendency to 'repair faults' instead of treating them as developmental stages. Functional language competence is relevant to the teaching of reading in the early stages in terms of teaching training, in terms of the fit between the child's developing competence and the school's curricula and materials, and in terms of the issues concerning children who are culturally and linguistically different.

81-22 Zachariev, Z. Droits linguistiques et droits à l'éducation dans les sociétés plurilingues. [Linguistic rights and rights to education in multilingual societies.] *International Review of Education* (The Hague), 24, 3 (1978), 263-72.

A number of documents and international institutions (United Nations, Unesco) are surveyed to ascertain how they rate the importance of language rights and the role of languages in education and cultural activities. There is a close connection between the democratisation of education, the maintaining of a cultural identity and the use of the mother tongue, and also certain factors which ensure the use of linguistic rights and the achievement of equal rights in the sphere of education. On the basis of information gained from documents and international institutions the author attempts to enumerate the factors which make for the success of a language policy as well as the

fundamental principles which should govern its implementation. These principles include the importance of the mother tongue and the need to consider linguistic planning as an integral part of social and economic planning at the national level.

PSYCHOLINGUISTICS *See also abstracts* 81–58, –75, –106, –109

81–23 Clark, Eve V. and Clark, Herbert H. When nouns surface as verbs. *Language* (Baltimore, Md), 55, 4 (1979), 767–811.

People readily create and understand denominal verbs they have never heard before, as in *to porch a newspaper* and *to Houdini one's way out of a closet*. The meanings are best accounted for by a theory of interpretation that specifies what the verbs mean on particular occasions of their use. It is proposed here that their use is regulated by a convention: in using such a verb, the speaker means to denote the kind of state, event, or process that, he has good reason to believe, the listener can readily and uniquely compute on this occasion, on the basis of their mutual knowledge, in such a way that the parent noun (e.g. *porch* or *Houdini*) denotes one role in the state, event or process, and the remaining surface arguments of the denominal verb denote others of its roles. This convention accounts for the meaning and acceptability of innovative verbs in various contexts; similar conventions may be needed to account for other innovative uses of language.

81–24 Costermans, Jean. Exploration de structures cognitives lexicalisées par une épreuve de combinaison syntagmatique. [Investigating lexical cognitive structures through the examination of word combinations.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain), 5, 1/2 (1978), 61–79.

In order to explore the way lexical items are stored in the memory, 100 native speakers of French were asked to match 21 verbs and 13 prepositions of space, selecting the pairings they felt most appropriate; a grid was drawn up based on their replies, and the lexical distance between the items was calculated.

When the results were subjected to multifactorial analysis, different groupings of verbs of motion emerged and certain asymmetries became apparent, e.g. between *loin* and *à distance*, *alentour* and *autour*. [Tables; diagrams; references.]

81–25 Kagan, Dona M. Syntactic complexity and cognitive style. *Applied Psycholinguistics* (Cambridge), 1, 1 (1980), 111–22.

In Study 1, writing samples from secondary and post-secondary students were used to examine the underlying structures of 16 indices of syntactic complexity known to be related to good writing. Factor

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analysis revealed six syntactic dimensions: unbound description, coordination, unbound description-final position, embedding, elongation, and prepositions. Subscales were constructed to assess each dimension. The purpose of Study 2 was to examine correlations among the six syntactic dimensions and three measures of cognitive style: field-embeddedness, category width, and perceptual accuracy. A coincidence of significant correlations between nearly all of the syntactic subscales and measures of both field-independence and reflectivity indicated an association between syntactic complexity and an analytic cognitive style. Preferred styles of organisation applied to verbal and to visual stimuli alike. The ability to perceive spatial relationships analytically is clearly associated with the ability to manipulate language effectively.

LANGUAGE DEVELOPMENT OF CHILDREN *See also abstract 81-35*

81-26 Bates, Elizabeth and others. The emergence of symbols in language and action: similarities and differences. *Papers and Reports on Child Language Development* (Stanford, Calif), 17 (1979), 106-18.

Several areas of sensorimotor development, such as spatial relations and object permanence, do not seem to correlate with language at all, at least in the earliest stages of one-word speech. A study is described which aimed to control the eliciting conditions for symbol use; it is part of a larger longitudinal study of 32 children at between 10 and 27 months of age. The data described here are from the 13-month session and are relevant to the relationship between first words and gestural symbolisation under a variety of contextual conditions.

Results showed that as the amount of non-symbolic contextual support for a symbolic gesture decreases the number and strength of correlations with language production increase. The kind of gestural symbol which is most 'like' vocal naming is a symbol that is relatively independent or 'distanced' from its object or referent. The data suggest that there is a systematic relationship between vocal and gestural symbols which increases as the symbols become decontextualised in use. These findings provide further support for the 'local homology' model, underscoring the domain-specificity of the relationship between language and cognition.

81-27 Francis, Hazel. What does the child mean? A critique of the 'functional' approach to language acquisition. *Journal of Child Language* (Cambridge), 6, 2 (1979), 201-10.

An attempt is made to explore and clarify methodological problems in the attribution of function to children's utterances and to their constituent elements. Recent work has paid much more attention to judgements of intentions, the significance of gestures, etc., in pre-

linguistic rather than linguistic behaviour. The categorisation of functions must rest on stronger and more systematic evidence.

The work of Halliday on learning how to 'mean' does not make it clear how, in practice, he ascribed meaning and function to expressions. Searle-type rules for a speech act are helpful in aiding an observer to judge whether a speech act constitutes e.g. a demand. What is needed is systematic supporting evidence to interpretation: observation and testing of both linguistic and non-linguistic behaviour at the time of the utterance and earlier – a kind of dialogue history, which should also include information about communication between the speaker and hearer. What is also needed is some description of how change in use is effected. Systematic observation of learning in natural child development is difficult, but theoretical clarity would be helpful in studying the attribution of meaning to various acts of social behaviour.

81-28 Leonard, Laurence B. and others. Individual differences in early child phonology. *Applied Psycholinguistics* (Cambridge), 1, 1 (1980), 7-30.

Three studies are reported that deal with individual differences among children in the use of consonants during the early period of phonological development. The findings indicated that (1) children differ in their early phonologies, yet these differences do not extend beyond certain limits, (2) the linguistic environment cannot account for a number of these phonological differences, and (3) such differences are due in part to the fact that children's use of sounds varies considerably with the lexical items being produced. Modifications in theories of child phonology are suggested in order to account for these findings.

81-29 Porter, John H. A cross-sectional study of morpheme acquisition in first-language learners. *Language Learning* (Ann Arbor, Mich), 27, 1 (1977) [publ. 1979], 47-61.

Speech samples were elicited by means of the Bilingual Syntax Measure from 11 children aged 27-48 months covering a wide span of linguistic development. The presence or absence of 11 functors was scored in obligatory occasions and an acquisition sequence was determined using three different methods of speech analysis. Although all three methods yielded a strong intercorrelation among themselves, no correlation was obtained when these three methods were compared with two previously determined orders of acquisition based on first- and second-language research. It was concluded that the previous order of morpheme acquisition obtained through research on L2 learners was probably an artifact of the Bilingual Syntax Measure testing situation. It was suggested that the sequence of morpheme acquisition as determined by the Bilingual Syntax Measure be subjected to a more rigorous validation with the sequence observed in spontaneous production of first- and second-language learners.

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BILINGUALISM *See also abstracts 81–18, –29*

81–30 Fishman, Joshua A. Bilingualism and biculturalism as individual and societal phenomena. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **1**, 1 (1980), 3–15.

Just as diglossia is the stable, societal counterpart to individual bilingualism, so di-ethnia is the stable, societal counterpart to individual biculturalism. Di-ethnia requires societal compartmentalisation as well as institutionally protected functional specificity. These desiderata are hard to attain and to retain – both ideologically and structurally – under ‘modern’, interactive, mobile and individualistic urban industrial conditions. However, some groups have, intuitively or consciously, displayed a talent for exactly such arrangements. Much of bilingual education unknowingly leads to transitional rather than stable accommodations in the areas of language and culture.

81–31 Parasher, S. V. A synchronic view of English bilingualism in India. *CIEFL Bulletin* (Hyderabad, India), **15**, 1 (1979), 65–76.

Since Indian independence, English bilingualism has become more widespread, largely because of an unprecedented expansion of education. Probably 20 million students are currently studying English in schools and higher education. Official sources of statistics are quoted as to the importance of English in school language policies, for training in national institutions, and its place in the press, broadcasting, publications, administration, social circles and creative writing. Despite its place as one of the major languages of India, English has not driven out any of the indigenous language, but has a complementary function.

81–32 Titone, Renzo. Some psychological aspects of multilingual education. *International Review of Education* (The Hague), **24**, 3 (1978), 283–93.

After pointing out the formative aims of multilingual education and the differences and similarities between the acquisition of the first (native) language and of the second language, the author examines cognitive development through the first and the second language in a bilingual programme. [Summary of recent investigations on the subject.]

The central concern of the paper is the proposal of a theoretical explanation of the facts. The ‘glossodynamic model’ of language learning developed by the author is a basis for explaining how the child’s cognitive and affective development is enhanced by bilingual stimulation. The core of this model is the emphasis on the integrating, unifying, and propulsive power of the individual learner’s conscious Ego. The personality of the bilingual child does not suffer from the collision of L1 and L2. The effect is rather to widen horizons and strengthen the power of adaptation to the world.

PHONETICS AND PHONOLOGY *See also abstracts* 81–28,
–48

81–33 Basbøll, Hans. Phonology. *Language and Speech* (Hampton Hill, Middx), **23**, 1 (1980), 91–113.

This review article covers the main trends in phonology over the last five years or so. The main emphasis is on generative phonology (which is claimed still to exist as a broad school of phonology, in a sociological sense) and its offshoots. The principal issues discussed concern 'substance-based' as opposed to 'formal' approaches to phonology, abstractness, functional distinctions between rules, segments and features. There is also a brief discussion of the empirical status of phonological descriptions.

81–34 Laver, John. The description of voice quality in general phonetic theory. *Work in Progress* (Edinburgh), **12** (1979), 30–52.

Voice quality is here seen as the overall auditory colouring of a speaker's voice including the contribution of both laryngeal and supralaryngeal features. A descriptive framework for voice quality is proposed. This is based mainly on auditory qualities, although the features involved also have specifiable articulatory and acoustic correlates. Complex voice qualities are analysed as combinations of a number of features or components. These fall into three main categories: settings of the larynx, settings of the supraglottal tract, and settings in overall muscular tension. [Detailed description of a large number of voice quality components.] A notational system for the representation of voice qualities is proposed.

81–35 Smith, N. V. Lexical representation and the acquisition of phonology. *Studies in the Linguistic Sciences* (Urbana, Ill), **8**, 2 (1978), 259–73.

A number of competing theories of child phonology are discussed with regard to the relation between the adult surface forms that are input to the system, the output of the system, and the psychologically real levels of representation within it. Particular attention is paid to the role of perceptual, productional and organisational factors.

Assuming that the child's output is derived via a set of allophonic rules from a phonemic representation, the simplest model of child phonology would include just a single underlying level of representation, corresponding to the surface forms of adult phonology, and related to the child's phonemic representation by a set of phonological rules. It is argued that this system is inadequate, in that the child's underlying representations are not always identical to adult surface forms. Discrepancies arise as a consequence of perceptual factors.

Other additions to the system are also considered, namely (1) an

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'organisational representation' (as proposed by Ingram), and (2) an 'output lexicon' from which the phonemic representations of children's speech are derived via a set of output constraints (as proposed by Menn). Neither of these is justifiable.

LEXICOLOGY *See also abstract 81-59*

81-36 Loffler-Laurian, A. M. and others. Pour une étude contrastive des lexies complexes: cas particulier des lexies à chiffres en français, portugais, et finnois. [Towards a contrastive study of complex lexical items: numerical expressions in French, Portuguese and Finnish.] *Cahiers de Lexicologie* (Paris), **34**, 1 (1979), 61-86.

The various linguistic units (morphemes, words, lexemes, idioms, etc.) that have been proposed as lexical items are reviewed. Does the diversity of units proposed correspond to real differences of analysis? Can a basic lexical unit be defined that would be suitable for the analysis of a variety of languages?

As a contribution towards the comparative study of complex lexical items across languages, tables are given which list corresponding idiomatic and proverbial expressions involving numerals in French, Portuguese and Finnish.

81-37 McArthur, Tom. The vocabulary control movement in the English language, 1844-1953. *Indian Journal of Applied Linguistics* (New Delhi), **4**, 1 (1978), 47-68.

The aim is to examine chronologically and systematically the aims and achievements of various people who sought to organise part of the vocabulary of the English language into manageable levels of frequency and utility, from the most palpably useful to the marginally less so. The work was undertaken for various pragmatic ends: helping stenographers or the blind, or in teaching reading or English as a foreign language. Both the practical value and the theoretical implications of the work of Pitman, Palmer, Ogden and West and others are assessed, and aspects of the conflicts that arose in the course of the movement, especially in the 1930s, are considered. Assumptions regarding the subjective and objective criteria for selection and the ordering of words in lists are discussed, as well as attitudes where logical necessity might be thought to dictate what words should be kept or discarded.

DIALECTOLOGY

- 81-38 Putschke, Wolfgang.** Automatische Sprachkartographie: Konzeption, Probleme und Perspektiven. [Automatic linguistic cartography: conception, problems and perspectives.] *Germanische Linguistik* (Marburg, FRG), 3/4 (1977) [publ. 1980], 25-39.

The introductory paper to a colloquium on linguistic cartography, which identifies a number of ways in which the process of producing linguistic atlases can be automated, including mechanisation of plotting and map-drawing, computerisation of the preparation and storage of raw data, and the development of computer search techniques for analysing data. The basic elements of such an automated data-processing system are described. Such systems are still in their infancy. Organisational problems resulting from the application of ADP methods are discussed, as are specific problems relating to the classification and processing of linguistic and geographical information and to presentation and symbolisation in the production phase.

The experimental phase of automatic linguistic cartography is now complete in its essentials and a transitional stage has been reached between inquiry-oriented systems of documentation and fully operational automatic systems for producing linguistic atlases. These developments may result eventually in the establishment of a dialectological information system.

SPEECH ACT THEORY *See also abstract 81-20*

- 81-39 Davis, Steven.** Perlocutions. *Linguistics and Philosophy* (Amsterdam), 3, 2 (1979), 225-43.

A set of necessary and sufficient conditions for the performance of a perlocutionary act is proposed. Illocutionary and perlocutionary acts are not clearly distinguished by the features Austin suggests, nor are Austin's tests uniquely criterial. The perlocutionary act types meeting the three-part linguistic test proposed can be divided into implicit and explicit causatives. The causative process must involve the performance of an illocutionary or propositional act through an utterance of *p*, and the hearer's understanding that something is meant by *p*. Furthermore the speaker must intend the effect on the hearer brought about by his utterance. Such effects constitute the point or purpose of many communicative acts, over and above the mere achievement of understanding in the hearer.

- 81-40 Ginet, Carl.** Performativity. *Linguistics and Philosophy* (Amsterdam), 3, 2 (1979), 245-65.

The question considered is: why is it that some verb phrases are, in Austin's well-known terminology, 'performatives', and others not? So,

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for example, the verb phrase *sentence you to 30 days just is* (under appropriate conditions) the verb phrase employed in the act of sentencing; whereas, by contrast, *amuse you with a quip* or *berate you* cannot be used in this way. Austin said that the utterance of a performative sentence 'is not . . . to state that I am doing it: it is to do it'. The answer suggested in this paper is that Austin was mistaken when he denied that in uttering a performative one also states that one thereby performs that act. 'Promising', then, is performative because the act it signifies is such as to make it possible to promise by means of stating that one thereby promises; and generally, the class of performatives lends itself to being done just by saying that one, in that very act, does it. This account is attractive for two reasons. First, it is economical, since it appeals to no special convention – only to the general one, that indicatives are standardly used to state that something is the case. Secondly, it explains why only certain verb phrases are performative, and why others are not and cannot be.

DISCOURSE ANALYSIS

81–41 Cicourel, Aaron V. Three models of discourse analysis: the role of social structure. *Discourse Processes* (Norwood, NJ), 3, 2 (1980), 101–32.

In reviewing three current approaches to discourse analysis, the author stresses the need for more explicit and principled incorporation of the high level structural (e.g. ethnographic) and organisational factors which feature in the conditioning of everyday discourse. The speech act model, for instance, tacitly employs such higher level predicates in the assigning of illocutionary categories to segments of data. The 'expansion' model (as in Labov and Fanshel's work on therapeutic discourse) aims to bring the higher level constraints into the open in making an explicit model of communication, but the documentation is generally insufficient. The 'problem-solving' theory models the comprehension of discourse and texts by means of finite schemata (block units of knowledge). To account for the emergent quality of discourse – the modifying of schemata in the course of social interaction – the theory can only appeal to the results of expansion procedures. Unlike the two other models reviewed, the problem-solving model incorporates the limited processing capacity which is an important characteristic of both subjects and researchers. All the models, however, suffer from the over-idealisation of data which results from insufficient use of detailed higher level structural or organisational material. Ways of tackling the problem are suggested, one of which is to focus attention on discourse events which make reference to the organisational context itself.

- 81-42 Corblin, Francis.** Sur le rapport phrase-texte. Un exemple: l'emphase [On the relation of sentence to text. An example: emphasis.] *Français Moderne* (Paris), **47**, 1 (1979), 17-34.

The role in discourse of certain so-called 'emphatic' sentences (*Il n'est pas venu, votre ami; Votre ami, il n'est pas venu*) is analysed within a Hallidayan framework. This construction is seen as having a *textual* function, particularly with regard to the organisation of theme and rheme. In terms of the transition from one discourse act to another, the use of the emphatic construction depends on (1) the known (v. unknown) nature of the theme or rheme and (2) the continuity (v. discontinuity) of the theme or rheme. The role of the construction is to identify one or more of the participants in the event or situation being described. This is shown to be linked to the impossibility of emphasising an indefinite noun phrase (* *Un homme, il prend la main de l'enfant*).

- 81-43 Wilson, John.** Why answers to questions are not enough in social discourse. *Belfast Working Papers in Language and Linguistics* (Belfast), **4**, 4 (1980), 60-84.

Sequential constraints employed in the analysis of question-answer pairs need to be supplemented by 'social communication constraints' requiring of both questions and answers that the purposes for their production be understood by the discourse participants. The marking of purpose can be achieved by the provision of information from one of four hierarchically ordered 'domains': overt marking in the domain of personal knowledge (accompanying the uttered question or answer) or in the domain of the discourse in progress; tacit marking in the domain of the non-verbal context, or that of interpersonal knowledge. Only if the appropriate information is not to be found in the domains above it in the hierarchy will the more complex principles involved in the use of interpersonal knowledge come into play. The basis for such a search is the availability of information forming a 'relevant opposition' to that contained in the question/answer.

INTERACTION ANALYSIS

- 81-44 Good, Colin.** Language as social activity: negotiating conversation. *Journal of Pragmatics* (Amsterdam), **3**, 2 (1979), 151-67.

The language of an apparently unstructured social interaction – the casual conversation – is governed by a set of behavioural constraints, which define the situation and determine the linguistic exchanges necessary for the successful achievement of the encounter. In negotiating this encounter the conversationalists confirm the casual conversation as a unit of received social structure. The basic condition of all encounters is more or less explicit agreement concerning the relative

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power of the interlocutors in the situation. The casual encounter seems to involve tacit agreement to share power equally; the term 'parity principle' is introduced to describe this. Within a basic framework of turn-taking the apparently random structure of the encounter can be explained by postulating precise moves and responses. The model underlying the description involves the fundamental socioeconomic power relation and the power given to a speaker on the basis of other factors, ranging from institutionalised situations, such as the legal hearing, through the authority inherent in certain speech roles, down to specifically contextual determinants, such as the personality of the speaker. Against this background, the encounter discussed is seen as social activity, as the interlocutors strive to maintain the balance both perceive as necessary to achieve the social relationship of casualness.