

## HISTORY OF LINGUISTICS

**69-187** **Haustrate, Marguerite.** Quelques tendances nouvelles de la linguistique soviétique. (Some new trends in Soviet linguistics.) *Babel* (Avignon), 14, 4 (1968), 222-4.

The work of the western structural linguists has only recently become known in Russia. During the seventh revision of the dictionary of the Russian language a decisive step forward became noticeable in the second volume, edited by Shcherba. There followed an excellent series of dictionaries by Ushakov, Alekseev and Ozkegov.

As early as 1920 Shachmatov had collected samples, including collocations, from popular speech and literary language, ancient and modern. In 1960 Vinogradov introduced collocations into volume two of the Russian Academy Grammar, under syntax, and this became the meeting-point between morphology and syntax. The methods of the structuralists corroborate this approach.

In teaching grammars, the place given to collocations has greatly increased. The sentence, on the other hand, was to Vinogradov an extra-linguistic notion and the term does not appear in Russian grammars. Other recent research work in the field of collocation goes beyond the purely Russian domain. The result of the collective work of compilation was that phraseological dictionaries began to appear in the 'fifties, working from other languages into Russian.

A bibliographical list drawn up by Reformatzky shows 2,875 titles, mostly from the last fifty years, the majority of which are concerned with applied linguistics. 673 deal with structural theory and methodology.

As in the west, the Russians have made a distinction between *langue* and *parole*. Some reject the subjective, individualist approach of Saussure as being opposed to the spirit of Marxist dialectics. A third edition of Fedorov's *Introduction to the theory of translation* is about

to appear and obviously reflects the work of Mounin, Etkind, Gachechiladze, Rozenzweig, Güttinger, etc.

## GENERAL LINGUISTIC THEORY

**69-188 Dolezhel, L., I. Kraus and Ya. Prukha.** К некоторым проблемам моделей языковой коммуникации. [Some problems of modelling in linguistic communication.] *Русский язык за рубежом* (Moscow), 1 (1968), 14-20.

Linguistic communication is characterized by a variety of components—physical, neurophysiological, psychological and sociological—and its study must proceed from these.

Although the concept of model is variable, in social communication systems models are of individual speech behaviour and of social speech behaviour. Relative to the former, the generative model of Chomsky and his followers provides two main theories: that a definite relationship of competence to performance must be a basic component of a person's speech model, that is, that the linguistic behaviour of the speaker is identifiable with the model of generative grammar; and that the model of the function of linguistic performance may serve as the model of both speaker and listener, where the model of generative grammar is acting as the fundamental common component.

Transformations from nuclear structures, temporal factors as a function of the degree of transformational complexity and as a function of the degree of intensive conditioning in the speaker's speech habits, and the 'depth' and length of sentences may all, according to individual theories, be factors influencing the speaker-hearer model. The model of the speaker must contain, according to Chomsky and Miller, memory, general competence, mechanism for matching statements and a selector for choice of optimal variant. [The latter constitutes a radical difference between a descriptive model and the speaker's model. Since the model of the speaker concentrates on linguistic performance, psychological and neurophysiological behaviour are prerequisites for the study of models.]

Osgood's main criticism of Chomsky touch on the importance of

these factors. His model for the speaker accounts for terminal or non-terminal symbols to define the limits of linguistic operations; his model also embraces immediate memory, thus accounting for the dependence of neighbouring words, regardless of structural relationships.

In models of social communication, acts of information may fall into two types of communicative sphere: single-staged or multi-staged. The aggregate of these is the communicative network of a given social organization. The establishment of functional styles proceeds from the relationships between the type of communicative sphere and the aggregate of information circulating in a given sphere—hence the significance of the optimal choice of grammatical and lexical elements.

According to the cybernetic theory of linguistic communication a regulator transfers information to an object and its measuring element establishes feedback, this influencing, in turn, the regulator.

Impersonal contact occasions difficulties in conveying information, particularly with regard to possible stylistic changes which may influence interpretation.

## SEMANTICS

**69–189 Seliverstova, O. N.** Dictionaries and semantic analysis. *Acta Linguistica* (Budapest), **18**, 3/4 (1968), 273–8.

Meaning is the information a sign carries about its denotatum. The term 'information' is widespread in linguistics, but rarely figures in the general definition of meaning. The meaning of a sign is the information carried by this sign only. Confusion between meaning and context information, as well as between meaning and properties of denotata, often occurs in semantic analyses. Meaning is the information carried by phonetically relevant components of the 'significant'. The object of linguistic investigation is the information of a sign unit. [The author analyses three dictionary entries in the light of her views.]

The failure to discover the components of meaning is also due to

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the method of description. The most appropriate method of elucidating meaning is that of distinctive features as developed by Goodenough, Lounsbury, and others.

The formulations given in semantic description are approximate and ambiguous. Natural language resources often prove insufficient to achieve unambiguous formulations; one should then resort to terms defined in other sciences.

## LANGUAGE AND CLASS

**69-190 Coulthard, R. M. and W. P. Robinson.** The structure of the nominal group and elaboratedness of code. *Language and Speech* (Teddington), **11**, 4 (1968), 234-50.

Six-year-old working-class girls were asked to describe a set of pictures and an analysis was made of the structure and lexis of the nominal groups they used. The girls differed on three independent variables: (1) their verbal intelligence test score; (2) the fact that half the girls had participated in a daily language programme over four terms designed to enable them to understand and use an elaborated code; (3) the complexity of speech (from a count of linguistic structures) attained by the children when five years old. The dependent variables were the linguistic environment of the nominal groups, the extent and type of modification and qualification, and the lexical exponents. Participation in the language programme and high intelligence test scores were generally associated with a higher incidence of nominal groups in clauses, compound modification, complex rankshifted qualifiers, and a wider range of adjectives.

## PSYCHOLOGY AND LANGUAGE

- 69-191 Ammon, Paul R.** The perception of grammatical relations in sentences: a methodological exploration. *Journal of Verbal Learning and Verbal Behavior* (New York), 7, 5 (1968), 869-75.

A group of nine-year-old children and a group of college students were given tasks involving new stimulus factors and response requirements. Each sentence heard by the groups was followed by the repetition of one word from the sentence and the child or student was asked to respond with the next word in the sentence. Secondly, the probe word was replaced by a question about one of the basic grammatical relationships underlying the sentence which had to be answered by a word from the sentence. Structural properties of the sentences were varied. The results suggested ways in which limitations on the listener's immediate memory affect the processing of a sentence.

- 69-192 Rohrman, Nicholas L.** The role of syntactic structure in the recall of English nominalizations. *Journal of Verbal Learning and Verbal Behavior* (New York), 7, 5 (1968), 904-12.

Current linguistic theory holds that there are both deep and surface sentence structures. Some investigators have argued that sentences are remembered in terms of their deep structures but this has recently been disputed. Five experiments were conducted which seemed to confirm that the underlying structures are the level represented in memory. The fifth experiment attempted to determine whether transformational history or deep-structure complexity determined recall. The latter seemed to be the more important.

PHONETICS

- 69-193 **Tillmann, H. G.** Über einige metatheoretische Grundlagen der Phonetik als autonomer Disziplin. [Some meta-theoretical principles of phonetics as an autonomous discipline.] *Phonetica* (Basle), 19, 1 (1969), 26-54.

Current conceptions of phonetics were developed by linguists; and phonetics seems to presuppose phonemics. The possibility is discussed of conceiving a theory of phonetics as an autonomous discipline, the object of which is the process of oral communication. The fundamental problem to be dealt with is the communicator as a psychophysical system: the relation between the mental (internally observable) and the physical (externally observable) facts is discussed. In particular, signal phonetics can be precisely characterized as psychophysics in its broadest sense. A theory of phonetics seems to be possible in two versions, namely (1) as a perceptualistic and (2) as a behaviouristic theoretical construction. Phonetics (1) can, as a component, be embedded within a broader (semantic) theory of verbal communication; phonetics (2) is the theory of the external surface behaviour of the communicator's organisms (including perception, semantics, linguistic structure, etc., as only hypothetical subcomponents). Finally, some consequences concerning the relation between phonetics and linguistics are sketched. [Author's summary reprinted by kind permission of *Phonetica*, published by S. Karger Ag. (Basle/New York).]

SPEECH PATHOLOGY AND THERAPY

- 69-194 **Masland, Mary Wootton and Linda W. Case.** Limitation of auditory memory as a factor in delayed language development. *British Journal of Disorders of Communication* (London), 3, 2 (1968), 139-42.

Recent advances in the clinical analysis and audiological investigation of children whose language development is delayed lead to the conclusion that auditory behaviour is a most important aspect

of language development. Some of the facets of auditory memory involved in the recall of verbal language are delineated and four aspects are considered: memory span; memory for the sequence of auditory events; patterning of rhythm, stress and inflection; and patterning of phonetic detail. [Illustrations are drawn from the case histories of pre-school children delayed in language development.]

## GRAMMAR

**69–195** Wyatt, James L. The common-core transformational grammar: a contrastive model. *Journal of English as a Second Language* (New York), 2, 2 (1967), 51–65.

[The author discusses alternative approaches made by Zellig Harris to transfer grammar.] Harris thought that common-core grammar had applications to language learning, and that only features which differed in the two languages would have to be taught. Subject to a formal system to account for differences, the common-core bilingual grammar can serve as a model to identify research areas, organize data, and perhaps present learning material. Chomskyan-type rewrite rules can be employed to express the grammar common to two languages. The common-core grammar should be accompanied by grammars of features peculiar to language A and to language B. [The author exemplifies in detail the development of part of the phrase structure of a Spanish–English common-core transformational grammar. He claims to have found this contrastive model adequate in studying English–Spanish and English–Portuguese syntax and to have used parts of it in teaching Spanish.]