Language and Linguistics

LINGUISTIC THEORY

76–147   Jackendoff, Ray. Morphological and semantic regularities in the lexicon. *Language* (Baltimore, Md), **51**, 3 (1975), 639–71.

A theory of the lexicon is proposed which is consistent with the Lexicalist Hypothesis of Chomsky's 'Remarks on nominalization' (1970). The crucial problem is to develop a notion of lexical redundancy rules which permits an adequate description of the partial relations and idiosyncrasies characteristic of the lexicon. Two lexicalist theories of redundancy rules, each equipped with an evaluation measure, are compared on the basis of their accounts of nominalisations; the superior one, the 'full-entry theory', is then applied to a range of further well-known examples such as causative verbs, nominal compounds, and idioms.

LINGUISTIC DESCRIPTION AND ANALYSIS   *See also*
abstracts 76–171, –173/4, –176, –180.

76–148   Avilova, N. S. Спорные вопросы теории вида глагола советском языкознания. [Some controversial questions of the theory of verbal aspect in Soviet linguistics.] *Русский язык за рубежом* (Moscow), 4 (1975), 55–60

Aspect is a special kind of grammatical category closely linked with lexical meaning. All verbs have aspect but not all fall into aspectival pairs. Some prefixes have inchoative, restrictive or terminative meanings in perfective verbs. Types which may be paired fall into three categories: (1) prefixed perfectives – 16 prefixes are used in this way. The meaning of the prefix is often associated with the meaning of the verb. (2) Pairs formed by the addition of a suffix to the perfective form to form an imperfective verb (imperfectivisation). In most cases there is complete correspondence of lexical meaning but sometimes a secondary meaning occurs in the imperfective which is not carried through to the perfective. (3) Suppletion – the pairing of two verbs with different roots.

The semantics of aspect are dependent upon the lexical meaning of the verb. The perfective member of the pair is the stronger of the two. The perfective could be said to express the attainment of an internal abstract limit of the action; it is not sufficient to describe it merely in terms of completeness of the action. Aspect is a special kind of grammatical category, which does not equate with such things as tense and person; it is therefore wrong to regard aspectival pairs as members of the same paradigm.

76–149   Barri, Nimrod. Nucleus and satellite in nominal syntagmatics. *Linguistics* (The Hague), **157** (1975), 67–85.

A subordinative construction is one with a nucleus and (a) satellite(s). This kind of analysis is mostly limited to traditional 'syntax', i.e., to relations between 'words', not within them; thus derivatives were only very recently included. Nor is it customary to apply this analysis to the construction article+noun. Yet the latter constructions have sometimes been described as subordinative, with contradicting results. The accepted criterion for a nucleus – the ability to stand alone – is inapplicable to 'morphological units' or other closed units (bilateral dependences); attempts to apply it indirectly were only partly successful. This paper proposes a new, though related, criterion: the nucleus is the part which is responsible for the appurtenance of the construction to a given substitution-class. Most nominal derivational suffixes can thus be shown to be nuclei of their words, and the article must in several languages be considered the nucleus of its noun. [References.]

76–150   Dešerieva, T. I. On the relationship of the ergative sentence construction to nominative, genitive and dative constructions. *Linguistics* (The Hague), **157** (1975), 33–41.

A study of the literature on the complex problem of the ergative sentence construction reveals theoretical differences of principle among the investigators, often reflected in their definitions of this particular construction. Meščaninov, for example, defined the ergative construction as an entire syntactic system which is opposed to the nominative construction. A study of a wide range of languages, both Indo-European and non-Indo-European, shows, however, that there are structural features common to both types of construction to an extent which is sufficient to enable one to refute Meščaninov's view. [Tables are provided to illustrate both the features which are common to the two types of construction and those which are not].

76–151   Hetzron, Robert. Where the grammar fails. *Language* (Baltimore, Md), **51**, 4 (1975), 859–72.

There are sometimes gaps in the morphological systems of languages, such as the lack of a first person singular non-past in certain Russian verbs. In some Arabic dialects, verbs with identical final radicals are defective: they lack forms where conflicts between rules would yield a phonetically uncomfortable configuration. For some Hungarian verbs in the *ik*-class which have a stem-final cluster, the grammar disallows epenthesis, so that these verbs lack the paradigms

which would normally be formed by a consonantal suffix. However, though such defectiveness is often confined to individually specified words, Halle's extreme views of morphology (1973) cannot be accepted.

76–152 **Kuznetsova, E. V.** Части. речи и лексико-семантические группы слов. [Parts of speech and lexico-semantic word-groups.] *Вопросы языкознания* (Moscow), **5** (1975), 78–86.

Fundamental to the whole system of a language are two types of functional-semantic word classes: grammatical classes (parts of speech) and lexico-semantic word-groups. Although study of the latter is relatively recent, there are grounds for considering both classes as being of a similar type. They both share the following characteristics: (1) a categorial feature, (2) general syntagmatic properties, (3) general paradigmatic characteristics. Similarities and differences between the two word classes in terms of (1), (2) and (3) can be established by, for example, contrastively analysing the features of the verb as a grammatical category and those of a subset of verbs sharing the meaning of 'the acquiring of an object', such verbs being regarded as a lexico-semantic group. [Details].

Semantic paradigms of verbs within a group are less regular than the grammatical paradigms of verbs as a whole. Not every verb belonging to the lexico-semantic group under discussion is capable of occurring in the full range of possible situations in which a verb with the meaning 'acquiring an object' could occur. The verb *брать* has the largest potential in the sense that, in its secondary meanings, it can interchange with 38 verbs of the given group. Grammatical and semantic variants also differ in terms of their manifestation. Grammatical variants are formally distinct within the framework of the word itself, whereas semantic variants are formally distinct only in relation to a particular context which is not formally regular.

76–153 **Rivara, René**. How many comparatives are there? *Linguistics* (The Hague), **163** (1975), 35–51.

The notion that Indo-European adjectives have three degrees of the comparative, SUPERIORITY, EQUALITY and INFERIORITY, is questioned on various grounds: some quantifying adjectives only admit two degrees [from *many* we derive *more* and *as many* but not *less many*]; certain adjectives such as *afraid* in fact allow four degrees of comparison [from *afraid* we derive *more afraid*, *less afraid*, *as much afraid* and also *as little afraid*].

An alternative description of comparatives is offered in terms of a putative deep structure which utilises a simple binary opposition between the quantifiers [*much/little*] to provide only two comparative morphemes. The various surface structures are then derived by the operation of transformations involving deletion and substitution rules.

76–154   Russell, William M. Some style rules for a transformational grammar. *Linguistics* (The Hague), **157** (1975), 87–101.

A grammar is always faced with acceptable attractive sentences which nonetheless violate its rules. Such sentences are termed 'stylised'. Any solution to this problem will clearly take the form of a set of deviation rules. Initially it seems that stylised sentences derive from a restructuring of the grammar itself. However, this approach will fail to distinguish sophisticated from unsophisticated language.

The way to solve the problem is to locate style rules as an optional set of rules operating between competence rules and performance rules. They thus allow sophisticated stylised sentences into the grammar and disallow unsophisticated ones by relating stylised sentences back to a grammatically acceptable last line of generation, something which unsophisticated sentences lack. Style rules thus predict ways in which ordinary grammatical structures may be rendered deviant yet acceptable. The new structure produced by the style rules is not a grammatical property of the stylised sentence, but an extra-grammatical, aesthetic, structure produced by the relationship between the stylised and underlying sentences. [Examples of style rules and stylised sentences.]

76–155   Timberlake, Alan. Hierarchies in the genitive of negation. *Slavic and East European Journal* (Urbana, Ill), **19**, 2 (1975), 123–38.

Restrictions on the genitive for the direct object of negated verbs are treated as hierarchies which rank contexts for the likelihood of using the genitive. Substantive hierarchies may involve the participant of the narrated event (Jakobson) or the narrated event itself. In participant hierarchies, the more individualised the object, the more likely the accusative: thus proper nouns are normally accusative (also concrete, count, animate, singular, definite, neutrally negated, topicalised and modified objects). In event hierarchies, negation of limited scope or attenuated force favours the accusative: thus infinitives favour the accusative (also the presence of a perfective, imperative, conditional or interrogative verb, a secondary complement, specification, or a verb of general transitivity rather than of certain semantic classes). The single morphological hierarchy refers to the preference for the accusative with second declension singular nouns. Superimposed on all these substantive hierarchies is the stylistic hierarchy: informality favours the accusative.

For all substantive hierarchies, the term more likely to use the genitive is the more unmarked context for the expression of quantification. [The existence of such hierarchies suggests a state of transition.] Thus the hierarchies make both synchronic and diachronic predictions: synchronically each hierarchy predicts

where the genitive is less likely; diachronically each predicts where the genitive will be lost first [examples throughout].

76–156 Zuluaga O., A. Estudios generativo-transformativistas de las expresiones idiomáticas. [Transformational-generative studies of idiomatic expressions.] *Thesaurus: Boletín del Instituto Caro y Cuervo* (Bogotá, Colombia), **30**, 1 (1975), 1–48.

A presentation and a critical analysis is given of the work on idioms published by Katz and Postal (1963), Weinreich (1969), Fraser (1970) and Chafe (1968). Katz and Postal take no account of idiomatic expressions functionally equivalent to a single lexeme (*tomar las de Villadiego = huir*). Weinreich wrongly rejects functional and semantic approaches to idiomaticity – this rejection leads to a false definition of idioms by assuming isomorphism between their syntactic and semantic organisation. Some of Weinrich's criteria for defining idioms fail, and he wrongly plays down the process of idiom formation precisely because it is not capturable by explicit rules. Fraser fails to distinguish formal and semantic criteria for defining transformations and does not explain why certain transformations should act as indicators of degrees of idiomaticity. Chafe is commended for requiring a semantic which is initiatory rather than interpretative, and for seeing idiom formation as an arbitrary process in the chain of symbolisation of meaning-units.

DISCOURSE ANALYSIS *See abstract* 76–166

SOCIOLINGUISTICS *See also abstracts* 76–175, –181/3

76–157 Bourhis, Richard Y. and others. Social consequences of accommodating one's style of speech: a cross-national investigation. *Linguistics* (The Hague), **166** (1975), 55–71.

A person's speech style is a socially significant clue that other people use in making inferences about a speaker's ethnic origins, social class and personality. Two studies are described which look into the social consequences of a speaker 'accommodating' or failing to accommodate his speech style with reference to his interlocutor, depending whether his motivation is integrative or dissociative. By means of a 'matched guise' technique, different linguistic guises of the same speaker are paired so as to elicit stereotyped impressions that listeners may have of particular social groups. [Earlier studies in Quebec are briefly reviewed.]

The first study investigated listeners reactions to different types of shift in speech style (a speaker of formal style French Canadian accommodating to a

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speaker of European French, or not accomodating, or diverging by switching to informal French Canadian style). [Method and procedure; results.] People were relatively successful in perceiving accent shifts, and particularly in noticing upward convergence in Quebec French. Surprisingly, the downward divergent shift was not perceived very accurately, probably because it is not usual. A second study, of the South Welsh accent accommodating to an RP speaker, also showed that upward convergence was associated with increased intelligence; in Britain, though not in Quebec, such a speaker will be perceived as less trustworthy and kind than someone who maintains his speech style. [References.]

76–158   Carranza, Michael A. and Ryan, Ellen Bouchard. Evaluative reactions of bilingual Anglo and Mexican American adolescents towards speakers of English and Spanish. *Linguistics* (The Hague), **166** (1975), 83–104.

[The dilemma of bilingualism for Mexican American adolescents is discussed with reference to earlier research.] The aim of the study was to determine the evaluative reactions of Mexican American and Anglo high-school students towards speakers of standard English and standard Spanish. It was assumed that their reactions would be influenced by context of speech (home and school) and by the type of rating scale (status and solidarity): the importance of these elements is apparent in the results. [Method and results.] Overall, Spanish was rated higher in the home context and English in the school context. This was as expected for Mexican American students, but Anglo students were expected to rate English higher in both contexts. [The importance of context is stressed.] [Analysis of status and solidarity ratings; suggested improvements in research design. References.]

76–159   Dubois, Betty Lou and Crouch, Isabel. The question of tag questions in women's speech: they don't really use more of them, do they? *Language in Society* (London), **4,** 3 (1975), 289–94.

An investigation is made into Robin Lakoff's dual claim [*see abstract* 74–4] that women use tag questions in more conversational situations than do men and that such questions signify an avoidance of commitment, causing the speaker 'to give the impression of not being really sure of himself, of looking to the addressee for confirmation, even of having no views of his own'. It is found that in at least one genuine social context, men did, and women did not, use tag questions, both formal and informal, so the claim is open to serious doubt. [Sex differences in speech; sociolinguistic method.]

76–160 **El-Dash, Linda and Tucker, G. Richard.** Subjective reactions to various speech styles in Egypt. *Linguistics* (The Hague), **166** (1975), 33–54.

A study was designed to investigate the views held by Egyptians of various ages and educational backgrounds towards several of the speech varieties used in the Egyptian context (classical and colloquial Arabic, Egyptian English, British and American English), and to ascertain the perceived suitability of these codes for diverse purposes within Egyptian society. [Methods described: selection of language varieties and speakers, elicitation of speech samples, questionnaire.] The subjects were four groups: schoolchildren from grade school and high school, and undergraduates from national and American universities in Egypt. [Results and discussion.]

Grade school children tended to rate all speakers high on all characteristics, making little distinction between language varieties, although high school students discriminated readily between Classical Arabic, Colloquial Arabic and English; university students distinguished between all five varieties. The percentage of correct nationality identification increased with age and exposure to the language varieties. A definite trend was observed to prefer speakers of the superposed Classical Arabic over the four other varieties, together with a tendency to judge English speakers more favourably than Colloquial Arabic speakers. Classical Arabic was felt to be the most suitable medium for all situations except home, where Colloquial was preferred and where Classical was considered not suitable. English was considered more suitable than Classical Arabic for use at home by both university groups. The acceptance of English for use on radio and television and for formal occasions also increased with age of listener. The overall results suggest an increased discrimination and distinction between language varieties with age and, presumably, with exposure. Difficulties encountered in the research are discussed. [References.]

76–161 **Kachru, Braj B.** Models of English for the Third World: white man's linguistic burden or language pragmatics? *Studies in Language Learning* (Urbana, Ill) **1**, 1 (1975), 110–31.

Hostile attitudes to non-native varieties of English, particularly as expressed in Prator (1968), are viewed by a user of such English as unrealistic and unpragmatic. It is suggested that the role of English in the sociolinguistic context of the Third World is either misunderstood or ignored by critics like Prator. Prator's views and the related issues are discussed: the role of English in maintaining indigenous patterns of culture, the 'cline of Englishness' in the intelligibility of the language, and the use of English to integrate linguistically pluralistic societies. Attitudes to various models of English were surveyed at

Indian universities: results showed a preference for British English. [Discussion of the functions and form of Indian English.]

76-162   Lambert, Wallace E. and others. Language attitudes in a French-American community. *International Journal of the Sociology of Language* (The Hague), **4** (1975), 127–52.

Some previous research on bicultural identity and conflict is reviewed; these studies indicate in general that little has been done in North America to help minority groups maintain respect for their linguistic and cultural heritage, although there are hopeful new developments [discussion]. A study of the St John Valley area in Maine, an American peninsula protruding into Canada and with strong French ties, investigated (1) whether French-American young people typically reject their French affiliation and identify more closely with the majority English-speaking culture; (2) what reactions speakers of local French evoked in listeners relative to speakers of other forms of French; (3) how non-French-Americans from the area reacted to the various styles of French, and (4) whether experience of a bicultural education programme influences French-American children's attitudes towards the French and English languages. [The views of college students, high school students and 10-year-olds are analysed: tables of results.] Results show that far from becoming assimilated, minority groups grew with age to have equal respect for local and European French language and culture as for English. Children with experience of bilingual education were more favourably disposed towards French, whereas those who had not were strongly Anglo-orientated. Constructive bilingual programmes should attempt to develop the full potential of minority groups so that they can become comfortably bicultural and bilingual. [References.]

76-163   Lewis, E. Glyn. Attitude to language among bilingual children and adults in Wales. *International Journal of the Sociology of Language* (The Hague), **4** (1975), 103–25.

Studies of attitudes to Welsh and English among school children and adults are reported. They reflect clearly the strains produced by the historical relationship between the two languages and the manner in which English gained its present supremacy in Wales [historical survey]. Rapid social change has brought extremes in attitudes [effects of immigration and urbanisation]. [Tables of results; correlations with other variables.]

PSYCHOLINGUISTICS

76–164   Layton, Pamela and Simpson, Adrian J. Surface and deep structure in sentence comprehension. *Journal of Verbal Learning and Verbal Behavior* (New York,) **14**, 6 (1975), 658–64.

Subjects were presented with sets of sentences expressed in either the active or passive voice. There were one, two, four, or eight sentences in a set. After a few seconds, an active or passive question was asked about one of the sentences. When one sentence was presented, fewer errors occurred when sentence and question voice were the same than when they differed; but for four and eight sentences, fewer errors occurred when the question was active rather than passive. The results suggest that the surface form of a single sentence is retained for question answering, that both surface and deep structures are retained following two sentences, and that only the deep structures of sets of four and eight sentences are retained.

76–165   Leodotter, Ruth. Gestörte Sprache oder Privatsprache: kommunikation bei Schizophrenen. [Disturbed language or private language: how schizophrenics communicate.] *Weiner Linguistische Gazette* (Vienna), **10/11** (1975), 75–95.

The results of an investigation into the language of schizophrenics are presented. The most important cause of schizophrenia is to be found in certain structures of communication in the nuclear family. Contradictions which are too extreme with regard to prohibitions and allowances in interaction lead to flight into a private world with its own private language (private semantics). The linguistic competence on the monologue level is not disturbed, as results of a language test prove. The competence on the dialogue level, on the other hand, is deviant in a typical and systematic way. [Dialogue types and a preliminary analysis of a 'private text'.] The language of schizophrenics is not disturbed; rather, they speak another language. [Ideas for therapy are given. References.]

76–166   Linde, Charlotte and Labov, William. Spatial networks as a site for the study of language and thought. *Language* (Baltimore, Md) **51**, 4 (1975), 924–39.

A technique is described which has been developed for observing the translation of cognitive input into language in a spontaneous, practiced speech event (descriptions of the lay-outs of apartments). The majority of such lay-outs are imaginary tours which transform spatial lay-outs into temporally organised narratives. The set of discourse rules which govern these speech events is given,

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and the rules which determine a number of features of sentence grammar are outlined. This study represents an initial description of the links between cognitive input, discourse rules, and the rules of sentence grammar.

PHONOLOGY   *See abstracts* 76–172, –177

BILINGUALISM   *See also abstracts* 76–158, –162/3

76–167   **Beardsmore, H. Baetens and Lee, E. J.** On bilingual competence. *Rapport d'Activités de l'Institut de Phonétique* (Brussels), **1/2** (1975), 26–32.

The notion of linguistic competence with reference to bilingualism is discussed, using the terms of transformational generative grammar. So-called interference features can be seen as a reflex of the bilingual's unified language system which falls outside the related two or more Ll systems: interference as a permanent feature forms a part of the bilingual's grammar. In order to discover his competence his code must be described in terms of its internal consistency instead of by reference to monoglot standards. [Discussion of the models suggested by Hasselmo and Sankoff; implications for the linguistic definition of bilingualism. References.]

LEXICOGRAPHY *See also abstract* 76–179

76–168   **Glas, Reinhold.** Das LIMAS-Korpus, ein Textkorpus für die deutsche Gegenwartssprache. [The LIMAS corpus, a sample of texts taken from present-day German.] *Linguistic Berichte* (Braunschweig), **40** (1975), 63–6.

The existence of corpora of American and British English pointed to the need for a similar sample of present-day German. The LIMAS research team decided to limit its corpus to 500 sources of 2,000 words each, chosen from publications that appeared in 1970–71 in West Germany and West Berlin [criteria for choice and categories of sources]. The texts were punched on tapes and then transferred to magnetic tape. At the end of 1975 a proof-read version had been completed and could be obtained from the leader of the research team. Eventually the corpus together with the accompanying index will be available on microfilm.

76–169   **Lamizet, B.** Pour une approche formelle de la synonymie lexicographique. [A formal approach to lexicographic synonymy.] *Cahiers de Lexicologie* (Paris), **26**, 1 (1975), 15–46.

Existing dictionaries of synonyms are not based on semantic theory. [Types of dictionary – all French.] Current semantics does not show how lexemes could be generated from a seme, so a new generativist theory is required. Binarism must be used, not to show marked vs. unmarked terms, but to contrast a term marked in series 1 with a term marked in series 2. The semantic concept of 'neutralisation' is an obstacle, implying a dictionary arranged around lexemes deprived of meaning (*degré O de sens*). [Connotation, level of functioning of semes, competence, performance.] A hierarchy is proposed in which the *signifié* articulates separately with the sememe and the lexeme (there is a semic level in the relationship between *signifié* and its context). Methodologically change is required in the taxonomy and use of taxonomies [example]. A model of a *noyau sémique* (semic node) would appear as a matrix [diagram].