

## LINGUISTIC THEORY

- 80–87** Apresjan, Ju. D. and others. Объекты и средства модели поверхностного синтаксиса русского языка. [The aim and methods of the model of Russian surface syntax.] *International Review of Slavic Linguistics* (Edmonton, Canada), 3, 3 (1978), 249–312.

An account is given of the surface syntactic component of the 'Meaning–Text' theory of language, which aims to relate meanings to all those texts capable of expressing them. The article is richly illustrated from Russian, and reference is made throughout to an implementation of this theory in relation to Russian. Surface syntactic representation is the level at which such interdependent grammatical features as case, government, concord, word order and punctuation/intonation are introduced from the more abstract deep syntactic representations. Another set of rules relates the surface syntax to the deep morphological component, where sequences of lexemes and their associated grammatical categories are specified.

The representation of surface syntactic relations is defined as consisting of dependency trees whose nodes are non-redundant lexical and morphological specifications, and whose branches are labelled with surface syntactic relations (of which 41 are specified, including such labels as agentive, attributive, parenthetical, etc.). Communicative and prosodic information also forms part of the surface syntax. These surface syntactic representations are mapped onto deep morphological representations by a type of rule known as a 'syntagma', of which the implementation contains around 200.

- 80–88** Drescher, B. E. and Hornstein, N. Trace theory and NP movement rules. *Linguistic Inquiry* (Cambridge, Mass), 10, 1 (1979), 65–82.

Chomsky's most recent model of grammar makes semantic interpretation possible at the level of surface structure by means of reordering rules which leave 'traces' in the position of the original moved element. Noun phrase movement is one of only two cyclic transformations retained in the model, and consists of the simple instruction "Move NP". The moved NP must precede its trace at surface structure, and the observed left-right asymmetries in the syntactic behaviour of many languages is taken as corroboration of the 'proper binding' of a trace by its coindexed NP.

This paper examines some putative rules of English which appear to move NPs rightward, in particular *There* Insertion, Extraposition, NP

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Postposing and Genitive Movement; these rules seem to violate the generalisation which trace theory is attempting to make. The rules of NP Postposing and Genitive Movement are shown to be unmotivated. As for the other two rules, if trace theory is elaborated by the principle that only designated NP elements can erase traces, then no separate condition on rightward movement is needed. The class of grammars available to the language learner is thus narrowed.

**80–89 Koster, Jan.** Conditions, empty nodes, and markedness. *Linguistic Inquiry* (Cambridge, Mass), **9**, 4 (1978), 551–93.

Within the framework of trace theory, the paper first argues that traces undermine cyclic movement rules. Next, following Chomsky, a distinction is drawn between core and peripheral grammar. Core grammar is optimally learnable, unmarked, and invariant across languages. On the marked periphery, however, anything learnable is possible. Knowledge of language is organised in different layers, with plasticity increasing away from the biologically entrenched centre. Within such a proposal, the distribution of empty nodes is examined, but the testing of hypotheses now becomes a more indirect business, since at the periphery (for example, in poetry) certain sentences may violate even the most central principles. The aim of language analysis thus becomes the separation of core-grammatical sentences from the set of marked peripheral sentences, which only obscure the essential outline.

## LINGUISTIC UNIVERSALS

**80–90 Akmajian, A. and others.** The category AUX in universal grammar. *Linguistic Inquiry* (Cambridge, Mass), **10**, 1 (1979), 1–64.

The auxiliary in English has been analysed in modern linguistic theory in, broadly speaking, two ways: (1) AUX is a separate syntactic node dominating a collection of elements specified by phrase structure rule (2) auxiliaries are taken to be main verbs in an underlying structure which undergoes certain transformations that collapse the complex embeddings into simple surface structures. A case is presented for the necessity of a category AUX in Luiseño, a Uto-Aztecan language; it is argued that the modality and tense elements form a constituent that cannot be assimilated to any other category. Proponents of the 'main verb' analysis for English auxiliaries take the elimination of AUX from the grammar to be a simplification. But this line of argument loses force if it turns out that AUX cannot be universally dispensed with. The evidence from Luiseño seems to require AUX as an available category in universal grammar; preliminary work in cross-linguistic comparison hints at a stronger hypothesis, that AUX is a necessary universal category.

**80-91 Zhivov, Victor M.** Some typological observations concerning noun compounds. *Linguistics* (The Hague), 208 (1978), 5-12.

Nominal compounds involving a determinational relation between the two component terms, such as Eng. *arrow-head*, are the subject of a proposed synchronic universal, based upon diachronic suggestions of Benveniste. The universal states that if a language contains such compounds, the class will include forms with nouns 'relational by their nature' in the capacity of determinatum, of which four types are given: kinship terms and social status designations; correlative space designations; terms designating parts of a whole; and names of body parts. It has been shown that space designations and body part names are universally interrelated (cf. *bottom, foot*), following a 'typological spectrum' of possible forms of interrelation. A similar spectrum is manifested in the noun-determinant relations of the compounds under investigation, ranging from attribution to affixation by terms connected for instance diachronically or through shared synchronic form, with the relational nouns. If all the 'relational by their nature' nouns are treated as members of the single category of unalienable possession, their common function as metacodes in the general lexical code of the language, that is, their structuring role in models of the universe, shows their functional similarity to formal grammatical elements and hence might explain their propensity for involvement in grammatical innovations.

**SEMANTICS** See also abstracts 80-87, -98, -125, -127

**80-92 Cruse, D. A.** On the transitivity of the part-whole relation. *Journal of Linguistics* (London), 15, 1 (1979), 29-38.

One of the basic sense-relations structuring the vocabulary of a language is that expressed by sentences of the type *A flower has petals*. The paper investigates the extent to which this part-whole relation is transitive in the logical sense. For example, from *A hand is part of an arm*, and *An arm is part of the body* it follows that *A hand is part of the body*. But it is well known that transitivity in many cases is at least 'odd', and sometimes even perhaps false. *The house has a handle* is an odd sentence and probably an invalid inference from *The house has a door* and *The door has a handle*. The oddness of some inferences lies in the fact that some parts have determinate functional domains (e.g. 'finger' has 'hand', 'gable' has 'roof'), while other lexical items have variable domains (e.g. 'handle' has 'door', 'lobe' has 'ear'); thus 'hand-finger' seems merely pleonastic, but 'ear-lobe' quite normal. Therefore, in testing the relation, care must be taken to specify the functional domains where they may be variable. Moreover the diagnostic frame *X is part of Y*, often used for the part-whole relation, is insensitive to the

important distinction between (a) 'true' parts (as e.g. 'trunk' is to 'tree'), and (b) 'attachments' (as e.g. 'hair' is to 'head'). But even when the frame is extended to cover this distinction, the judgment of informants as to both truth-value and normality is found to differ.

**80-93 Hagege, Claude.** Du thème au thème en passant par le sujet. Pour une théorie cyclique. [From theme back to theme via subject: a cyclic theory.] *Linguistique* (Paris), 14, 2 (1978), 3-38.

The article begins with a characterisation of the notion 'subject', first by comparing the subject-verb relation with the object-verb relation, then by considering the validity of certain definitions of subject-hood. It is shown that there is no universally valid definition. The notion of subject control (*servitude subjectale*) is introduced, based mainly on verb agreement, but also on the non-omissibility of subjects and on the position of subjects before the verb. Languages display subject control in varying degrees, and may loosen the constraints it imposes in order to allow greater autonomy to the theme. The diverse behaviour of languages in this respect may be accounted for in a diachronic model which allows languages to move cyclically between the two extremes of complete separation of the theme from the subject and complete identification of the theme with the subject. [Data from a range of languages; discussion of ergativity.]

**80-94 Sampson, Geoffrey.** The indivisibility of words. *Journal of Linguistics* (London), 15, 1 (1979), 39-47.

Proponents of lexical decomposition claim that the grammaticality of such sentences as *I like Frenchmen but wouldn't want to live there* supports an analysis of 'Frenchmen' into a complex of semantic primitives, including, in this case, "France" to which 'there' is anaphoric. Opponents of this view deny the need for a formal underlying element "France" to account for the interpretation of the anaphor; notions such as context and focus of attention are sufficient. This paper examines the grammaticality judgments on a set of sentences containing the phrase *as many* which seems to require a precise antecedent, as in *Smith ate twenty pies in as many seconds*.

The theory of lexical decomposition would predict that *The spacecraft will reach the binary star in as many months* is grammatical, but *On his trip to Canada last year, Smith visited all the provinces in as many days* ungrammatical. In the first case, the cardinal "two" underlying 'binary' is the antecedent element; in the second sentence, there is no item "ten" underlying the antecedent, since the cardinality of the Canadian provinces is clearly a matter of fact, not language. Yet the results did not bear out this prediction; if anything, the reverse holds. The reasons are that (a) *as many* is only quasi-anaphoric i.e. only 'calls a number to mind'; (b) words are semantically primitive. It is concluded that the

semantic atoms of English are the same as the items listed in an ordinary dictionary.

**LINGUISTIC DESCRIPTION AND ANALYSIS** *See also abstracts 80–90, –127/8*

**80–95 Garvin, Paul.** Aspects of linguistic discovery. *Forum Linguisticum* (Illinois), 2, 3 (1978), 189–218.

The nature of the research process leading from data to conclusions in linguistics is now a neglected area. This paper discusses in detail the properties of 'discovery procedure' in linguistic analysis, which is characterised as follows: (1) it is a heuristic process, (2) it has a branching strategy, (3) it is, in principle, computable, (4) it has an experimental basis, and (5) it is versatile. Explicit procedure will, it is claimed, facilitate linguistic analysis, although never to the point of 'cookbook recipes'. It will also generate a higher degree of reliability for particular cases, and greater comparability across languages. It will result in better data for purposes of genetic, typological and areal generalisations. Not only will the application of the heuristic lead to an advance of discovery procedure itself, but also to the development and refinement of the underlying theoretical model.

**80–96 Marchello-Nizia, Christiane.** La notion de 'phrase' dans la grammaire. [The concept of the sentence in the study of grammar.] *Langue Française* (Paris), 41 (1979), 35–48.

The concept of the sentence first made its appearance in the 16th century (Greek and Latin grammar had no equivalent term) but only acquired its modern connotation at the end of the 17th century. Many attempts have been made to define the sentence and its function in relation to other grammatical units but none of the criteria adopted have so far proved adequate: considerable confusion attends the definition of the sentence and the very concept has come to seem suspect in spite of the importance traditionally accorded to it as the highest unit of grammar. The theories advanced by certain contemporary linguists, who have defined the sentence in purely formal terms, appear to be the most satisfactory.

**SOCIOLINGUISTICS** *See abstracts 80–110, –139, –158*

**PSYCHOLINGUISTICS** *See also abstract 80-105*

**80-97 Erlich, M. F.** Recherches récentes sur la mémoire des textes. [Recent research into remembering texts.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain), 5, 1/2 (1978), 159-84.

Research on comprehension and remembering of texts during the last fifteen years is reviewed. Prior to 1972, interest centred on the text itself and its length, on reading speed, on identifying structural units and the way the text was organised. After that date, theoretical research concentrated on the semantic analysis of texts, on how memory functions and the relationship between memory and comprehension. Only recently has attention begun to be paid to the reader, his attitudes and motivation. An aspect which appears to have escaped attention and which would repay further investigation relates to the structural and functional characteristics of the subject's own cognitive system. [References.]

**80-98 Fraser, Colin.** The ontogenesis of syntax and semantics: a review of some recent developments. *International Journal of Psycholinguistics* (The Hague), 4, 2 (1977), 19-29.

Four phases are distinguished in the recent history of language development studies, and recent developments are taken to be those of the third, cognitive-semantic, and fourth, social or pragmatic, phases. The major semantic developments which are discussed briefly are: cognitive-semantic relations; holophrastic utterances; semantic feature analysis; functional elements in meaning. Two developments in syntax are considered: strategies for handling input and the matching of input to the current capacity of the child. It is concluded that we now have a fuller picture of what is involved in semantic and syntactic development.

**80-99 Horrocks, Roger.** Disruption of performance functions in a case of expressive aphasia. *Papers in Linguistics* (Champaign, Ill), 11, 3/4 (1978), 407-21.

The paper tries to link the processes of Jakobson's dynamic structuralist model of aphasia with the operations of a performance model of language. Aphasia on this view represents a disruption of speech decoding and encoding, while leaving intact the components of linguistic competence. Accordingly the task of the therapist is one of rebuilding pathways to intact knowledge.

Thirty minutes of tape-recorded speech of a severe expressive aphasic was analysed for disruption at the phonemic, syntactic, semantic, lexical, and morphological levels. The operations producing the errors are seen to be the very processes required in the structural description of language itself, viz. deletion, insertion, replacement and reordering. The hypothesis that the nature of language pathology is not random,

but represents e.g. disturbance of access-routes to stored information, is supported by the evidence.

**80-100 James, Carl.** The psycholinguistics of structural contrast. *International Journal of Psycholinguistics* (The Hague), 5, 1 (1978), 73-81.

The contention is defended that the current investment of attention and resources in the study of child language acquisition is premature. The psycholinguistic study of foreign-language learning should be the research priority. The 'prior knowledge' of foreign-language learners, that is their knowledge of the mother tongue, is usually viewed as a complicating factor. In truth, the fact that the foreign-language learner's linguistic prior-knowledge is specifiable renders it a controllable variable. Other advantages of working with foreign learners from the researcher's standpoint are: their amenability to control; the fact that the researcher can preselect the syllabus, and the accessibility of the learners' communicative intentions, about which they can be asked in their mother tongue.

**80-101 Lyons, Arthur W. and others.** Age-at-acquisition and word recognition. *Journal of Psycholinguistic Research* (New York), 7, 3 (1978), 179-87.

Recent investigations have shown that the latency in object naming is affected by when in life the naming word is learned - the age-at-acquisition of the naming word. This study investigated the effect of age-at-acquisition in the recognition of tachistoscopically presented words. It was found that, with word frequency controlled, words judged to be of early acquisition had a significantly lower recognition threshold than words judged to be of later acquisition.

**LANGUAGE DEVELOPMENT OF CHILDREN** *See also abstract* 80-100, -137, -141

**80-102 Bronckart, J. P.** L'élaboration des opérations langagières. Un exemple à propos des structures casuelles. [The functioning of language processes.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain), 5, 1/2 (1978), 139-57.

Experiments conducted by the author with children between the ages of 3 and 12 to test their comprehension of passive constructions throw light on the strategies children adopt (positional, perceptual and syntactical) when unable to utilise a pragmatic strategy based on commonsense and their knowledge of the world. [Reference is made to previous research in this area.]

**80-103 Sinclair, H.** L'apport de la théorie de Piaget à l'étude de l'acquisition du langage. [Piaget's contribution to the study of the acquisition of language.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain), 5, 1/2 (1978), 29-40.

Piaget has contributed greatly to our understanding of the concepts which children attempt to express. He himself has defined his theoretical position as constructionist, interactionist and biological. All three approaches are evident in current studies of the development of language even though their authors may differ from Piaget in certain respects and his works are cited even by those who do not consider themselves Piagetians. Nevertheless, it seems that the potential of Piaget's ideas and observations as a basis for the construction of a theory of language acquisition has not yet been fully exploited.

### BILINGUALISM

**80-104 Costello, John R.** Syntactic change and second-language acquisition: the case for Pennsylvania German. *Linguistics* (The Hague), 213 (1978), 29-50.

This paper investigates change from the point of view of syntax. It is shown that (a) the range of possible kinds of change involving syntactic rules is more extensive than that which has been reported for phonological rules; (b) certain syntactic changes that do not occur in the language of either adults or very young children, do occur in the language of older children, between the approximate ages of five and ten; and (c) bilingualism may play a significant role in syntactic change. The data presented here come from the utterances of individuals who were interviewed between 1973 and 1975 in an investigation of a south-eastern variety of Pennsylvania German. In particular the paper is concerned with several syntactic derivations that show the influence of English, via bilingualism, in the grammar of native speakers of Southeastern Pennsylvania German.

**80-105 Lindholm, Kathryn J. and Padilla, Amado M.** Child bilingualism: report on language mixing, switching and translations. *Linguistics* (The Hague), 211 (1978), 23-44.

Spontaneous language samples were obtained from 18 Spanish/English bilingual children ranging in age from two years to six years, four months. The speech of the children was analysed for linguistic interactions in order to determine whether bilingual children are able to differentiate between their two language systems. The interactions were categorised as mixes, switches or translations.

Linguistic interaction accounted for only three per cent of the children's speech. Language mixes were the most frequent interactions, with the majority of mixes occurring as English words inserted into



Spanish environments. The most common inserted element in both languages was a noun, which was usually preceded by a definite or indefinite article. Several of the inserted elements were preceded by silent and/or verbal pauses (e.g. *um, uh*) regardless of whether the mixes were lexical or phrasal. Language switching was observed in only a few children and accounted for only one per cent of the total speech samples. Half of the switches contained only one word, which was usually a noun. Another less frequent form of linguistic interaction was translation, which was observed in only 0.4 per cent of the total speech. Most translations were direct, although children also provided conceptual translations.

The systematic lexical mixing and translations, together with environmental communicative aspects of bilinguals, suggest that the children are able, from an early age, to distinguish between their two language systems. This conclusion is consistent with earlier findings.

**80-106 Mägiste, Edith.** The competing language systems of the multilingual: a developmental study of decoding and encoding processes. *Journal of Verbal Learning and Verbal Behaviour* (New York), **18**, 1 (1979), 79-89.

A cross-section method was used to study the developmental changes in elementary decoding and encoding processes of 163 Swedish-German bilingual students, whose length of residence in Sweden varied. It was demonstrated that decoding in two languages, expressed in terms of reaction time, develops faster than encoding. The point at which a shift occurs and Swedish becomes the better language, despite predominantly German schooling, is four to five years of Swedish residence for decoding and six years for encoding. Comparisons of Swedish and German monolinguals with bilingual and trilingual subjects indicated significantly longer reaction times in both languages for the multilinguals, most noticeably on the encoding tasks. The slower reaction time to verbal stimuli in multilinguals is explained by (a) the less frequent usage of two or three languages compared with one and (b) the interference of the competing language systems. The results support an interdependence hypothesis of bilingual storage.

PHONETICS AND PHONOLOGY *See also abstract 80-122*

**80-107 Allerton, D. J. and Cruttenden, A.** Three reasons for accenting a definite subject. *Journal of Linguistics* (Cambridge), **15**, 1 (1979), 49-53.

This article continues the debate over the predictability of the location of primary sentence stress by considering accentual patterns in sentences containing just a subject and a verb. It is claimed that the most general pattern is for the primary accent to fall on the verb, but that it may be

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shifted onto the noun in three types of case: (1) where a particular noun in subject position strongly favours a particular verb; (2) with verbs of (dis)appearance; (3) with verbs denoting a misfortune. While both syntax and information structure may influence placement of accent, neither is the sole determining factor; the crucial role is played by the speaker's view of the event or situation he is describing.

**80–108 Crompton, A. S.** Generation of intonation contours from a syntactically specified input. *Nottingham Linguistic Circular* (Nottingham), 7, 2 (1978), 59–112.

A theory of intonational phonology is proposed which seeks to answer the following questions: How are intonation contours to be represented in the formal description of a language? What rules are required to generate the possible intonation contours? What is the relation between intonation and syntax?

It is argued that intonation contours are best seen in terms of configurations of ascents, descents, and level stretches, rather than as melodies defined by the attainment of particular pitch levels at particular points in time. The formal counterpart of this is the representation of intonation contours by means of features [Rise] and [Fall] which specify the direction of pitch movement over strings of syllables. These features are employed by a set of rules which generate a wide range of intonation contours. The rules are of two types: those which define the possible intonation contours for individual phonological phrases (tone groups), and those which deal with intonational patterning over sequences of phonological phrases. It is shown that utterances are structured at the phonological level in terms of a number of hierarchically related categories, phonological word, phonological phrase, etc. The relation between the phonological structure of utterances and their syntactic structure is shown to be far less straightforward than has generally been supposed. A set of readjustment rules is proposed to account for this. [Exemplification is from French].

## VOCABULARY STUDIES

**80–109 Kastovsky, Dieter.** Zum gegenwärtigen Stand der Wortbildungslehre des Englischen. [On the current state of theory on word formation in English.] *Linguistik und Didaktik* (Munich), 36 (1978), 351–66.

A number of problems relating to the description of word formation within the framework of a generative grammar are explored. The article discusses the relationship between word formation and grammar, in particular whether word formation belongs to the field of grammar or lexicology, and suggests that word formations are morphological, mainly lexicalised, elements acting as grammalogues for semantic

material which could also be realised by more complex syntactic structures such as relative clauses or complement constructions. Links between the concepts of 'acceptable sentence' and 'possible lexical item' are examined, and it is concluded that the connection between word formation and syntax is much closer than is assumed by existing models within the theory of generative grammar. The importance of the role played by context in the interpretation of word formations is also emphasised, as is the status of word formation as the dominant creative element in the vocabulary of a language.

Developing a knowledge of the regularities of word formation in English, 'type familiarity', could ease the burden on the language learner of having to develop 'item familiarity', learning uncoordinated lists of individual vocabulary items. Vocabulary should be presented in a form which gives an insight into the systematic nature of patterns of word formation.

**80-110 Ménard, N. and Santerre, L.** *La richesse lexicale individuelle comme marqueur sociolinguistique.* [The richness of an individual's vocabulary as a sociolinguistic marker.] *Cahiers de Linguistique* (Montreal), 9 (1979), 165-88.

The role of the richness of an individual's vocabulary as a sociolinguistic marker is discussed with particular consideration of the methodological problems involved, especially the definition of the notion itself. This is approached on the basis of two means of comparison between texts: (1) the scope of the vocabulary as manifested by the number of different lexical items employed; of crucial importance here is the notion of the available vocabulary (*lexique en jeu*), i.e. the total stock of lexical items which an individual draws on in constructing a given text. This can be estimated by extrapolation from the number and distribution of different lexical items employed. (2) the rate of increase in the number of different lexical items with the length of text analysed. The methodological questions are illustrated with a provisional analysis of texts produced by Montreal French speakers. The variables considered are the two just mentioned and also the relative frequency of various grammatical categories. All three were found to correlate significantly with social variables such as age, level of education, etc. [Tables of results in appendix].

**80-111 Rogalla, H. and Rogalla, W.** *Zur Wortbildung in wissenschaftlichen Texten.* [Word formation in scientific texts.] *Zielsprache Deutsch* (Munich), 4 (1978), 21-30.

The article analyses the occurrence and distribution of a large number of compounds and word/affix combinations listed in a glossary of the most common words found in German scientific texts. Particular attention is focused on noun and adjective affixes, and a comparison is made of the occurrences of words as simplexes and as the determinate

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elements of compounds, in order to establish which are the most frequent word-formative elements. This knowledge should enable a teacher of German as a foreign language for scientists to decide which word elements are the most useful for students to memorise to be able to decode a text most efficiently.

## LEXICOGRAPHY

**80-112 Sherman, D.** Special purpose dictionaries. *Cahiers de Lexicologie* (Paris), **32**, 2 (1978), 83-102.

A description is given of the problems involved in producing special-purpose dictionaries (SPDs); which are designed to be limited in their scope, structure and organisation, and in their usefulness for lexicographic and lexicological research. Three types of SPD are analysed: graphemic, phonetic and concordances. Graphemic SPDs (like reverse-spelling dictionaries) can be used to study the productivity of suffixation and the lexical structure of compound words. Phonetic SPDs can be used to analyse homophones, permitted combinations of vowels and consonants, and the correspondance between phonemes and graphemes. Concordances are a rich field for lexicographic research and can be considered as a kind of SPD. Concordances produced by computer are suitable for analysing semantic and syntagmatic valency of more or less frequent words in a collection of texts.

## TRANSLATION

**80-113 Nida, Eugene A.** The setting of communication: a largely overlooked factor in translation. *Babel* (Budapest), **24**, 3/4 (1978), 114-17.

There are three major communication events in interlingual communication. The first involves communication events which may be embedded within the source text. The second communication event involves two distinct aspects: (a) the circumstances in which the source (the author) produces a text for a set of receptors, and (b) the manner in which receptors respond to such a text. The third communication event likewise involves two aspects: (a) the translator's role in producing a translation of a text, and (b) the receptors' decoding of the message, either as the result of reading the text or of hearing it read. These five settings are discussed and distinguished.

**80-114 Roothaer, Roger.** Language, thought and translation. *Babel* (Budapest), **24**, 3/4 (1978), 130-5.

While the 'literary man' tends to stress the constraints inherent in all translations, the 'linguistic man' focuses his attention on similarities

and common elements in different languages. Cultural constraints, though not a linguistic problem, are a translation problem. Translation is certainly not impossible [discussion of multilingual legislation]. Translation can only be achieved through the intermediary of thought. If the source language patterns are an obstacle to the accurate rendering of ideas, alternative patterns must be used. Research seems to imply that the ultimate foundation of language lies in thought. Translatory linguistics must therefore study the relationship between language and thought. Contrastive studies of languages, and particularly comparisons of existing translations, are useful for translators. Investigations into the limitations of translation could clarify which constraints are due to language and which to cultural differences. The study of pragmatic/informative texts is the best way of classifying the elementary translatory aspects.

## DISCOURSE ANALYSIS

**80-115 Krakowian, Bogdan and Corder, S. Pit.** Polish foreigner talk. *Work in Progress* (Edinburgh), 11 (1978), 78-86.

An experiment was conducted whose aim was to elicit a sample of 'foreigner talk' in Polish. The subjects were 28 students at the Institute of English Studies at Poznan University. They were given half an hour's talk in English about the phenomenon of 'foreigner talk' and then asked to translate into Polish ten English sentences [given in appendix]. These were the same sentences as those used by Ferguson in his elicitation of English 'foreigner talk' (Ferguson, 1975). They were then asked to 'translate' the standard Polish sentences into Polish 'foreigner talk'. The analysis of the resulting 280 sentences largely confirmed the findings of other investigations into 'foreigner talk' in other languages, as to the salient characteristics of this widespread so-called 'simplified register'. The data suggest that simplification begins with the verb, extends to the noun, then the copula and lastly to the pronoun system.

**80-116 Wunderlich, Dieter.** Wie analysiert man Gespräche? Beispiel Wegauskünfte. [How to analyse conversations. Example: asking and telling the way.] *Linguistische Berichte* (Brunswick), 58 (1978), 41-76.

A tentative hypothesis is formulated for the interaction patterns of direction inquiries: phase I - the introduction - is always initiated by F, the person(s) asking the way, and contains the identification of the target location; phase II - the description of the route - is always initiated by A, the person(s) answering, who must try to give an appropriate description starting from a point of common knowledge, which is mostly the immediate environment, going along marked features of the route up to the target location; phase III is devoted to

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securing the information and is a reduced iteration of the description given in phase II; phase IV – the conclusion – is always initiated and ended by F and contains mostly stereotyped expressions of gratitude.

This hypothesis is tried out on a corpus of more than 80 tape-recorded samples, some of which do not strictly conform to the above pattern but their deviations can be explained: in straightforward situations phase III can be omitted; more complicated discourses show that apart from opening and closing the conversation all phases can be iterated. Iteration of phase II indicates the proposal of alternative routes; discourses containing only phases I and IV reflect unsuccessful inquiries.

### INTERACTION ANALYSIS *See also abstract 80–155*

**80–117 Goffmann, Erving.** Footing. *Semiotica* (The Hague), **25**, 1/2 (1979), 1–29.

It is a common feature of talk that the alignment of speaker to hearer is shifted in significant, if often very subtle ways. Such changes in 'footing' can only be analysed if the canonical structural notions of speaker, hearer and encounter are replaced by a finer, more comprehensive set of distinctions. In the analysis of, for instance, the possible participation statuses of the bystander(s) to a conversation, the social situation [defined], broader in scope than the encounter, is the point of reference. In general, reception is said to occur within a specific, known, participation framework, and animation (the utterance of words) in its own production format. The animator may or may not be the author of the sentiments expressed, and may further engage in a social role as a 'principal' through the utterance of the words.

Changes in the interaction arrangements, often embedded in a laminated fashion in natural conversation, entail shifts in footing of the speaker or the hearer. Such changes are often linguistically coded. Thus the personal pronoun *I* presents the speaker in a described scene, rather than the direct animator of the current sentiment. Even in a single utterance, such embedding can occur multiply, referring to the adoption by oneself or by other individuals of roles in any of the numerous possible interaction arrangements. The changes in footing are not necessarily switches from one alignment to another, but can involve interpolations into a singly aligned segment of talk.

**80–118 Rintell, Ellen.** Getting your speech-act together: the pragmatic ability of second-language learners. *Working Papers on Bilingualism* (Toronto), **17** (1979), 97–106.

A role-playing procedure for elicitation of speech acts was designed to study aspects of the communicative competence of second-language learners, namely, their language variation with respect to deference when the age and sex of the addressee are systematically manipulated.

Sixteen Spanish-speaking adult learners of English as a second language participated in the study. The requests and suggestions evoked in the role-playing situations, in both the native and target languages, were rated by judges for deference. The resulting scores were analysed to yield the effects of the sex of speaker and the age and sex of addressee on the level of deference conveyed in the utterances.

It was found that in the requests, age was a significant factor in both languages, but sex of speaker and addressee were significant only in Spanish. For the suggestions, significant age and sex factors appeared only in the English corpus, while there were none in the Spanish one. The results are interpreted with attention to the notions of transfer of pragmatic strategies and the concurrent reformulation of deference requirements for the second language.

## CONVERSATIONAL ANALYSIS

**80–119 House, Julian.** Interaktionsnormen in deutschen und englischen Alltagsdialogen. [Norms of interaction in everyday conversation in German and in English.] *Linguistische Berichte* (Wiesbaden), **59** (1979), 76–90.

The article presents the results of a project designed to provide a more accurate description of the concept of 'communicative competence' through a narrower characterisation of specific communicative skills. Twenty-four different situations were simulated independently with German and with English native speakers. Each situation involved face-to-face interaction between two people with definite communicative goals and role relationships, and was selected on the basis of its relevance to the needs of a language learner visiting the foreign country.

Three areas of difference between English and German are examined: the linguistic realisation of starting and finishing moves in conversation, the realisation of specific expressive and directive moves, and the use of gambits (elements in a conversation which have a purely phatic role), in particular, the use of downtoners. The realisation of particular moves and the use of downtoners cause particular difficulties for language learners. The study is regarded as being of value in the determination of teaching goals and the preparation of materials designed to improve communicative skills, as well as testing conventionally accepted notions about differences in social behaviour between the Germans and the English.

**80–120 Polyani, Livia.** So what's the point? *Semiotica* (The Hague), **25**, 3/4 (1979), 207–41.

The focus is on the subject matter of stories in naturally occurring conversation. It is argued that the point of a story has to be culturally salient material generally agreed upon by the teller's culture to be

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self-evidently important or true. The paper considers background assumptions to the question 'what do Americans tell stories about?', presents a methodology for abstracting culturally salient material from oral texts, and demonstrates 'negotiating the point of a story' as an aspect of story-telling in conversation. A transcribed tape-recorded story is given in full as a basis for discussion.

**80-121 von Amman, Rainer and others.** Gesprächsanalyse: Empirie und didaktische Anwendbarkeit. [The analysis of conversation: empiricism and practical usefulness for the teacher.] *Linguistik und Didaktik* (Munich), 37 (1979), 15-38.

The results are reported of a university teaching project in which the students themselves took part in a programme of research into conversation. This programme was based on principles derived from detailed investigations by American sociologists. They set out to establish by careful observation how everyday conversations are struck up, how contributions are shared among the speakers, and how the conversation is brought to a satisfactory conclusion.

Three areas covered by the study are described in detail: the factors affecting change of speaker; goal-orientated conversations in a co-operative group situation; the classification of individual contributions. The results show that it is possible to dispense with some of the theoretical ballast which often weighs down research projects in applied linguistics, and to test and criticise a theory while still making use of it.