

Language and linguistics

LINGUISTIC THEORY *See also abstracts 79–35, –41*

- 79-1 **Cattell, Ray.** On the source of interrogative adverbs. *Language* (Baltimore, Md), 54, 1 (1978), 61–77.

Ambiguous questions like *Why do they believe (that) she killed him?*, where the interrogative word seems to refer to either clause, appear to offer counter-examples to the NP Ecology Constraint proposed in Cattell, 1976. But sentences beginning with *why* are frequently not ambiguous in this way; and when they are ambiguous, they cannot always be explained by appeal to the theory that *why* has separate origins in the different clauses. Consequently, it is argued here that the derivation of *why* and other interrogative adverbs does not involve the movement of NPs, and therefore does not present counter-examples to the NP Ecology Constraint. An alternative explanation of *why*-questions is offered, which involves appeal to semantic and deictic criteria.

- 79-2 **Normand, Cl.** *Langue/parole: constitution et enjeu d'une opposition.* ['Langue/parole': establishment and role of an opposition.] *Langages* (Paris), 12, 49 (1978), 66–90.

Among the reasons for the continued study of de Saussure is recognition of him as a forerunner of modern linguistics who has now been overtaken. The *Cours de linguistique générale* was tidied up for teaching purposes, and its editors inevitably simplified de Saussure's linguistics because they saw his work through the concepts of their time. From the manuscripts it is possible to see how the *langue/parole* opposition developed. Moreover, the notes from 1891–95, although they contain nothing precisely on that opposition, provide a great deal of information on associated notions.

The key question for linguistics continues to be its object or goal. At the end of the 19th century and the beginning of the 20th, genealogical speculation was abandoned in favour of definition by convention and institution. There was a constant problem, as in sociology, in the opposition of individual/general. De Saussure insisted on *langue* as the norm for all other manifestations of language, defining it as a semiological institution. The important novelty was to distinguish *langue* from all other institutions by defining it within semiology. Although abandoning *parole* early in the *Cours*, de Saussure, in defining *langue* as a system potential for any individual, was proposing an abstraction as objective which was against the ideology of his time. It is not certain that

Saussure put linguistics on the right track by including it within semiology. [References to reviews of *langue/parole* distinction.]

- 79-3** **Piotrovsky, R. G.** Инженерная лингвистика: теория – эксперимент – реализация . [Engineering in linguistics: theory – experiment – outcomes.] *Серия литературы и языка* (Moscow), 37, 1 (1978), 10–19.

In the course of cybernetic and mathematical studies of texts it has become clear that the tasks facing contemporary linguistics can be solved only if the linguistic system and the mechanisms of text transformation (invisible phenomena) are examined in the minutest detail. Linguistic modelling is of prime importance. An earlier three-phase model (linguistic object/hypothesis/mathematical analogue of the linguistic object) is replaced by a four-phase one (linguistic object/hypothesis/mathematical analogue of the linguistic object/engineered reconstruction of the linguistic object). This fourth phase offers an important check on the viability of certain theoretical postulates, and can also creatively contribute to theory itself. A specific problem, that of the adaptation of natural language phenomena to the requirements of artificial language for computer use, is illustrated with reference to colour terminology, and an illustration of the new TAND system (annotation of scientific documents based on a thesaurus approach to data storage and guided search strategies incorporated into the computer) is given, using a fragment of a French scientific text.

SEMANTICS *See also abstract 79-86*

- 79-4** **Wierzbicka, Anna.** The ignorative: the semantics of speech acts. *International Review of Slavic Linguistics* (Edmonton, Canada), 2, 2/3 (1977), 251–312.

The various functions of *k*- words in Russian (or *wh*- words in English, or *ka* constructions in Japanese) are evidently related. The whole range of functions of these words is similar, though by no means identical. There is a great deal of correspondence between these 'ignorative' exponents (*k*-, *wh*- and *ka* elements) and ignorative meanings; but that correspondence is far from absolute. However, this does not mean that Karcevski's ignorative is a linguistic category less real than traditionally recognised categories like relative clauses, the imperative, the interrogative, and so on, which are not semantically uniform either. Even a cursory study of the correspondence between formal and semantic 'ignorativity' indicates that surface structure often deceives, or rather deals in half-truths, which may provide clues to the underlying structure.

STATISTICAL LINGUISTICS

- 79-5 **Kaufman, S.** Analyse statistique des catégories rationnelles et grammaticales. [Statistical analysis of rational and grammatical categories.] *Linguistica Antverpiensia* (Antwerp), 11 (1977), 117-26.

The meaning of morphological and syntactic elements is not always well-defined, a glaring example being that of grammatical gender. The predicate may have quite different roles in sentences which are nevertheless synonymous. Purely grammatical categories cannot reflect the significance of stylistic variation and grammatical analysis must be supplemented by a study of the logical and semantic aspects. It is these rational aspects, representing the concrete side of thought, which determine the distribution of the five essential grammatical categories of subject, predicate, epithet, noun phrase, verb and preposition. Comparative studies have been made in these terms of literary texts (discourse of the characters distinct from the language of the surrounding text) and of journalistic and technical texts [statistical table]. Such comparison shows a similarity between the two aspects of literary texts when contrasted with other kinds of text. [Diagrams, table and formulae.]

SOCIOLINGUISTICS *See also abstract 79-64*

- 79-6 **Butterworth, Brian.** Speech and interaction in sound-only communication channels. *Semiotica* (The Hague), 20, 1/2 (1977), 81-99.

Taped experiments are described, where aspects of two-party non-vision, vision and telephone interactions are measured, and compared with respect to: total pausing; within-speaker pausing; grammatical pausing; the number of short utterances; hesitation pauses. The removal of visual clues produced striking effects. Particular attention is drawn to telephone conversation, where grammatical pauses are relatively short and few, and hesitation pauses are short, though no less frequent than in the contrasted situations. Several hypotheses are suggested to account for this.

- 79-7 **Vanek, Anthony L. and Darnell, Regna.** Direct discourse as interactional reality. *International Review of Slavic Linguistics* (Edmonton, Canada), 2, 2/3 (1977), 189-214.

The authors examine a number of cases, partly from their own work and partly from the literature, of analysis of various forms of direct address. The forms themselves are of secondary interest, being legitimately subordinated to the social relationships which they are means of expressing. Pronouns, naming patterns, kinship terms, etc., are all forms of direct address which, independent

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of the content of a communication, signify the relationships of participants in it. It seems clear that the kinds of relationships people have with one another, and signify in their patterns of direct address, are generally invariant across languages and cultures. The way to find out more about the way in which people in different societies accomplish various social purposes is by examining the interactional reality of cues to communicative relationships; direct address seems to be an accessible domain in which to seek the social meaning of interaction.

PSYCHOLINGUISTICS *See also abstracts 79-31, -73/5*

79-8 **Bucci, Wilma.** The interpretation of universal affirmative propositions. *Cognition* (Lausanne), 6, 1 (1978), 55-77.

It is proposed that *All F are G* is often given a 'structure-neutral' interpretation (e.g. *All, F, G,*) lacking a subject-predicate distinction. In the first experiment, children aged 6 to 8, and 11 to 12, acted out instructions like 'Make a building in which all the yellow blocks are square'. The experiment demonstrated the dominance in children and decline with age of structure-neutral interpretations. In a second experiment, with the same age groups, propositions of the form *All F are G*, varying as to the factual inclusion relations expressed, were presented as the major premises of syllogistic items. The results indicated the presence of structure-neutral interpretations under some circumstances in adults as well as children, and also demonstrated the existence in all subjects of a 'pragmatic processing' mode that becomes less obligatory with age. In pragmatic interpretations, meaning is determined by previously known factual relations between the things which the words represent, rather than by grammatical relations between the words themselves.

79-9 **Ford, Marilyn and Holmes, Virginia M.** Planning units and syntax in sentence production. *Cognition* (Lausanne), 6, 1 (1978), 35-53.

The study was conducted to determine (1) whether it is the deep or the surface clause that is more important as a speech planning unit, and (2) whether syntactic decisions are made during sentence production. Subjects, while talking, heard tones to which they had to respond by pressing a button; reaction times to these tones were taken as an index of processing load during production. It was found that there were increased RTs at the ends compared with the beginnings of deep structure clauses. No difference was found between RTs at the beginnings and ends of surface clauses not corresponding to a deep clause. The results were interpreted as showing that deep clauses are major planning units and that some planning for clauses occurs at the end of the

preceding clause. Differences were found between RTs and during clauses of different syntactic structure. These results were interpreted as indicating that syntax influences production and were discussed in relation to previous studies of pausing and speech disruption.

79-10 Kess, Joseph F. and Hoppe, Ronald A. On psycholinguistic experiments in ambiguity. *Lingua* (Amsterdam), **45**, 2 (1978), 125-40.

This paper reviews theoretical and methodological considerations in psycholinguistic experiments on ambiguity over the last decade. The treatment of ambiguity is assessed as to whether it should be considered analogous in any significant way to sentence production and processing. The results of this experimental paradigm are also considered to see to what degree they may be artifacts of examining isolated sentences in artificial tasks. The paper suggests that the more interesting questions to be pursued relate to how ambiguity is resolved. Psycholinguistic tasks designed to date differ in their specific conclusions, but most are agreed that ambiguity is not a problematic source of difficulty for individuals. What is it then that makes it *not* a problem? If almost every sentence is potentially vague at some level, then the study of the resolution of ambiguity may be a useful tool in the comprehension of sentence processing in general.

LANGUAGE DEVELOPMENT OF CHILDREN *See also*
abstracts 79-14, -16

79-11 Mayer, Judith Winzemer and others. Transformations, basic operations and language acquisition. *Cognition* (Lausanne), **6**, 1 (1978), 1-13.

Errors in child speech show that some children initially formulate tense-hopping and subject-auxiliary inversion as copying without deletion. Other errors suggest that some children may formulate other movement rules as deletion without copying. A claim about the nature of the language acquisition device is made on the basis of our analysis of these errors: the language acquisition device formulates hypotheses about transformations in terms of basic operations. The basic-operations hypothesis predicts that for any transformation which is composed of more than one basic operation, there exists a class of errors in child speech correctly analysed as failure to apply one (or more) of the operations specified in the adult formulation of the rule.

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- 79-12 **Ninio, Anat and Bruner, Jerome.** The achievement and antecedents of labelling. *Journal of Child Language* (London), 5, 1 (1978), 1-15.

The achievement of labelling was investigated in a longitudinal study of one mother-infant dyad, using video-recordings of their free play in a period between 0; 8 and 1; 6. Analysis of joint picture-book reading revealed that this activity had very early on the structure of a dialogue. The child's lexical labels might be regarded as more adult-like substitutes for earlier communicative forms that he had utilised in the dialogue. These were smiling, reaching, pointing and babbling vocalisations, all of which were consistently interpreted by the mother as expressing the child's intention of requesting a label or providing one. Participating in a ritualised dialogue, rather than imitation, was found to be the major mechanism through which labelling was achieved.

BILINGUALISM

- 79-13 **Lambert, Wallace E.** Cognitive and socio-cultural consequences of bilingualism. *Canadian Modern Language Review* (Toronto), 34, 3 (1978), 537-47.

A more optimistic view of the effects of bilingualism has been emerging since the 1960s. The author's investigations of French-English bilingual children in Montreal in 1962 produced surprising results showing that bilingualism might favourably affect the structure and flexibility of thought. Studies from all parts of the world have since confirmed this [discussion of some examples of research]. A more subtractive form of bilingualism is, however, experienced by many ethnic minority groups. Studies of the effects of bilingualism on one's sense of personal identity are encouraging. Offspring of mixed marriages seem to profit from the dual cultural influences in the family. Recent developments in America encourage the hope that minority groups can be helped to maintain respect for their linguistic and cultural heritage. For the French-Canadian community, English language training is better withheld until full competence in the potentially neglected home language is assured. [References.]

- 79-14 **Lindholm, Kathryn J. and Padilla, A. M.** Language mixing in bilingual children. *Journal of Child Language* (London), 5, 2 (1978), 327-35.

Language samples of five Spanish-English bilingual children between the ages of 2; 10 and 6; 2 were examined for language mixes. Only 2 per cent of the total utterances examined contained mixes. The most common type of mix

involved the insertion of single lexical entries – mostly English nouns into Spanish utterances. Very few phrasal mixes were observed. It was concluded that language mixes do not constitute a major interference in the acquisition of bilingualism since children appear to be able to differentiate their two linguistic systems from an early age.

- 79–15 Titone, Renzo.** Analisi di alcuni aspetti psicolinguistici del bilinguismo infantile in età prescolastica ('Bilinguismo Naturale'). [An analysis of some psycholinguistic aspects of pre-scholastic child bilingualism.] *Rassegna Italiana di Linguistica Applicata* (Rome), 8, 2/3 (1976), 49–61.

Based on a descriptive and clinical analysis of cases of pre-scholastic bilingualism (nine bilingual children between the ages of 18 months and five years), this study determines some of the crucial features in the development of bilingualism especially in relation to normal personality development. The languages (combining with Italian) were German, French and English. Collaterally, a survey was conducted of about 100 bilingual children of primary- and secondary-school age, to determine certain psychological and social modes in their experience. On the positive side, the study sought to define the type of transfer from one language to another, the relationship between cognitive and linguistic development, and the social, emotional and linguistic relationship between parent and child. Negative phenomena studied were interference between languages, possible disadvantages to the development of the dominant language, and social dislocation in and out of the family environment. Results are so far scanty, but later monographs are planned to report progress. [Appendices include a schedule of main critical problems, examples of the questionnaires on early and established bilingualism, and the form used for analysis of the child's negative behaviour.]

- 79–16 Volterra, Virginia and Taeschner, Traute.** The acquisition and development of language by bilingual children. *Journal of Child Language* (London), 5, 2 (1978), 311–26.

Analysing the gradual learning process through which a child becomes bilingual from early infancy, three stages can be distinguished: (1) the child has one lexical system which includes words from both languages; (2) the child distinguishes two different lexicons but applies the same syntactic rules to both languages; (3) the child has two linguistic codes, differentiated both in lexicon and in syntax, but each language is exclusively associated with the person using that language. Only at the end of this stage, when the tendency to categorise people in terms of their language decreases, can one say that a child is truly bilingual.

PHONOLOGY

- 79-17 **Nebieridze, G. S.** Трансформационная генеративная фонология и ее отношение к классическим фонологическим теориям. [Transformational generative phonology and its relationship to classical phonological theories.] *Вопросы языкознания* (Moscow), 2 (1978), 67-75.

The arguments advanced by Chomsky, Halle and Postal for the rejection of taxonomic phonology are reviewed, assessed and rejected. It is argued that Halle fails to distinguish between the phonological and phonetic levels of description, and that his so-called morphonological level is merely phonetic, and that consequently Halle's different transcriptions for the morphonological and the phonetic representations are in fact two phonetic variants only. Similarly, it is argued that Chomsky fails to demonstrate the invalidity of the principles of taxonomic phonology, namely linearity, invariance, discreteness and contextual dependence. Finally, it is argued that Postal's criticism of taxonomic phonology based on consequences of the principle of free variation and the view that phonology is not independent of semantics and syntax is ill-founded.

LEXICOLOGY

- 79-18 **Calzolari, N.** An empirical approach to circularity in dictionary definitions. *Cahiers de Lexicologie* (Paris), 31, 2 (1977), 118-28.

Definitions in unilingual dictionaries are not logical or axiomatic but circular. The definition by Marcus (1970) of an index of circularity is applied to a large corpus of all the nouns in the Italian lexicon together with a numerical evaluation. Comparisons are then made between these results and those obtained from slightly different procedures.

The possibility is then examined of automatically extracting various subsets consisting of semantically more inclusive words ('markers') from the original corpus with purely empirical methods. This could be helpful in making evident various relationships within the lexicon.

- 79-19 **Dugast, Daniel.** Sur quoi se fonde la notion d'étendue théorique du vocabulaire? [On what grounds is the notion of theoretical range of vocabulary founded?] *Français Moderne* (Paris), 46, 1 (1978), 25-32.

Statisticians are seeking a formula for the ratio of new occurrences to the total of lexical items in a text – so far, they have been unsuccessful [review of work by Guiraud, Muller and Brunet]. From a formula which provides an index of lexical variety it is demonstrated that calculation of a 'theoretical vocabulary'

must be limited to a specific text. Discontinuities in these series of equations parallel discontinuities in statistics of other natural events.

- 79-20 Marcellesi, Christiane and Marcellesi, Jean-Baptiste.** Conditions socio-linguistiques de la néologie. [Sociolinguistic determinants of word-coining.] *Philologica Pragensia* (Prague), 20, 4 (1977), 195-201.

Neologisms answer the need to communicate new phenomena or concepts in specific social situations, not between individuals in a total society. The influence of the 'establishment' may be great, slight, or non-existent. Research is described on reports in a conservative newspaper of a socialist-communist meeting of 1920, which distinguished (i) entire comments in quotes; (ii) single expressions in quotes; (iii) comment with no quotes at all. Much party terminology was printed unmarked. Leftist parties were neologically autonomous.

- 79-21 Muller, Charles.** Fréquence des mots et statistique lexicale. [Word frequency and lexical statistics.] *Français Moderne* (Paris), 46, 1 (1978), 1-5.

It is the task of the linguist to construct a theoretical basis which corresponds to, supports and explains our intuitive awareness of the relative frequency with which words occur. Unlike the lexicographer who has only to establish a threshold of probability in order to exclude or retain a given word, the linguist must estimate relative probabilities.

The concept of frequency relates to a text or sample of discourse; probability of use to the language as a whole. The significance of word frequencies calculated for a given text can only be judged by comparison with the theoretical frequency which is derived from study of other texts and sources. [Methods of calculating frequencies are explained and illustrated.]

DIALECTOLOGY

- 79-22 Edwards, V. K.** Dialect interference in West Indian children. *Language and Speech* (Hampton Mill, Middx), 21, 1 (1978), 76-86.

West Indian children were found to be influenced by Creole lexis, syntax, morphology and phonology, even when they had been born in Britain. Although Caribbean-born West Indians showed a higher incidence of Creole interference on a small number of features, in most cases their performance could not be distinguished from that of their British-born peers. A highly significant

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correlation was established between extent of Creole interference and performance on comprehension tasks, which suggests very strongly that Creole affects the efficiency of understanding of British English.

TRANSLATION

79-23 Ringbom, Håkan. The influence of the mother tongue on the translation of lexical items. *Interlanguage Studies Bulletin* (Utrecht), 3, 1 (1978), 80-101.

Translations were analysed to find out what systematic and recurring devices the learner adopts when faced with the problem of not knowing a particular English word. A test was administered in Swedish and Finnish schools in Finland, which consisted of 28 English sentences with certain words omitted and given instead in the mother tongue. As expected, Swedes did better than Finns because of the similarity between Swedish and English. They guessed more confidently than the Finns who gave up more easily. The different types of approximation (alternatives to the required word) are lexical, orthographical and grammatical. The main concern here was with lexical approximations, particularly cases where another language plays a part in the learner's choice of words. Finnish learners do not expect formal similarity between L1 and L2 words, but are more likely to be influenced by similarity to L3 (in this case, Swedish). Learners with a related language as L1 are influenced by the mother tongue and may be guided by a formal similarity or by an assumed identity of semantic structure ('false friends' cause many errors). [Tables; references.]

TEXT LINGUISTICS

79-24 Charolles, Michel. Introduction aux problèmes de la cohérence des textes. [Problems of the coherence of texts: an introduction.] *Langue Française* (Paris), 38 (1978), 7-41.

Just as every native speaker has an intuitive knowledge of the structure of his language, he also has a corresponding intuition about the coherence of texts. A study of the writings of schoolchildren, the types of errors made and the (linguistically) naive corrections and comments of their teachers revealed four basic rules governing the coherence of texts: they concerned (1) repetition; (2) progression; (3) non-contradiction; (4) relation. These rules represent certain basic conditions for a well formed text, and may provide a basis for further research towards a grammar of texts. [References.]

- 79-25 Hinds, John.** Paragraph structure and pronominalisation. *Papers in Linguistics* (Champaign, Ill), 10, 1/2 (1977), 77-99.

This paper examines the relationship between full noun phrases and pronouns in a discourse context. Paragraph structure influences the appearance or non-appearance of pronouns. Paragraphs are made up of segments which are closely connected strings of sentences which develop the paragraph topic. Within a segment there will be a single peak sentence which contains the most important information in that segment. Other sentences in the same segment are semantically subordinate to the peak. Full noun phrases occur in peak sentences while pronouns occur in nonpeak sentences.

- 79-26 Kloepfer, Rolf.** Zum Problem des 'narrativen Kode'. [On the problem of 'narrative code'.] *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen), 7, 27/8 (1977), 69-89.

Two problem areas relating to the concept of narrative code are discussed: (1) the relation of the *Grammatik der Erzählung* [grammar of narration] with its various sub-systems to the overall systems of generating narrative meaning; (2) the attempt to define the interrelation of the narrative sub-systems more precisely. The semiotic dimension of the dynamic tensions inherent in the grammar of narration is discussed. [An appendix offers a general survey of the narrative sub-systems; a text taken from the magazine *Der Spiegel* serves as an illustration.]

- 79-27 Lee, David A.** Language and perspective: a textual analysis. *UEA Papers in Linguistics* (Norwich), 5 (1977), 1-17.

The style of a non-literary text is discussed in terms of transformational-generative grammar; it is argued that this type of work offers a special contribution to a theory of style. Concerned with the relationship between language and world-view, the analysis establishes linguistic correlates for the perspective on subject-matter adopted by the text under analysis, taking the point of view that, for a particular structure to be of significance, it must be one of a series of options, relating to a single underlying 'substance'. The option chosen is taken to reflect the way in which that substance is seen by the writer of the text.

- 79-28 Scinto, Leonard F.** Textual competence: a preliminary analysis of orally generated texts. *Linguistics* (The Hague), 194 (1977), 5-34.

It is argued that studies of the ontogenesis of linguistic competence should focus on text rather than sentence structure, and oral-aural rather than written text. This developmental study analyses some adult-child data for textual coherence,

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in terms of theme–rheme patterning, the relationships between T–R structures, and pronoun distribution. Some support is thus given to the hypothesis that the ability to produce coherent texts emerges slowly and late in cognitive development.

DISCOURSE ANALYSIS

79–29 Hutchins, John. On the structure of scientific texts. *UEA Papers in Linguistics* (Norwich), 5 (1977), 18–39.

The paper discusses the structure of scientific text in terms of the functions such texts serve, and isolates common features. Basic structural patterns are described, such as 'hypothesis-testing' and 'explanatory' components. It is argued that linguistic choices relate to the demands of deductive, inductive and abductive processes, and the description of causes, effects, results, conditions, consequences. Thus, evaluative and classificatory modes predominate.

79–30 Linnarud, Moira. Cohesion and communication in the target language. *Interlanguage Studies Bulletin* (Utrecht), 3, 1 (1978), 23–34.

The presence or absence of overt error (studied here in eight essays by Swedish high-school pupils studying English) is not sufficient to account for the impression they make on the native speaker. There are other factors, covert errors, which help to account for this. Cohesion was examined; it was found that the essays judged good in both the original and the corrected versions had a high density of cohesion and greater variety in their means of expressing the same *sense*. The essays which made a poor impression on the reader had a less dense cohesive texture and less variety in the expression of their *senses*.

Cohesion is an important area for investigation in an attempt to give a more complete picture of learners' interlanguage. Much still needs to be done to refine the methods for the semantic analysis of text cohesion in order to be able to apply it consistently to a larger corpus. Formal correctness in the learner's performance is important in communication but it is not enough to impress the native speaker; richness and variety of vocabulary are important factors in achieving success.

79–31 Scinto, Leonard F. Functions of lexical and non-lexical meaning in competence/performance. *Linguistics* (The Hague), 179 (1976), 19–54.

Informant tests and results are presented which support the hypotheses that syntax is dependent on factors of cognitive and non-cognitive meaning, and that

the criteria for linguistic competence can only be fully met when full command of cognitive and non-cognitive meaning is present. It is argued that traditional models of language acquisition have been too narrow in focus; future work should examine later developments outside a simple linear developmental model. Language acquisition should be considered in terms other than syntax alone; there is a need for an adequately defined competence component which accounts for factors like cognitive and non-cognitive meaning. The author also raises the question of the most logical unit of analysis for linguistic description, and argues briefly for the inclusion of discourse.

79-32 **van Dijk, Teun A.** Pragmatic connectives. *Interlanguage Studies Bulletin* (Utrecht), 2, 2 (1977), 77-93.

The article is concerned with the extension of speech act theory, within a pragmatics framework, and attempts the formulation of constraints on sequences of speech acts, as well as discussing the relationship between speech acts and grammatical structure. The focus is on how speech act-sequences are related to sentence-sequences in discourse, as well as the ways in which connections between speech acts are expressed by natural language connectives. Since the use of a number of pragmatic connectives for one speech act results in constraints and restrictions on other connected speech acts, it is suggested that these acts may be seen as major and minor components in a hierarchical structure.

79-33 **Vuchinich, Samuel.** Elements of cohesion between turns in ordinary conversation. *Semiotica* (The Hague), 20, 3/4 (1977), 229-56.

The paper aims to show precisely how the conversational system in American English is sensitive to cohesion and how the measurable sensitivity can be used to clarify the nature of cohesion in spoken discourse. An experimental situation is described, which records how naive interactants respond to deliberately introduced non-cohesive utterances, and response-characteristics, here, are compared with those following cohesive turns. It is demonstrated that logical unit relationships produce cohesion.