Language and linguistics

LINGUISTIC THEORY

78–220   Desherieva, T. I. Некоторые проблемы грамматической семантики в связи с особенностями формализации в естественных языках. [Some problems of grammatical semantics and formalisation in natural languages.] *Вопросы языкознания* (Moscow), **4** (1977), 57–60.

During a certain period in the history of linguistics, the division of grammar into morphology and syntax was useful for the solution of particular linguistic problems, such as the creation of a written language for peoples whose language lacked a written form, the production of pedagogic grammars, etc. At the same time this division created great difficulties in the definition of abstract grammatical categories, and the writing of scientific grammars for individual languages and language groups. The problem of defining grammatical categories has been a perennial one. We still do not have a unified, generally accepted conceptual apparatus for the study of language. Universal categories are not sufficiently precise to be usefully applied to specific languages, and grammatical categories adduced for a specific language or language group are too specific to be universally useful. An argument is expounded for grammatical categories to be established by recourse to grammatical semantics, whereby features are derivable from a study of different linguistic forms across languages which share them. Examples are given from a range of language families and it is suggested that the concept of form be widened to include different means of expression of grammatical meaning such as flexion, formants, ablaut, analytical constructions, word order, prepositions, postpositions, etc.

78–221   Droste, F. G. Semantics as a dynamic device: redundancy rules in the lexicon. *Linguistics* (The Hague), **182** (1976), 5–33.

A static conception of the relation sign-concept, as in interpretive and generative semantics, is unsatisfactory, so a dynamic model using semantic redundancy rules is proposed instead. Lexical items consist of ordered semantic primes, some of which are combined, e.g. [*bachelor* = (+human, −(past + marry))]. The classificatory matrix for the item consists of feature specifications for only those semantic primes which serve to distinguish it from related ones. All other primes are given the feature zero. Implication rules apply as the item is inserted into a structure, to include features on semantic primes which are unnecessary before insertion (e.g. because +human implies +animate). After

expansion, this becomes the semantic matrix. Application rules apply in a similar way, but on the basis of speaker's knowledge of the world, and thus a pragmatic matrix is produced. For [*bachelor*], the feature [−married] can be derived set-theoretically, by the implication rules, but the feature [−having wife] has to be derived cognitively at the pragmatic level. Finally, the pragmatic matrix is mapped on to a cognitive matrix by taking knowledge of the speech context into account, e.g. relations between a speaker and the thing(s) he is talking about.

An underlying network of semantic, perhaps psychological, primes is the source of features selected for the classificatory matrix. 'Meaning' is mediated from this list to a contextual meaning which varies from context to context and from which ambiguity is never fully excluded. This is satisfactory if it is assumed that 'reference' is the act of a speaker and not a semantic property.

78–222 Pasierbsky, Fritz. Zum Funktionsbegriff in der neueren sowjetischen Sprachwissenschaft. [Linguistic function in the new Soviet linguistics.] *Journal of Pragmatics* (Amsterdam), **1**, 3 (1977), 233–50.

This article identifies certain Soviet attempts at clarifying the notion of 'linguistic function'. The following five topics are discussed: (1) the history of traditional Russian linguistics (reviewed briefly here) reveals that the development of the notion 'linguistic function' was understood as being connected with the practical tasks of language planning and standardisation. (2) Language structures and functions: the interrelation between structure and function, as well as their relative subsceptibility with regard to language planning and standardisation are characterised. (3) External and inner, potential and actual functions: different Soviet conceptions of function are presented in a new systematic connection, based on the distinction between *jazyk* 'langue' and *rec* 'parole'. (4) The basic functions of language: four different external language functions (communicative, expressive, constructive and cumulative), as well as some inner functions are discussed. (5) Functions in German: structural–grammatical, logical–grammatical, and communicative–grammatical functions in German word order are illustrated with examples taken from work on the subject by Admoni.

78–223 Sullivan, William J. A stratificational view of the lexicon. *Language Sciences* (Bloomington, Ind), **46** (1977), 11–22.

The lexicon is discussed as a component of transformational and stratificational theory. In transformational theory the lexicon is central, but a weak point. For example, phonological information is redundant in the lexicon because the base and transformational components do not treat lexical items as phonological

constructs. Decisions about which words are lexical and which are not seem arbitrary; should the passive marker *by* and the locative *by* be treated the same way or not?

Stratificational models assume that information which is retrievable from the structure need not be stored separately with each item. Applied to phonology, this principle explains speakers' knowledge of how many syllables a word has; applied to morphemics, it explains morphological complexity; applied to syntax, it gives information about the syntactic environments in which the lexeme or syntactic element occurs; and applied to discourse block structure, it gives information about syntactic functions such as pronominalisation. Semantic feature information is all that remains in the lexicon (+female, +animate, etc.). This information belongs in an underlying cognitive (nonlinguistic) network of relationships, which is the indirect source of most major lexical items. Any given lexical item enters here and is related to its features in passing through the semotactic, lexotactic, morphotactic and phonotactic levels.

It is claimed that a lexicalist description of lexical items in transformational grammar is equivalent to a stratificational treatment. Since the latter is simpler, it better fulfils the requirement for significant generalisation.

78–224   Tharp, Alan. Two suggestions for representing meaning. *Linguistics* (The Hague), **185** (1977), 57–60.

It is proposed, first, to assign features to a noun depending upon whether it could occur as the deep structure subject or object of various verbs. *Man* can occur as the deep subject but not the deep object of *read* so the features [+intelligent] and [−script] could be used. A computerised testing procedure together with human monitoring (scanning random strings for acceptability and assigning relevant features) would eliminate much human bias. Secondly, for qualities like 'intelligence' a feature with a continuum of values is more useful than a system of binary features. Occurrence of a noun as deep subject of *read* depends upon its relation to the upper and lower thresholds on that continuum, questionable classification arises between the two thresholds. Since different verbs have different threshold values on the same feature, it can define correlation between one noun and several verbs.

78–225   Zvegincev, V. A. Структурализм в лингвистике: [Structuralism in linguistics.] *Серия литературы и языка.* (Moscow), **36**, 3 (1977), 213–25.

The general acceptance of structuralism in linguistics means that Soviet linguists must view it seriously. Its development is traced, with the attendant development of abstraction and formalisation – not for their own sake but for

the elucidation of linguistic structure. The danger in this process is to lose sight of the aims of linguistics by concentrating on methods.

Structural linguistics may be identified as a linguistic discipline by its theory (language is viewed as a relational structure) and by its methodology (the use of abstraction and formalisation). A formal theory cannot capture all aspects of a phenomenon and does not claim to do so. It depends on the existence of a corresponding model through which it can be interpreted. A difference in aims, dictated by different theoritical positions, and linked to the corresponding methods, often leads to artificial confrontations. [The views of Filin, Axmanova and Apresjan are discussed.] The two sides in linguistics represent the inductive and deductive approaches – both of which have a contribution to make.

SEMANTICS *See also abstracts* 78–221, –256, –264

78–226 **Johnson-Laird, Philip N.** Procedural semantics. *Cognition* (Lausanne), **5** (1977), 189–214.

The aim of this paper is to present an outline of a theory of semantics based on the analogy between natural and computer-programming languages. A unified model of the comprehension and production of sentences is described in order to illustrate the central 'compile and execute' metaphor underlying procedural semantics. The role of general knowledge within the lexicon, and the mechanism mediating selectional restrictions, are re-analysed in the light of the procedural theory.

78–227 **Katz, Jerrold J.** The real status of semantic representations. *Linguistic Inquiry* (Cambridge, Mass), **8**, 3 (1977), 559–83.

In the context of a methodological disagreement about mentalism in linguistics, the issue arises whether experimental evidence can disconfirm grammatical formulations or if such evidence only confirms that the competence/performance relationship will be complex in proportion to the degree of mismatch between psychological and linguistic facts. This second view is defended. 'Competencism' and 'performancism' are contrasted with Platonism which insists that internal representations depict the structure of abstract entities, not idealised mental objects or mechanisms. There is a difference between experimental and internal facts: only the latter are relevant to semantics. In the grammar *cats chase mice* is a more complex sentence than *cats catch mice*. Intuitions about relative complexity are introspections about one's thought, feelings and imaginings and thus do not bear on claims about the language.

Interpretation of experimental findings depends upon how 'intuition' is

defined, how reaction times are assumed to correlate with mental processes employing formal features, and the unjustified incorporation of non-semantic facts (relative complexity of sense) into semantics. The meaning postulate approach advocated by Fodor, Fodor and Garret does not distinguish meaning from inference, and as implications are logically infinite, it must use *ad hoc* specification to delimit sentence comprehension. Redundancy rules, which allow the deletion of semantic markers (e.g. *Artifact*) when contained within another semantic marker, are shown to be different from meaning postulates, statements about the extensional meaning of expressions, and the usefulness of logical concepts such as these in semantic theory is called into question.

78–228   Kratzer, Angelika. What 'must' and 'can' must and can mean. *Linguistics and Philosophy* (Dordrecht), **1**, 3 (1977), 337–55.

An account of the meaning of *must* and *can* within the framework of possible-worlds semantics. The paper consists of two parts: the first argues for a relative concept of modality underlying modal words like *must* and *can* in natural language. Preliminary definitions of the meaning of these words are formulated in terms of logical consequence and compatibility, respectively. The second part discusses one kind of insufficiency in the meaning definitions given in the first part, which arise from the *ex falso quodlibet* paradox of logical consequence. In stepwise fashion, an attempt is made to avoid most of the consequences of this paradox for the meaning definitions of *must* and *can*.

78–229   Ransom, Evelyn N. On the representation of modality. *Linguistics and Philosophy* (Dordrecht), **1**, 3 (1977), 357–79.

Noun complement modality cannot be treated as dependent on the meanings of lexical embedding predicates or of abstract performatives. Using two types of complement modalities, it is shown that their meanings and restrictions remain distinct and invariable regardless of the meanings of their embedding predicates. Then, using embedding predicates that can take both types of modalities, it is shown that the embedding predicates retain their meanings, regardless of the different modalities of their complements, and they can undergo deletions requiring their identity.

78–230   Reeves, Alan. Logicians, language and George Lakoff. *Linguistics and Philosophy* (Dordrecht), **1**, 2 (1977), 221–31.

Lakoff's examples of deficient logical accounts of *slowly* are shown to be satisfactory within the logician's terms of reference. Bracketing together *slow* and *slowly* is justified in logic because, as predicate modifiers, their relativity

is context dependent. Lakoff reformulates 'slow for a walk' as 'slow relative to the class of rates', but this preserves the essence of the original, that some relation is said to exist between some subject and some reference class, and the difference is a problem of English semantics, not of the logical commitment being made.

'The rate at which. . . is slow' can paraphrase sentences with *slowly* allowing identification of the thing which is varying with respect to time. *The stew is cooking slowly* becomes 'The rate at which the stew cooked is slow' and the thing which is varying with respect to time is degree of doneness. This attempt to make ordinary language conform to science risks false generalisations.

If the logical approach to language is defined as an attempt to attain a partial account of English for idealised and simple cases, not a full account of a part of English, then Lakoff's other criticisms, which include the possibility of a second sense of *slowly*, the logical relations between *John runs* and *John runs slowly*, and the treatment of *slowly* as an operator, do not invalidate the claims of that approach as Lakoff claims.

78–231   Sgall, Peter. Sign meaning, cognitive content, and pragmatics. *Journal of Pragmatics* (Amsterdam), **1**, 3 (1977), 269–82.

The distinction between linguistic meaning and factual content of a sentence is characterised as the linguistic counterpart of the distinction between Carnapian proposition and intensional structure of formulae of formal languages. The division of semiotics into syntax, semantics and pragmatics is found not to correspond directly to linguistic levels, since a single level of representation of sentences is needed where the meanings could be fully characterised in their purely semantic as well as pragmatic aspects.

LINGUISTIC DESCRIPTION AND ANALYSIS *See also abstract* 78–259

78–232   Garcia, Erica C. On the practical consequences of theoretical principles. *Lingua* (Amsterdam), **43**, 2/3 (1977), 129–70.

By contrasting the different explanations offered by two approaches – generative grammar and form-content analysis – for the same linguistic data (the non-occurrence of *se se* sequences in Spanish) it is demonstrated that analytical practice is indeed dependent on theoretical principles. Generative grammar's view of language as a unique, species-specific phenomenon, is shown to be coherent both with an acceptance of traditional categories and with a purely model-like, 'internal' explanation. Form-content's view of language as

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a tool for communication manipulated by human beings results in an 'external' type explanation: the non-occurrence of *se se* is only to be expected, given the form-content (non-traditional) account of the observed uses of *se* in Spanish.

78–233   Harweg, Roland. Aspekte als Zeitstufen und Zeitstufen als Aspekte. [Aspects as time levels and time levels as aspects.] *Linguistics* (The Hague), **181** (1976), 5–28.

The author attempts to develop the notion of aspect beyond traditional definitions. Aspect is defined as a relation between the observer and the observed object. Verbal aspect is thus a temporal relation between the observer and the *Sachverhalt* (state of affairs). Basically, there are three such relations to be accounted for: pre-temporality, simultaneity and post-temporality, the constant being the observer, not the state of affairs. Since it is not the whole of the observer that is relevant but the observer at the time of observing, and not the whole of the state of affairs but its place in time, the author specifies the act or time of observation and the time of the state of affairs. Because aspect is not a relation between the time of speaking as such and the time of the state of affairs, the author introduces the concept of the intervention of the act of observation. That observation thus intervenes as a mediator is seen as crucial to the analysis.

Analysed according to these principles, the verbal aspects yield not the traditional categories of future, pre-future, past, pre-past but prospective and imperfect future, perfective and imperfective pre-future, and perfective and imperfective past. That is, each of the traditional time levels represents two distinct time levels. The distinctions set up are not two different aspects of the same level; rather, each of such aspects is a time level, and conversely each time level thus established is an independent aspect.

78–234   Morgan, J. L.   Conversational   postulates   revisited.   *Language* (Baltimore, Md), **53**, 2 (1977), 277–84.

Examining Gordon and Lakoff's influential article (1971) on conversational postulates, this paper shows that the term 'postulate' is misleading; that their concept of conversational implicature as a case of entailment is mistaken; and that their view of the interaction of conversational implicature and syntactic rules is based on an incorrect analysis. It is suggested that some of the problems in their paper stem from a pernicious ambiguity of the phrase 'can convey'.

DISCOURSE ANALYSIS

78–235   Gindin, S. I. Советская лингвистика текста: некоторые проблемы и резултаты (1948–1975). [Soviet text linguistics – problems and results (1948–1975).] *Серия ̇литературы. и языка* (Moscow), **36**, 3 (1977), 348–61.

The discussion is prefaced by a short introduction in which Soviet text linguistics is placed in historical context. The discussion is in three parts, the first of which treats questions of inter-sentence relationships and inter-sentence connectors. Particular attention is paid to the significance of lexical repetition and semantic repetition as exponents of these connectors. The second part of the discussion is concerned with problems relating to the establishment of intermediate units between sentence and text, and particularly with the definition of types of 'supra-sentence' units on the one hand and the role and function of the paragraph on the other. The final part of the discussion is concerned with the structure and attributes of the text as a whole, and is based on a consideration of different theoretical and experimental approaches to the general question of text-construction and text-recognition. [Details.]

78–236   Scott, Robert Ian. A Markov field grammar for English. *Linguistics* (The Hague), **176** (1976), 45–72.

Sentences are construed as sequences of items which answer questions; the four items in *the old man comes* are answers to the questions *how many*, *of what sort*, *of what*, *do what*, for example. The Markovian field grammar proposed here to deal with sentences in that way allows a sequence of seven choices: interjection, invocation, subject, verb, object (or linking verb and object, or linking verb and adjective), adverbial qualifier, and a stop, or a conjunction allowing another journey through the field. Silences, or clusters, can be chosen instead of single word items, and clusters are treated as subfields which do not change the pattern as a whole, but complicate one part of it. All three types of transformation on sentence patterns are allowed (omission, addition, re-arrangement). Variations on the field are motivated choices which explain style. Knowing the language, we can reconstruct whole sentence fields from single bits in a text. General principles are adduced concerning the relationship between characteristics of the grammar and the description of language which it provides.

78-237   Settekorn, Wolfgang. Pragmatique et rhétorique discursive. [Pragmatics and discursive rhetoric.] *Journal of Pragmatics* (Amsterdam), 1, 3 (1977), 195–210.

The paper's starting point is those elements of speech which are known in German as *Abtönungspartikeln* (phrase or sentence colouring particles). As with their French counterparts, a syntactic–semantic analysis of these particles proves insufficient, both as to determining their function inside a single language and as regards contrastive analysis. Rather, it is necessary to investigate these particles' communicative functions in speech situations. One of these functions is shown to be *recherche d'approbation discursive* (call for assent in discourse). Certain less investigated French particles and phrases are discussed which fulfil this function in argumentation. They bring about the cohesion of a text, and indicate that the propositions they refer to shall be understood as generalising statements. They characterise the whole text as an argumentation, where these propositions act as premises. On the other hand, they mark the embedding points of whole argumentation chains, and the mutual relations of 'matrix' and 'embedded' argumentations. Moreover, since argument assent implies role acceptance, the assent called for implies the acceptance of the speaker-as-a-competent-person. In problematic contexts, these particles and phrases may obviate 'worst possible readings' and their ensuing sanctions.

78-238   Van Dijk, Teun A. Context and cognition: knowledge frames and speech act comprehension. *Journal of Pragmatics* (Amsterdam), 1, 3 (1977), 211–32.

This paper is about the cognitive foundations of pragmatic theories. Besides the fact that the usual appropriateness conditions for speech acts, which are given in 'cognitive' terms, such as *S knows/believes/wants...(that) p*, require empirical investigation, a sound theory of pragmatics must also explain how certain utterances in certain contexts are actually understood as certain speech acts. Speech act comprehension is based on rules and strategies for so-called 'context analysis', in which (epistemic) frames play an important role in the analysis of social context, social frames and interaction type. Results of context analysis are then matched with those of pragmatic sentence analysis, namely the illocutionary act indicating devices. Finally, some results from the cognitive analysis of discourse processing are applied in a brief account of the comprehension of speech act sequences and macro-speech acts.

COMPUTATIONAL LINGUISTICS

78–239   Dotson Smith, B. R. Computational linguistics is linguistics too! *ALLC Bulletin* (Stockport, Cheshire), **5**, 2(1977), 163–7.

At attempt is made to define the fields of the related disciplines of computational linguistics (CL), mathematical linguistics (ML), quantitative linguistics (QL) and linguistics proper (LP). A plea and a justification is then made for the firm inclusion of CL within LP since it is impossible to 'computerise' linguistics without having a clear linguistic framework.

SOCIOLINGUISTICS   *See also abstract* 78–285

78–240   Aboud, Frances E. Social developmental aspects of language. *Papers in Linguistics* (Champaign, Ill), **9**, 3/4 (1976), 15–37.

A discussion of the way in which language fits into a child's social-cognitive framework, and how he makes use of his understanding of language. Studies are described which explore the social categories that a child uses. They show that language becomes an important social factor around the age of five or six, that it is used, initially at least, as a basis for perceptions of similarity rather than difference, and that it is the more concrete aspects of language that are first recognised. Self-identity is formed in relation to social dimensions which are important for perceiving others; the level of cognitive development and differentiation can be related to the type of social information sought by a child. Studies of role-taking and communication show which cognitive and affective factors need to be overcome as the child develops an understanding of different perspectives. [References.]

78–241   Bailey, Kathleen M. and Galvan, José L. Accentedness in the classroom. *Workpapers in TESL* (Los Angeles, Cal), **11** (1977), 57–68.

The literature on the subject of accentedness in the classroom is reviewed, and directions for future research are recommended. Research on teachers' attitudes in the classroom shows that teachers form early and lasting impressions of students which may result in inappropriate or prejudicial behaviour. Studies of attitudes to language variation show that people, even English teachers, consistently distinguish among accent varieties, and that differences in accentedness correlate disturbingly with the judges' attitudes towards the speakers (more accented speakers being less favourably rated). The various approaches which have been made to improving teachers' behaviour aim first to make teachers aware of their behaviour and then to provide alternatives. There is strong evidence that teachers' classroom behaviour can be improved. Recommendations are made for including a sociolinguistic component in teacher training. [References.]

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78-242   Kloss, Heinz. Über einige Terminologie-Probleme der interlingu-
alen Soziolinguistik. [Some problems of terminology in interlingual
sociolinguistics.] *Deutsche Sprache* (Munich), **3** (1977), 224–37.

The sociology of language is a relatively recent subject of linguistic research
in Germany (since 1969). An attempt is made to establish a basic, commonly
accepted terminology for the German-speaking sociolinguist. As the sociology
of language came to Germany through English publications, a discussion of
English terms and their translation (e.g. *Sprachgemeinschaft* 'speech commu-
nity', *Sprachschaft* 'language community') becomes important. Another passage
deals with the different categories of closely related languages (*Nahsprachen*).
This leads to the problem of *Lehnwörter* (loan-words). A distinction is made
between *Binnenentlehnungen*, i.e. words which are taken from a *Nahsprache*,
and *Aussenentlehnungen* which stem from a different language-family. It is argued
that these terminological distinctions are of considerable importance in the fields
of sociolinguistics and language politics. The last part of the article is devoted
to a critical discussion of Stewart's functional classification of the seven
different categories of language: standard, vernacular, dialect, creole, pidgin,
classical and artificial. Thus, for instance, the term 'creole' is rejected because
it does not denote a function of language but rather its genesis or formation.

78-243   Schlieben-Lange, Brigitte. The language situation in southern
France. *Linguistics* (The Hague), **191** (1977), 101–8.

The language situation in southern France, as in the rest of the country, is
one in which vernacular languages subsist only in the country and in informal
situations; there has been strong propaganda against them, at least up until
the last few years. In order not to be abandoned, a language must fulfil at
least one of two functions: (1) information and orientation for actions, and
(2) strengthening social relationships. The dissociation of all defining elements
of language corresponds to the process of abandonment of that language. An
enquiry made in 1972 in the town of Bagnols-sur-Cèze demonstrates the
complexity of the situation with regard to Occitan (Provençal).

78-244   Scotton, Carol Myers and Ury, William. Bilingual strategies: the
social functions of code-switching. *International Journal of the
Sociology of Language* (The Hague), **13** (1977), 5–20.

Code-switching is defined as the use of two or more linguistic varieties in the
same conversation or interaction, for only one word or for several minutes of
speech. The varieties can be anything from genetically unrelated languages to
two styles of the same language. It is hypothesised that code-switching occurs
because at least one speaker wishes to redefine the interaction by moving it

to a different social arena. There is, therefore, a relationship between (*a*) the linguistic code used and (*b*) the social meaning of the interaction. This relationship is recognised by members of the speech-community [discussion of tests carried out among the Luyia of Western Kenya]. Interactions can be defined in terms of the interchange within three social arenas: the identity arena, the power arena and the transactional arena. [Tables of responses; references.]

PSYCHOLINGUISTICS   *See also abstract* 78–254

78–245   Fulgosi, Ante. Novija istraživanja na području eksperimentalne pshiholingvistike. [Recent research in the field of experimental psycholinguistics.] *Strani jezici* (Zagreb), **5**, 4 (1977), 249–62.

Recent research in the field of experimental psycholinguistics is reviewed: (1) experimental research into the role of deep and surface structure in understanding sentences; (2) study of morphological structures; (3) psycholinguistic research into larger verbal units; (4) research into inferential processes in comprehension; (5) research into memorisation; (6) semantic effects in recall; (7) model with two mnemonic registers for spatial and temporal information; (8) psycholinguistic abilities and language learning.

78–246   Wode, H. and others. An alternative approach to morpheme order. *Interlanguage Studies Bulletin* (Utrecht), **2**, 3 (1977), 39–63.

This paper is a critical evaluation of the morpheme order approach. Rosansky (1976) has called attention to the fact that (*a*) data elicited experimentally may not be isomorphic with spontaneous data, (*b*) cross-sectional data may not be isomorphic with longitudinal data, and (*c*) statistical evaluation may lead to obscuring the considerable amount of individual variation in the raw data. This paper complements Rosansky by illustrating an alternative approach to morpheme order, i.e. one in terms of developmental sequences. It is argued that both approaches have distinct merits of their own, that they focus on different aspects of the acquisitional process(es) and they should complement each other. As an illustration, the naturalistic (untutored) L2 acquisition of the English plural and genitive inflections by four German children is described in some detail.

LANGUAGE DEVELOPMENT OF CHILDREN   *See also* abstracts 78–240, –246, –251/2

78–247   Clark, Ruth. What's the use of imitation? *Journal of Child Language* (London), **4**, 3 (1977), 341–58.

Attitudes towards imitation have been coloured by theoretical disputes about the nature of language. But even if language is rule-governed, children may

be helped by imitation to discover the rules. This paper reviews evidence for and against imitation as a factor in the acquisition of syntax. The conclusion reached is that the effects of imitation on children's speech are too pervasive for the process to be dismissed as irrelevant. Many idiosyncratic features of children's speech seem to be traceable to imitation interacting with other simple mechanisms. For the author, the important question is no longer whether imitation can help children to acquire syntax, but precisely how a child gradually extracts grammatical information from the repertoire of imitated sequences at his disposal.

78–248   Edelsky, Carole and Muiña, Virginia. Native Spanish-language acquisition: the effect of age, schooling and context on responses to 'dile' and 'pregúntale'. *Journal of Child Language* (London), **4**, 3 (1977), 453–75.

The ability to distinguish *ask* and *tell* in Spanish was studied with five groups of native Spanish speakers: adults, 7- and 10-year-olds in a full-bilingual-programme school (BISO), and 7- and 10-year-olds in a non-total BISO school. The interviews included context-present and context-absent items. Differences in these subjects' responses and those elicited by Chomsky (1969) among children acquiring English are explored. Increased age, bilingual schooling, and presence of contextual clues enhanced performance. Relative difficulty of *dile* and *pregúntale*, stages in distinguishing these in three types of constructions, and comparisons of first- and second-language performance are discussed.

78–249   Fowles, Barbara and Glanz, Marcia E. Competence and talent in verbal riddle comprehension. *Journal of Child Language* (London), **4**, 3 (1977), 433–52.

Children in grades 1–3 (ages 6–9) were asked to retell and explain a series of riddles. The scoring system was developed to differentiate levels of competence. Ability to recall riddles was not found to be predictive of ability to explain them. Three cognitive factors seemed to determine level of riddle competence. Level of competence was *not* clearly related to age. Analysis of riddles yields descriptive attributes that distinguish easy from difficult riddles. Implications concern the relationship of riddle competence to reading ability and metalinguistic facility.

78–250   Timm, Leonora A. A child's acquisition of Russian phonology. *Journal of Child Language* (London), **4**, 3 (1977), 329–39.

This paper represents a condensation of the results of a study covering 14 months in a Russian-speaking child's phonological development. The original

investigation tested a theory of phonological acquisition formulated by Olmsted (1971), finding that, though modifications were necessary to accommodate certain aspects of the Russian data, Olmsted's hypotheses were, by and large, upheld. The present paper gives the evidence in support of the theory and offers in addition some detailed information on the Russian-speaking child's acquisition of specific phones over the months examined.

BILINGUALISM *See also abstracts* 78–244, –248, –295

78–251 **Doyle, Anna-Beth and others.** Some issues in the assessment of linguistic consequences of early bilingualism. *Working Papers on Bilingualism* (Toronto), **14** (1977), 21–30.

This paper discusses some linguistic correlates of early bilingualism, which have implications for first cognitions about language. The paper also touches on the question of what linguistic environments are optimal for the very young child to acquire two languages fluently, testing the importance of a one-speaker/one-language presentation style. The validity of some measures of early bilingual fluency is also discussed. Data from two separate replications are presented. Thirteen bilinguals with a mean age of 30 months are compared with matched monolingual controls on age of first word, receptive vocabulary and general language development. Subsequently 22 balanced bilinguals (mean age 51 months) are compared with monolingual controls on age of first word, receptive vocabulary, syntactic maturity and verbal fluency. The results suggest that bilingual preschoolers are not delayed in age of first words, may lag slightly in the acquisition of lexical items but may be superior in ideational fluency. There is no evidence that a one-speaker/one-language presentation optimises the language development of bilingual children.

78–252 **Harley, Birgit and Swain, Merrill.** An analysis of verb form and function in the speech of French immersion pupils. *Working Papers on Bilingualism* (Toronto), **14** (1977), 31–46.

This pilot study investigates the performance in French of five English-speaking children, who are enrolled in their sixth year of a primary French immersion programme in a Toronto elementary school. From speech data obtained in individual interviews, an analysis is made of the students' control of the French verb system. The subjects are found to use verbs with almost as much frequency as native French speakers, but they produce a smaller variety of verb forms. One verb form that they appear in general unable to produce is the conditional. An analysis of how the immersion children endeavour to communicate the hypothetical function, commonly realised by the conditional

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form in French, reveals that they substitute a variety of formal simplifications, which have the effect of weakening, but not completely eliminating, the notion of hypothetical.

78–253   Lamy, Paul. Bilingualism in Montreal: linguistic interference and communicational effectiveness. *Papers in Linguistics* (Champaign, Ill), **9**, 3/4 (1976), 1–14.

Little attention has been paid to linguistic interference among bilinguals. It is often thought that operating in a second language is a negative experience or handicap. A study of bilingualism in Montreal is described which showed that less than two-thirds of those in the sample were aware of any influence of their mother tongue on their second language though a small proportion perceived 'cultural interference' such as gestures. Only one-fifth of bilinguals were aware of any interference of the second language on the mother tongue. Contrary to the views of the Royal Commission of 1969, most bilinguals do not feel handicapped in functioning in their second language. Most of those using both languages at work, thought that they would not work better or be happier if they only used their mother tongue, though less fluent bilinguals may feel disadvantaged in their second language. [Tables of results.]

78–254   Wiens, Arthur N. and others. Speech and silence behaviour of bilinguals conversing in each of two languages. *Linguistics* (The Hague), **172** (1976), 79–94.

A problem being studied by psycholinguists is whether speakers fluent in two languages draw the words available for speech in each language from a common memory pool or from two relatively discrete memory pools. The present study utilised 10 pairs of Ss fluent in both German and English and a cross-validation sample of 10 additional pairs fluent in French and English. Each pair of Ss conversed for 60 minutes, divided into four 15-minute segments, in a ABBA design (i.e. Eng.–Ger.–Ger.–Eng.). Controls for content similarity also were utilised. Speech measures recorded during each 1-hour conversation were (1) mean duration of single utterances, (2) mean duration of single reaction time latencies and (3) interruption frequency while speaking in each language.

The German–English (and French–English) speaking Ss showed no group (mean) differences across the four language segments. However, individual Ss varied markedly in their speech under the four conditions. Correlational analysis across the four segments was thus carried out in each bilingual group and revealed: (1) 24 out of 36 values of *r* in the two studies were significant at the 0·05 or 0·01 level, suggesting a fairly high degree of stability of the three speech indices across both language and content conditions: (2) inasmuch as

the values of *r* fall somewhere between unity and zero they tend to support the hypothesis that bilingual individuals have neither a single-word memory pool nor two discrete-word memory pools, but appear to draw their words from two discernible pools which have a considerable degree of overlap between them. The results also suggest that language pool (specific word memory in the language being spoken) and speech content both interact in complex ways and reveal themselves differentially in the three different speech variables utilised in the present study.

LEXICOLOGY

78–255   Culhane, P. T. Lexis in applied linguistics: word frequency in preparation and presentation of Russian reading texts. *Russian Language Journal* (Michigan), **31**, 109 (1977), 25–33.

An advantage of working with surface structures in lexis (word frequency counts) is that the results can often be directly applied to the construction of language-teaching materials. There are word counts which attempt to predict and others which 'cheat' the prediction by using as a corpus the material to be taught. Texts processed in this way may be selected according to internal (type-token) characteristics and later processed by computer using 'screens' of common words and cognates. This process provides a useful and easily manageable aid to reading, in which the frequency of each non-cognate lexical item is used as an indicator of the importance of the item within the text.

78–256   Culhane, P. T. Semantics via machine translation. *Russian Language Journal* (Michigan), **31**, 108 (1977), 35–42.

The terms 'collocation' as defined by Halliday and Firth and 'slovosochetanie' as defined by Švedova share the feature of relying on co-occurrence to describe the semantic features of lexical items. Žholkovskij and Mel'chuk, in their attempt to construct a semantic dictionary for machine translation, made a substantial effort to categorise the basic functions of language at the deep structure level, under two headings – (1) substitution of equivalents, and (2) semantic parameters. [Examples (in English) are quoted and discussed.]

78–257   Tournier, Jean. La dynamique lexicale. [Lexical evolution.] *Langues Modernes* (Paris), **71**, 4 (1977), 361–71.

Lexical items are still, regrettably, sometimes described as 'incorrect'. But lexis is in constant evolution: for English, about 500 new forms are attested per year; for French, over 200 [examples]. The process can be mapped to illustrate

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the relationships between potential but unrealised lexis, lexical creativity and the current inventory [diagram].

TRANSLATION *See also abstracts* 78–256, –274

78–258   Piotrovskij, R. G. and Bektaev, K. B. Машинный перевод: теория, эксперимент, внедрение. [Machine translation: theory, experimentation, implementation.] *Вопросы языкознания* (Moscow), **5** (1977), 27–33.

Machine translation (MT) involves both theoretical and practical work; this must be borne in mind when reviewing progress made, and its potential contribution to linguistic theory should not be ignored. The work of various groups, from the '50s onwards, is considered [references]. The postulates of the *Statistika reči* group are stated: this group came to view linguistic text as a hierarchical system with lexis as the highest component. They therefore developed automatic dictionaries of three different types – that of Krisevič proving best for commercial use. Other service programmes have been worked out and the results demonstrated. The first applied use of a lexical system of MT in the Soviet Union was instituted in 1976 at Čimkent Pedinstitut. The system is used for translating chemical texts (1,000 words in 20–25 minutes). A sample is given: the MT version requires considerable editing. An example is given of future prospects for MT: in work done at Kišinev a summary of content rather than a full translation is prepared.