STRUCTURAL LINGUISTICS,

Licence 2 & FIP 2

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❑ **GENERAL OBJECTIVE:**

The students will learn the Basics of Structural Linguistics (Structuralism)

❑ **SPECIFIC OBJECTIVES:**

They will be able to account for:

- ❖ *The Assumptions/Principles in Structural Ling.*

- ❖ *Syntax & Syntactic Structures*

- ❖ *The Trends in Structural Linguistics*

- ❖ *Syntactic Organization*

- ❖ *Formalization in Structural Linguistics*

Introduction
How would you define "Linguistics" ?

❑ Linguistics is the scientific study of language.

❑ It covers a large variety of issues related to language:

➢ *How have human languages come about (origins)?*

➢ *How do human languages differ from other forms of "languages" (animals' "language", artificial languages?*

➢ *How do we acquire/learn languages (mother-tongues)?*

➢ *How do languages change (pidgins, creoles, Ivorian French, Nuchi, etc.)?*

➢ *What is the place and role of languages in national life (the issue of the "official" language beside native languages)?*

❑ All these topics are treated by *General Linguistics.*

❑ The study of language has evolved over centuries **starting in the mid-18th C up today**.

❑ Today, there are **many trends/approaches to language study**, corresponding to *Linguistic Theories*;

❑ **Linguistic Theories** differ in the way they perceive language and plan to analize it;

❑ Some theories focus on the **formal dimension** of languages or *the way they function as systems* (**the nature of language**);

❑ Other theories will approach language from the point of view of **how individuals use language** (**language use**).

❑ It follows that linguistic theories specialize in **one or several aspects of language**, which can be summarized as follows:

Figure 1 : Different Domains/Levels of Linguistic Study

Language only (nature of language)

Phonology

Morphology

Lexicon

Syntax

Semantics

D i s c o u r s e

P r a g m a t i c s

P s y c h o l i n g u i s t i c s

S o c i o l i n g u i s t i c s

Study of Ling. Forms

Study of Lang Use

Structural Theories

Discourse Analysis Theories

Sociolinguistics

Language in Context (use of language)

The Advent of Structural Linguistics

❑ The study of language (linguistics) has not always existed as an autonomous academic discipline;

❑ Like other academic subjects **(Physics, Mathematics, Geography, Pedagogy, etc.)** the study of language was *first trapped and mixed up in the stream of philosophy*;

❑ This discipline has started to stand out as an **independent discipline** in **the 16th to 18th** in the form of **Historical Linguistics** laying the emphasis on *the historical relationships among languages in the world*.

❑ Between **1906-1911**, **Ferdinand de Saussure** from the **University of Geneva (Switzerland)** inaugurated an innovative and revolutionary approach to language study at the University of Geneva: ***Structuralism***

❑ On his death, Saussure's disciples *(Charles Bally, Albert Sechehaye)* compiled his lectures courses in:

❑***Cours de linguistique générale*** (1916; reprinted in 1963)

❑***Course in General Linguistics*** *(English version 1959)*

1.
Principles & Descriptive Concepts *of* Structuralism

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❑ **Structural Linguistics (or Structural Grammar)** relies on *a number of principles, assumptions and descriptive concepts*:

➤ *The **systematic organisation** of language (interrelated **components/units**)*

➤ ***Language change** and the permanence of the communicative function*

➤ *The opposition (dichotomy) **Diachrony/ Synchrony***

➤ *The opposition (dichotomy) **langue/parole***

➤ *The **linguistic sign***

1.1 Language as a System

❑ **Language is a system:** all its components are interrelated by opposition relationships;

❑ **Opposition relationships :** the fact that in a language, each element holds its value with reference to another or other element(s):

❑ Element **"a"** is element **"a"** because it is not element **"b"**!

Consider the sounds (phonemes)

/p/ - /b/

/t/ - /d/

❖**How is each of these unit defined?**

/p/ - /b/
/t/ - /d/

	Voiceless	Voiced
Labials	/p/	/b/
Dentals	/t/	/d/

	Voiceless	Voiced
Labials	/p/	/b/
Dentals	/t/	/d/

❑ /**p**/ is defined with reference to /**b**/ and they are opposed on the basis of the **voicing**

❑ Similarly, /**t**/ is defined with reference to /**d**/ and they are opposed on the basis of the **voicing**;

❑ Likewise, /**p**/ is defined with reference to /**t**/ and they are opposed on the basis of the point/place of articulation, **"labiality"** & **"alveolarity"**

❑… The same for /**p**/ and /**d**/.

❏ The opposition relationship also concerns the vocabulary...

Consider: the words (morphemes)

"leave" – "go" – "quit"

What difference do you sense between them?

How would you discriminate by translation the following sentences ?

a) She is **going** to Bouaké

b) She is **leaving** Bouaké

c) She is **quitting** the team

	Destination	*Origin*	*Fixed place*
Movement	go	leave	quit

Clearly, the semantic value/pertinence of each word depends on the opposition relationship with adjacent words.

1.2 Language Change & its Communicative function

What is the prime function of language?

❑ In a board game, if you substitute the wooden pawns with plastic pawns,

Will there be a change in the rules of the game?

❖*So is language…*

❑ Human languages do change but when a word disappears out of a language or changes morphologically, the disappearance or the modification does not affect **the prime function of language… the communication function**!

❑This is so because **language is a system**!

➢ **e.g.:** In Old English the word "***VERY***" used to be "***VERIGHT***" and the modal "***SHALL***" used to be in Old English "***SHALT***"…

❑ The fact that contemporary speakers say "***VERY***" (for ***VERIGHT***") and ***SHALL*** (for "***SHALT***") does not affect the functioning of language as regard to such words.

❑ Note also that there are always **changes in human languages** but these changes will go unnoticed;

❑ Only **language specialists (linguists)** who are interested in those changes will perceive them!

<u>NB</u>: No one can tell when Americans have moved from

The "*United States of America*" to…

The **USA**" …

"**US**" and now …
"**America**" simply!

❏ **<u>Note</u>**:   In a system, an element will never be repeated; What is implicit in this principle is the view that no two words will have exactly the same value/pertinence like with the **"go", "leave"** and **"quit"** example ;

❏Consider: *"The Nation", "The State"* and "*The country*"

Fill in the gap with the appropriate term!

a) This ……………………………………… is boarded to the East by Ghana and to the West by Liberia and Guinea.

b) The whole …………………………… is shocked by the disappearance of their President

c) The Founder of the Ivoirian ……………………………………

1.3- Diachrony and Synchrony

❑ **Saussure** made the point that modern linguistics must rid itself from **non-linguistic concerns** (*the past or history of languages*) and become a discipline on its own rights.

❑ Therefore he strongly recommends to observe a distinction between **historical concerns** and **contemporary concerns**…

❑ This way, he was suggesting the opposition between the ***Diachronic approach and the Synchronic approach to language study.***

❑ **Diachronic Approach** : It is when we analyse language taking into account all the changes that have taken place **over time**;

❑ In practice, the diachronic approach consists in comparing **successive periods of life of the language** and those periods are named "états de langue";

❑ An **"état de langue"** is a period in the life of a language in which the researcher assumes that no change occurs in the language, that the language is **homogeneous**, which is non-realistic!

The diachronic approach

Time n --------------|WWWWW | OOOOOOOO|------------ |------------> Time n+1

X_1 X_2 X_3 X_{n+1}

❑ With **the diachronic approach** we take into account **the history of the language**, **the changes that have occurred** and **possibly the lives of speakers, their cultural beliefs** etc., that is, **all non-linguistic factors**…

❑ ***The Synchronic Study*** concentrates on a particular ***"Etat de langue"*** in which we ignore possible changes in the linguistic system.

❑ It would be an **analysis from within Period X2**, for example:

Time n ------------|WWWWWW|--------------|------------|--------> Time n+1

X1   **X₂**   X₃   Xₙ₊₁
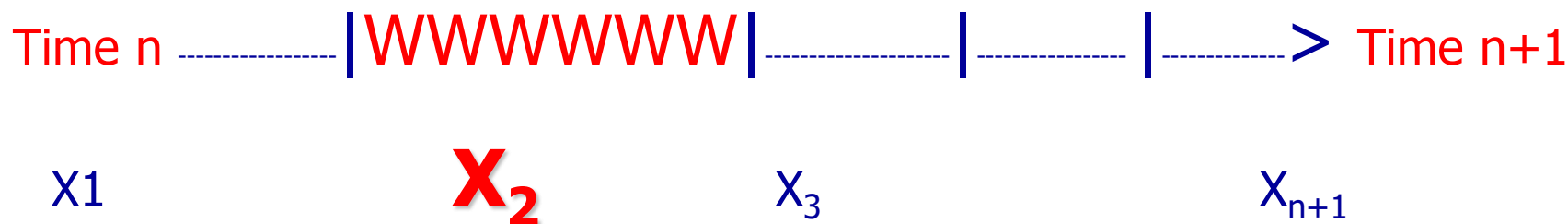
❑ ***The Synchronic approach*** assumes that language is something absolutely **homogeneous and stable** within one "état de langue";

❑ In one **"Etat de langue",** changes are negligible and, accordingly, can be ignored;

❑ **NB**: Such a perception goes along the right lines of viewing language as a system, free from unpredictable changes due to unpredictable factors

❑ **Note:** a Synchronic approach does not necessarily concern the study of language today: it can be about a study that takes a language at a certain moment in time even in the past!

❑ For linguistic research, Saussure recommends **the synchronic approach** indicating that changes in languages are of little importance for both the speaker and the linguist:

❑ **What evidence that changes are of little importance?**

❑ ***For the Speaker:*** no awareness and no need to be aware of the changes taking place in the language since language always remains an instrument for communication;

❑ ***For the Linguist:*** to describe **the verbal system of English modals** today, there is no necessity to know that **SHALL** was 'SHALT', or knowing that **WILL** (*the modal*) derives from the verb (*to will*)

1.4 "*Langue*" and "*Parole*"

❑ As an **instrument of communication**, language manifests itself into **two possible aspects**:

❑ Either as ***a communication instrument*** common to all the individuals of a community;

❑ Or as ***the particular way of speaking of one particular individual at a particular occasion***

But how do we spell out "langue" from "Parole"?

❑ When taken as an instrument of communication language is what is common to all members of the society, it is *langue*, while taken as the particular way of speaking of a particular individual, it is *parole.*

1.4.1- "Langue"

❑ "**Langue**" is the system of units and their combination rules that are printed in the brain of all individuals through language practice

❑ "**Langue**" is the aspect of language that belongs to everyone; "Langue" has a *social dimension*.

❑ **"Parole"** is the *particular* way of speaking a language by a *particular* individual on a *particular* occasion.

❑ "**Parole**" has an **individual** dimension.

Does this distinction make sense ?

➢ *Following a disease or a surgery an individual might lose his tongue,*

➢ *In such a circumstance the capacity to speak (***parole***) is lost but the "***language*** *faculty (langue) as a potential capacity " remains.*

➢ *Or someone who is mute cannot practice language (***parole***) but he is still in possession of the "***language***" faculty.*

Since Saussure recommended the *synchronic approach* *(over diachronic approach)*, will he recommend "langue" or rather "parole" ?

❑ For Saussure, linguistics as a science, should be concerned with **"Langue"** only, because **"Langue"** is *more representative of the whole system*.

❑ On studying **"Langue"** *(common to the speech community)*, language sciences like Linguistics will be in a position to make **generalisations**, which is the ambition of any sound theory.

❑ Second, "Langue" is *stable and permanent,* while "parole" is *occasional*

❑ An individual will speak differently depending on the occasion *(the audience, the topic, his/her state of mind etc.)* and there are also variations in language use from one individual to another.

❑ All these factors are unpredictable and impossible to capture and they make the description of **"Parole"** practically impossible.

❑ For Saussure, **"Parole"** is **not homogeneous, nor stable.**

1.5- The Linguistic Sign

❑ Since Saussure, we know that language is made up with a system of signs.

❑ **The linguistic sign** relates **a form to a concept/idea.**

❑ The linguistic sign is a two-faceted reality corresponding to the association of a signifier (S^{er}= **Signifiant**) and a Signified (S^{ed} = **Signifié**)

1.5.1- <u>The Signifier:</u>

❑ It is the material part of the linguistic sign: it can be **heard** **(acoustic content at oral speech)** or **seen** **(a graphic content at written speech)**

❑ For the **linguistic sign #table# ,** the S^{er} is either acoustic (/**'teibl**/) or visual (**TABLE**) inherently associated to the other part of the linguistic sign, which is the S^{ed} (the idea or notion of "table").

1.5.2: **The Signified**

❑ It is **what comes into our mind** once the S^{er} is heard **(oral speech)** or read **(written speech)**;

❑ Once we hear "table" the idea or concept of "table" immediately comes into our mind

➢ a piece of furniture in iron or wood

➢ or even plastic, with four legs supporting a flat platform.

1.5.3- <u>The Referent</u>

❑ The **Signifier (S^{er})** and the **Signified (S^{ed})** are ***closely related*** like a coin or a paper sheet with a recto and a verso;

❑ **Saussure** is of the opinion that the relationship between the Signifier and the Signified is **arbitrary**!

❑ This opinion is challenged by **Ogden & Richard** and they insist on the fact that there is a third reality to form the Linguistic Sign.

❑ The **Signifier (S^{er})** "table" makes think of an idea to what a table is but there is also the thing/object that corresponds to the linguistic sign "table"

❑ That thing is the **referent** (**the object table**)

❑ Today, it is unanimously admitted that the Linguistic Sign is made up of three realities:

➢ *the S^{er}*

➢ *the S^{ed}*

➢ *the Referent*

**The Ling. Sign « table »**

The idea/notion of « table »

S^ed

/teibl/ *(heard)* **or**
« table » *(read)*

S^er

The object « table »

Referent

- **The Translation Operation**: It is a movement between the S^{er} in language A (**source language**) towards the S^{er} of language B (**target language**) ;

- To reach the **S^{er}** of langue B, the Translator mediates through the **S^{ed}** (that, in principle, does not belong to a particular language)

S^{er} of Lang A (English)	#	**S^{er} of Lang B (French)**

S^{ed} (universal)
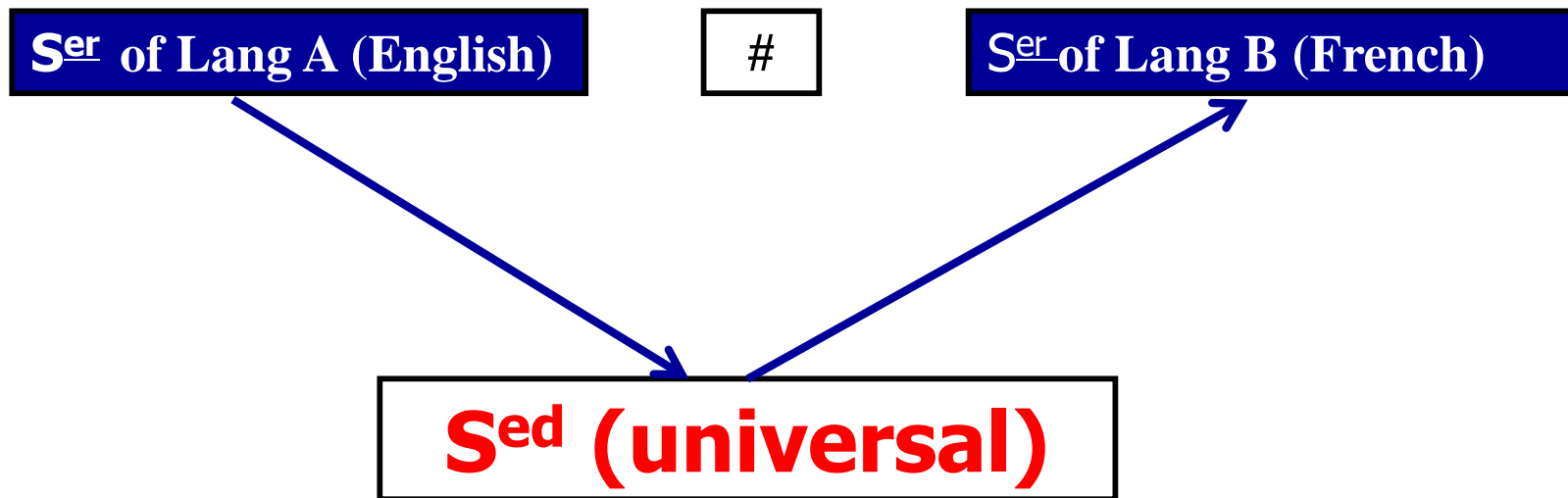
2.
Syntax
&
Syntactic Features

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❑ Language is also a **form** or a **structure** (made up with concrete elements that can be perceived acoustically, i.e. can be heard)

❑ In its structural functioning language operates along two axes:

➢ **The *syntagmatic* axis** and

➢ **The *paradigmatic* axis**.

2.1- The Syntagmatic Axis

❑ **The Syntagmatic Axis**: It is the vector where units come one after the other, the assumption being that the speaker cannot pronounce more than one word at the same time.

❑ **The Syntagmatic Axis**: It is the succession of linguistic units all along the speaking chain:

--→The+young+boy+has+passed+his +final+exams ---→

❑ All the elements forming the syntagmatic axis entertain **co-occurrence** or **co-presence** relationships

2.2- The Paradigmatic Axis

❑ **The paradigmatic axis:** It is the axis of choices, the axis where units can be substituted to one another on **the same** position of the syntagmatic axis:

The young student passes his final exams.
A young student passes his final exams.
This young student passes his final exams.
Our young student passes his final exams.

e.g. *the, A, this, our* → **determiners**
student, researcher, biologist → **nouns**
final, optional, mandatory → **adjectives**

NOTE:

❑ While elements of **the syntagmatic axis** entertain **co-presence relationships**, those of **the paradigmatic axis** are involved in **opposition relationships**

❑ As soon as the speaker chooses a particular element in **a paradigmatic axis** (e.g. student) this choice is made *at the expense of other possible elements* of the same paradigm (*researcher, biologist*).

❑ In language practice speakers perform various operations of these two axes: **permutation** (**syntagmatic axis**) and **commutation** (**paradigmatic axis**);

❑ The **permutation** operations take place on the syntagmatic axis :

✓ *They **eventually** decided on the second solution*

✓ ***Eventually,** they decided on the second solution*

✓ *They decided on the second solution **eventually***

❑ In **the verbal system**, the change from the **active mode structure** to the **passive mode structure** is a case of ***permutation operation**.*

❑ On the paradigmatic axis, speakers perform **commutation** or **substitution** operations:

e.g.
a) *The President of CI* is seeking help from the IMF
b) *The Head of State* is seeking help from the IMF
c) *The Iv. Government* is seeking help from the IMF
d) *Abidjan* is seeking help from the IMF

❑ The **permutation operation** is performed more frequently than it may appear in the first place;

❑ This operation has a great literary value as regards the **literary style**.

❑ In order **to create stylistic effect**, the writer (presumably a journalist) will choose one of these noun phrases which are **a mixture of metaphors** or **metonymies**;

❑ In more general terms*, the linguistic capacity/ performance* of an individual on any language task (translation ability, fluency, style, etc.) is dependent on how wide his/her **paradigmatic axis** is;

❑ **The wider or broader the paradigmatic axis, the richer the vocabulary stock of the speaker, and the more fluent he/she is**;

❑ If his/her **paradigmatic axis is sophisticated (rich)** enough to allow him/her to render all nuances of sense (see example with "Nation", "State", "Country")

❑ If a speaker's paradigmatic axis is reduced (poor) this means his/her stock of vocabulary is reduced, hence problems in Translation, in being fluent, etc.

❑ **Note in passing that any component of a sentence is situated at the intersection of the two axes (paradigmatic and syntagmatic)**

❖ ***Use the principles of those operations either on the paradigmatic or the syntagmatic axis to tell whether the unit in red bold make a single unit or several units:***

1. It's 8 **O'clock**

2. L'enfant est malade

3. Il ne vient pas **aujourd'hui**

4. C'est la saison des pluies

5. The **man's** suit is carefully ironed

3- TRENDS IN STRUCTURAL LINGUISTICS

❑ According to **Structural Linguistics**, language is **homogenous**.

❑ The objective of Structural Linguistics is to **describe the forms of language (linguistic units) from the phonological level to the syntactic one**.

❑ Very concretely, a structural analysis consists in identifying:

➢ *the forms of language (linguistic units);*
➢ *the combination rules;*
➢ *and the linguistic forms (units) according to their combinatory properties,*
➢ *and also make explicit these combinatory properties*.

❑ E.g. If I take a word, how does this word combine with other words?

❑ In fact, **Structural Linguistics** from the **1920s to the 1950s** developed through *two main branches*:

❖ One branch corresponds to *the European version*

❖ and the other to *the American version*.

3.1- <u>The European Version</u>

❑ When **Structural Linguistics** was being created **in the early 20th Century**, most of the European languages were already clearly reading.

❑ And since **these languages were already fully described** there were no concrete problems in identifying linguistic forms.

❑ This is why the **European version of Structural Linguistics** has remained *abstract and speculative*.

❑ The European Structural Linguistics is divided into several schools: *The Prague Linguistic Circle, The Copenhagen and The Functionalists,* whose leading figure were *Roman Jakobson* and *André Martinet*.

3.1.1- **Functionalism**

❑ Functionalism is the approach to language study that is concerned with the functions performed by language primarily in terms of **cognition** (*relating information*), **expression** (*indicating mood*), & **conation** (*exerting influence*).

❑ Especially associated with **the Prague School of Linguistics,** prominent since the 1930s, the approach centers on how elements in various languages accomplish these functions, both ***grammatically and phonologically***.

❑ **Roman Jakobson** and **Andre Martinet** are interested in **the functional dimension of languages**.

❑ And concerning the functional dimension, Jakobson said that human languages are equipped with **six functions**:

A- **The Six Functions of Human Languages**

(i)- **The Referential Function**

❑ It is the function by means of which language conveys literal meaning. It is when we use language (a word) to name things directly and objectively.

E.g. *This is a tree* →

(ii)- **The Connotative Function**

❑ It is the function by means of which we add a subjective meaning to the literal meaning.

➢ E.g. *Soundjata is a lion*.

(iii)- <u>The Expressive or Affective Function</u>

❑ It is when the speaker uses language **to express his attitude, his emotion and his feelings**.

❑ The expressive function is often extended to the **intersubjective relationships**.

❑ For instance, when I give orders to someone, the expression takes into account the relationship between the person and I.

➢ E.g. **"Go out!"** (*to a familiar person*), but **"Please, go out!"** (*to someone else*).

(iv)- The Poetic Function

❑ It refers to when we use language for **the beauty of language**, that is, *when we play with it*;

❑ Here the content of the message is less important than its form.

➢ E.g.: *A friend in need, is a friend indeed!*

(v)- The Metalinguistic Function

❑ It is when **we use language to speak about or reflect about language**.

➢ E.g.: *"to read" is a verb*.

(vi)- **The Phatic Function**

❑ It is the function by means of which **we establish or interrupt or even put an end to a communication**.

❑ There is no message as such, but it is simply **used to start conversation or close it**!

➢ E.g. *Hello!, Hi!, Good Morning!, Good Bye!, See You!*

❑ As for André Martinet, he talked about **the Double Articulation of languages**.

B. The Double Articulation

❑ The term was first introduced by **the French linguist André Martinet**;

❑ Also referred to as **duality of patterning**, it is the way in which the stream of speech can be divided into *meaningful signs (Morphemes)*, which can be further subdivided into *meaningless elements (Phonemes)*.

❑ It is based on the fact that human languages are made up with **discrete (separated) elements**.

❑ But the articulation of human language is at two levels:

➢ **1st level:** Here, we have units that have **a form and a meaning content**. E.g. *Tree* (**Morpheme**)

➢ **2nd Level:** Here we have units that have **a form but do not have a meaning content.** E.g. /tri:/ **(Phoneme).**

3.1.2- The Linguistic Circle of Prague: Syntactic Constrains on Morphemes and Phonemes

❑ It was concentrated on **Morpho-Syntax**:

❑ The idea is that the **morphology** of some linguistic units varies according to the **syntactic context;**

❑ Linguistic elements that are very different in morphology can occur in the same position;

❑ So, they have suggested economical procedures to describe morphemes and phonemes, using notions like *Free Variation and Contextual Variation*.

A- **Free variation**

❑ It is when **morphemes** can be used alternatively, that is, be substituted to each other without a change in the message.

➢ E.g.1: I **ought to** do it = I **should** do it.
   Je **peux** vous le dire = Je **puis** vous le dire.

❑ We also have Free Variation at the level of **phonemes**.

➢ E.g.2 But /**bʌt**/ and /**bʌʔ**/

B. **Combinatory Variation/ Contextual Variation**

❑ It is the fact that **a phoneme or a morpheme** has different realizations.

❑ A **morpheme** is in **Contextual Variation** when its morphology *changes according to the context*.

❑ For instance, **the morpheme of the plural in English** realizes in different ways depending on the morphology of the noun, especially its last syllable.

➢ E.g. Dog → Dog**s**, but Child → Childr**en**, Fish → Fish**es**

❑ **The expression of possession in English** is another case of contextual variation.

➢ E.g. The Girl'**s** cat, but The Girl**s**' cat (*for animate possessors*) and **The** pales **of** the Fan (*for inanimate possessor*).

❑ The **plural** realizes in **"-s", "-en",** and **"-es"** depending on the morphology of the noun, especially its end(ing).

❑ And the **possessive case** normally realizes in "**'s**", but it also realizes in " **s'** " when the noun already has an **"-s"** at its end, and in the same sequence "**the... of...**" when the possessor is inanimate.

❑ **These different realizations due to the Contextual Variation** are called **Allomorphs (different realizations of the same form)**.

❑ **Allophones (different realizations of the same sound)** also stand as a case of Contextual Variation

➢ E.g. /l/ in **L**ife (*at the beginning*), /ɫ/ in Gent**l**emen (*in the middle*), and in Litt**l**e (*at the end*).

3.1.3- **The Linguistic Circle of Copenhagen**

❑ Linguists developed a theory called **Glossematic.**

❑ *Louis Hjemslev* and *Bröndel* claimed that language is so logical that it contains all the logical relations we find in nature.

❑ They describe the **internal relationships between linguistic units**. And some of these relations are:

➢ *Implicational* relationships,

➢ *Unilateral* relationships and

➢ *Non-implicational* relationships.

A- **The Implicational Relationship**

❑ It is the type of relation existing between **the article** and **the noun**. It is **implicational** when the occurrence of a noun implies the presence of an article.

➢ E.g. **The man** has gone.

B- **The Unilateral Relationship**

❑ It is the one existing between **a noun** and **an adjective**, that is, the presence of one (the adjective) necessarily implies the presence of the other one (the noun), *but not the reverse*.

➢ E.g. I have met a **pretty woman** yesterday.

C- **The Non-Implicational Relationship**

❑ It is when the occurrence of some elements is completely independent of the other ones.

➢ E.g. **The** teacher **usually** comes late/ **The** lady **is smiling**.

3.2- The American Version: Distributional Grammar

❑ In **America**, Structural Linguistics has been used to describe *Local Indian Languages* that were not described before.

❑ The American version was therefore **practical, pragmatic & concrete.**

❑ It aims at identifying all attested forms in a language and determining the context in which each element occurs.

❑ The **distribution of an element** is in fact *its syntactic environment*, which means these *elements occurring before and the unit occurring after*.

➢ E.g. ABC: B = A+ ---- + C / A = ---- + B / C= B + ---

❑ That linguistic tradition was after applied for the analysis of English.

3.2.1- <u>Phonology: Identification Procedure:</u> Minimal Pair

❑ In a language, we speak of the identification of a **phoneme** when we give evidence that it is a **distinctive feature**.

➢ E.g. The sound **/p/** is a distinctive feature if the speakers are able to discriminate that sound from other sounds.

❑ To do this, we can resort to **the Minimal Pair Procedure**.

❑ A Minimal Pair is a couple of two structures that are different but on only one unit. E.g. **P**ig and **B**ig.

❑ Here, if a native speaker can discriminate between both words as different with different meanings, then we can conclude that /**p**/ is significant.

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3.2.2- **Morphemes**

❑ **Distributional Procedures** were used to establish classes of equivalents.

❑ **A class of equivalents** is made up of elements with the same distribution.

➢ E.g. **Article**: ---- + noun /
   Noun: Article + (adj) + ---- /
   Adv: verb + ---- / ---- + verb

   .....

❖ The sign **+** means the succession of elements, the sign **( )** refers to optional elements.

3.2.3- The Immediate Constituent Analysis (see session 5)

4.

- **Syntactic Structures**

- **&**

- **Syntactic Organisation**

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4.1 Phrase and Constituent

❑ **Syntax**: **the domain where words combine to give greater units.**

❑ **Syntax may overlap with morphology:**

e.g. fear (free morpheme: morphology)
+ less (bound morpheme: morphology)
=> fear-less (combination of morphology & syntax)...

=> ***morphosyntax****.*

❑ But in general, we use the term **"syntax"** to refer to **the combination of free morphemes**.

❑ **Syntax** also refers to **the function a unit or a sequence of words acquires through the role it plays in a sentence structure:**

❑ In the sentence : **The boy reads his novel**

❑ "**Boy**" is a **noun** as it belongs to the word class of nouns;

❑ Being a **noun** refers to **the original identity of the word**, its "identity card", so to speak;

❑ But in the sentence organisation, the **noun** is called forth to ensure a role, **a syntactic function;**

❑ While **the word class** (its nationality) hardly ever changes, **the syntactic function** of a word is *ad hoc, transitional or provisional* (just like social members!)

❑ In the sentence aforementioned "***Boy***" is a **syntactic or grammatical subject.**

❑ Likewise, "***novel***" is a **noun** regarding word class (category), but in this particular sequence, **"*novel*"** ensures the syntactic function of a (**syntactic/grammatical**) **object.**

❑ In fact, Syntax relies on two fundamental notions: the **constituents** and the **phrase**.

Consider the sentence:

The medical student passes his final exams.

Is the sentence a mere consecution of units on the syntagmatic axis like...

The + medical + student + passes + his + final + exams

If you were asked to divide the sentence into two parts, what would be the division like?

❑ The two parts "the medical student" and /"passes his final exams" **are two constituents of the sentence**, conventionally noted "**S**"

S

The medical student

passes his final exam
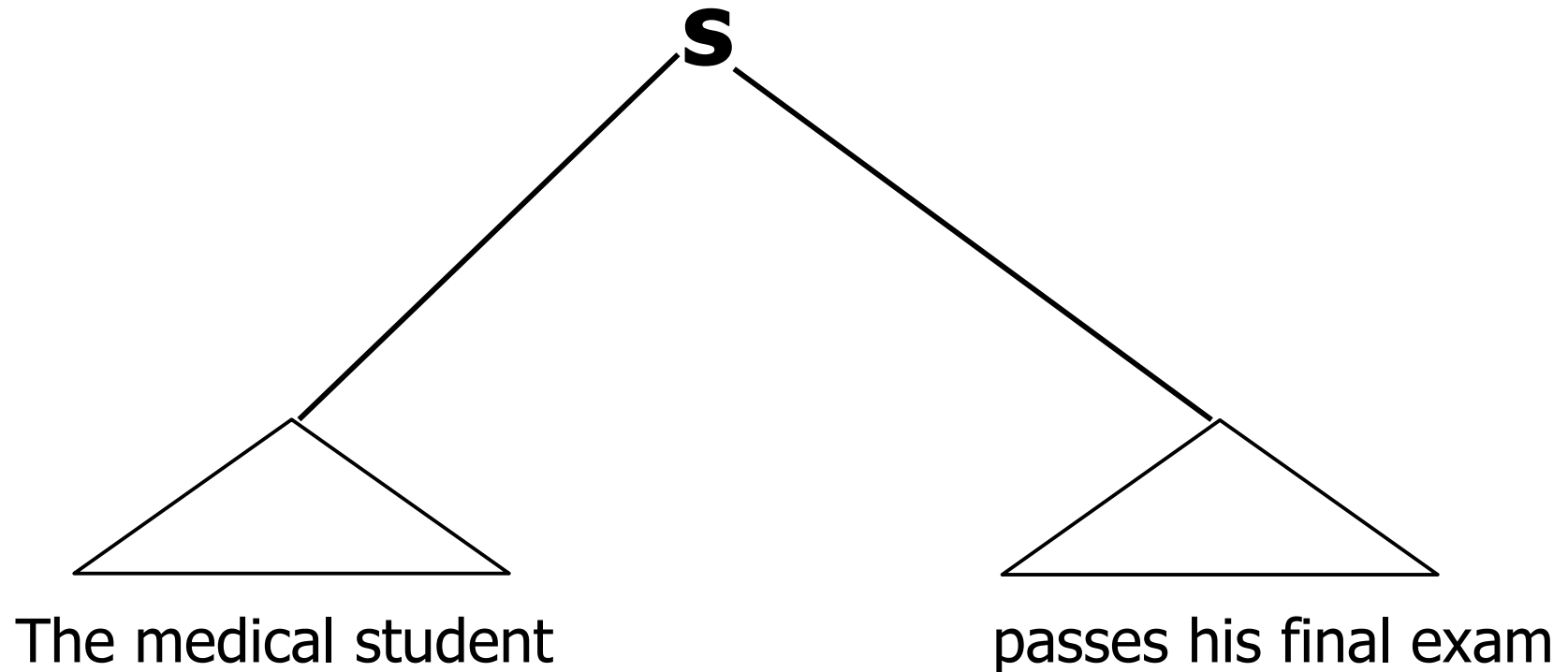
4.2- Types of Phrases

❑ The elements in the phrase do not have the same importance

❖You appreciate the importance of an element by the **(im)possibility of deleting it while leaving the phrase correct.**

What is the most important element of the Phrase "*the medical student"*?

❖While this sequence can remain acceptable without "medical" or "the", it will not qualify for acceptability test if "student" is deleted;

❑ Therefore, the most important element is the noun and here the noun is the **head of the phrase**

❑ When the head of a phrase is a noun, such phrase is **a Noun Phrase** (noted **NP**);

❖ Likewise, in the sequence: "**passes his final exams**"...

What is the most important element of this sequence?

❑ The element that will not be deleted is certainly the verb "passes";

❑ The head of the constituent is "passes", so this sequence is a phrase and specifically a **Verb Phrase** (**VP**).

❑ In the sequence : ***in the capital city ,*** the element that will not be deleted is the preposition "in"; therefore "in the capital city" is a **Prepositional Phrase** (**PP**),

❖In a phrase like …

"extremely dangerous"

Which element is the most indispensable ?

❑ The most indispensable element appears to be "dangerous" (an adjective),

❑ The phrase **"*extremely dangerous"*** is an **adjectival phrase** noted conventionally **AdjP**.

5. Formalization in Structural Linguistics

5. Formalization in Structural linguistics:
(The IC Analysis)

❑ Formalization in **Structural Linguistics** makes use of the ***Immediate Constituent (IC) Analysis)*** ;

❑ The **Immediate Constituent Analysis** was suggested (especially by **American structuralists**) as a way **to account for the hierarchical make-up of sentences**;

❑ The IC analysis consists in *breaking the sentence structure down from the most complex constituents* (**Phrases**) *down to the smallest units* (**morphemes**)

❑ The objective of the IC Analysis is to show **how each part of the sentence (components) relate to one another**;

❑ The division or splitting of the sentence is executed **progressively following the hierarchical organization of the sentence**;

❑ This way, divisions are always conducted in a **binary (digital) way** (**one splitting at the time** and at each level of complexity).

❑ **The IC analysis makes use of three ways to represent sentence structure:**

1. The Labelled Bracketing;

2. The Hockett Box

3. The Tree Diagram

5.1. The Labelled Bracketing

Consider the sentence :

The student passes his exams.

1 - ($^{\textbf{S}}$ The student passes his exams $^{\textbf{S}}$)

2 - $^{\textbf{S}}$(($^{\textbf{NP}}$ The student$^{\textbf{NP}}$) ($^{\textbf{VP}}$passes his exams$^{\textbf{VP}}$))$^{\textbf{S}}$

3 – $^{\textbf{S}}$($^{\textbf{NP}}$(($^{\textbf{Det}}$The$^{\textbf{Det}}$) ($^{\textbf{N}}$student$^{\textbf{N}}$)$^{\textbf{NP}}$) ($^{\textbf{Vp}}$ **(**$^{\textbf{V}}$passes$^{\textbf{V}}$) ($^{\textbf{NP}}$his exams$^{\textbf{NP}}$)) $^{\textbf{VP}}$))$^{\textbf{S}}$

4 – $^{\textbf{S}}$($^{\textbf{NP}}$(($^{\textbf{Det}}$The$^{\textbf{Det}}$) ($^{\textbf{N}}$student$^{\textbf{N}}$)$^{\textbf{NP}}$) ($^{\textbf{Vp}}$ **(**$^{\textbf{V}}$passes$^{\textbf{V}}$) ($^{\textbf{Det}}$his$^{\textbf{Det}}$**)** ($^{\textbf{N}}$exams$^{\textbf{N}}$)) $^{\textbf{VP}}$))$^{\textbf{S}}$

5 - $^{\textbf{S}}$($^{\textbf{NP}}$ ($^{\textbf{Det}}$The$^{\textbf{Det}}$ ($^{\textbf{N}}$student$^{\textbf{N}}$)$^{\textbf{NP}}$) ($^{\textbf{Vp}}$ **(**$^{\textbf{V}}$pass$^{\textbf{V}}$) ($^{\textbf{mph}}$s$^{\textbf{mph}}$)) ($^{\textbf{Det}}$his$^{\textbf{Det}}$**)** ($^{\textbf{N}}$exam$^{\textbf{N}}$)($^{\textbf{mph}}$s$^{\textbf{mph}}$) $^{\textbf{VP}}$))$^{\textbf{S}}$

5.2 The Hockett Box

Consider the sentence :
The student passes his exams

1	The student passes his exams					
2	The student		passes his exams			
3	The	student	passes		his exams	
4	The	student	passes		his	exams
5	The	student	pass	es	his	exam s

5.3 The Tree Diagram
The student passes his exams
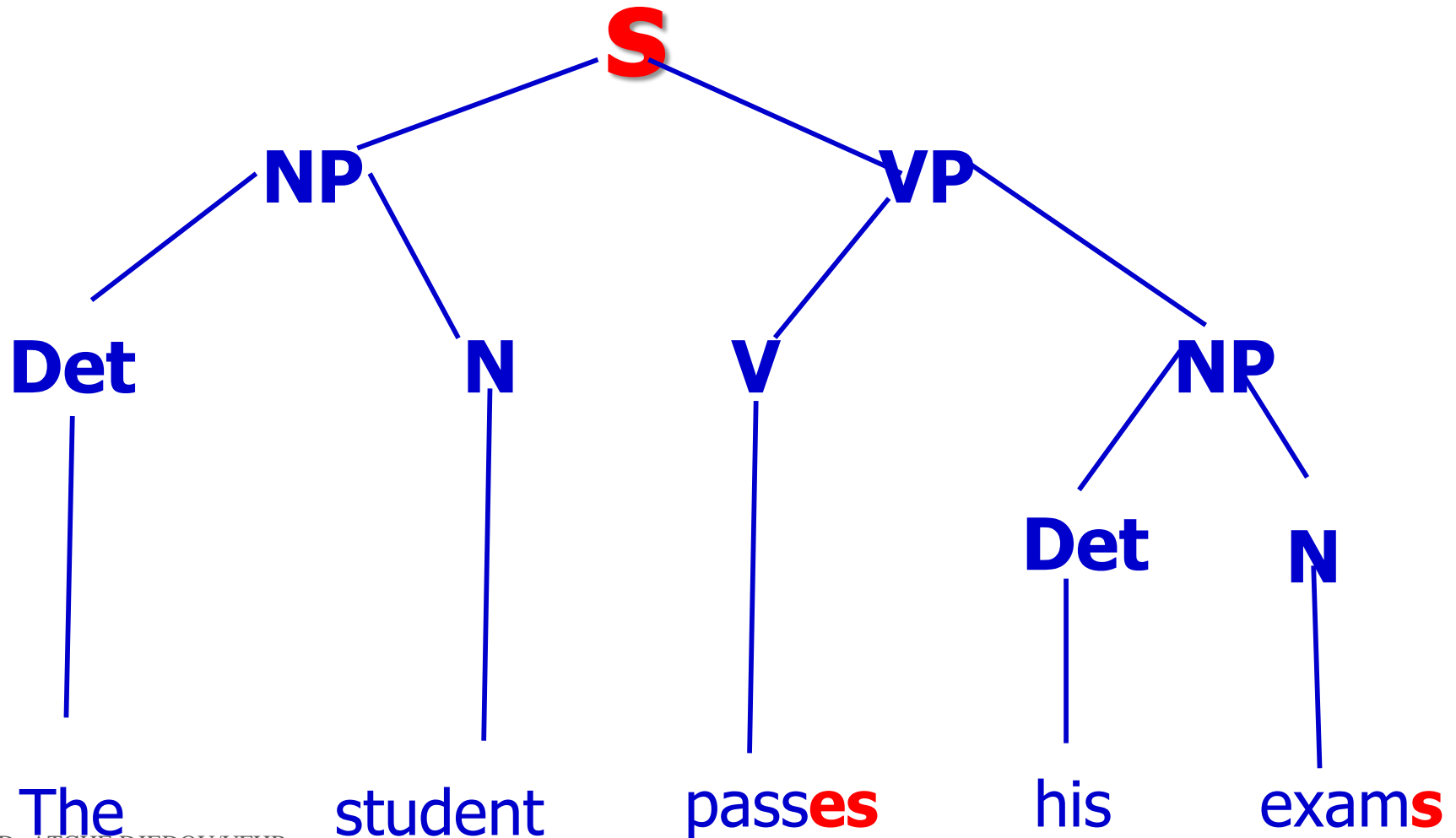
5.3 The tree Diagram

"The successful student completes his task"

S
- NP
  - Det — The
  - MN
    - Adj — successful
    - N — student
- VP
  - V — completes
  - NP
    - Det — his
    - N — task
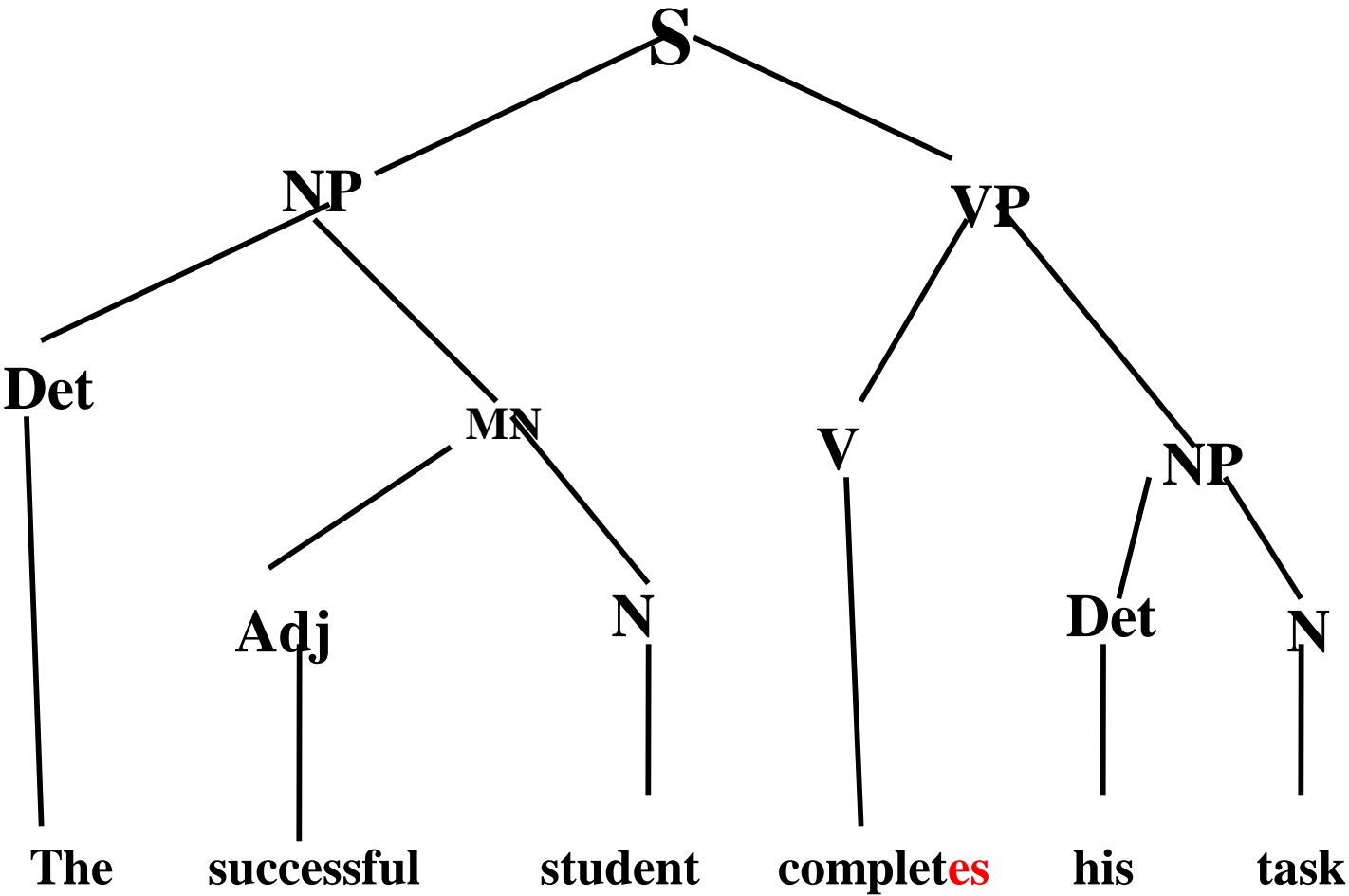
Practice with IC Analysis

The headmaster has accepted my offer

S					
The headmaster has accepted my offer					

NP	VP				
The headmaster	has accepted my offer				

NP	MV			NP	
The headmaster	has accepted			my offer	

Det	N	Aux	V	Det	N
The	headmaster	has	accepted	my	offer

Det	N	RAux	Mphm	RV	Mphm	Det	N
The	headmaster	have	-s	accept	-EN	my	offer

This decision will involve salary increases

S						
This	**decision**	**will**	**involve**	**salary**	**increases**	
NP This decision		**VP** will involve salary increases				
NP This decision		**MV** will involve		**NP** salary increases		
NP This decision		**MV** will involve		**Det** Ø	**MN** salary increases	
Det This	**N** decision	**Aux** will	**V** involve	**Det** Ø	**N1** salary	**N2** increases
Det This	**N** decision	**Aux** will	**V** involve	**Det** Ø	**N1** salary	**rN2** increase **mphm** s

Conventional Abbreviations in IC Analysis and TGG

NP   =   Noun Phrase

VP   =   Verb Phrase

MV   =   Main verb

MN   =   Main noun

AdjP =   Adjectival Phrase (the boy *is sick)*

AdvP =   Adverbial Phrase

PP   =   Prepositional Phrase

Raux =   Root/Radical of the Auxiliary

rN   =   Root/Radical of the Noun

rV   =   Root/Radical of the Verb

-ED   =   Preterit (*worked, struck)*

-EN   =   Past participle (eaten, gone)

mphm =   Morpheme

TD: Practice IC Analysis

Suggest a representation of the following sentences using :

    A- The Labelled Bracketing;

    B- The Hockett Box;

    C- The Tree Diagram.

1. Politicians will make shallow promises to their electorate.
2. The candidates have completed their English test.
3. Wild animals are living in the bush.
4. The man has given three dollars to the boy.
5. Students Union Demands Change.
6. Shooting soldiers can be dangerous.
7. He writes a novel on the Ivoirian economy.