

ARTIGOS / ARTICLES

1, 1-2, 1985: 1-16

**SURGIMENTO DO SISTEMA POSSESSIVO
DO PORTUGUÊS COLOQUIAL: UMA
INTERPRETAÇÃO FUNCIONAL
(The Emergence of the Possessive System in
Colloquial Portuguese: a Functional Interpretation)**

Mário A. PERINI (*Universidade Federal de
Minas Gerais*)

This paper examines the organization of possessive phrases in modern Brazilian Portuguese, and attempts to set up a functional hypothesis to explain its emergence in the language.

The possessive system of Brazilian Portuguese is asymmetrical, and includes, on one hand, possessive pronouns like *meu(s)* 'my' for the first person singular and plural, and for the second singular; and, on the other hand, analytic forms like *de vocês* 'your (pl.)' for the second person plural, third singular and third plural.

The diachronic emergence of such a system, is explained as a result of the working of two principles, which are "functional" in the sense that they represent a tendency toward a grammar which is more adapted to the needs of communication, rather than a grammar which is merely simpler. These principles are:

One: Ambiguity must be avoided whenever it precludes recovering of the grammatical person referred to.

Two: When a system is altered to suit Principle One, only minimum alterations are allowed.

1, 1-2, 1985: 17-35

**FATORES DETERMINANTES NA ELABORAÇÃO DE
RESUMOS: MATURAÇÃO OU CONDIÇÕES DA TAREFA?**
**(Determining Factors in Summarising:
Maturation or Task Conditions)**

Sylvia B. TERZI (*Universidade Estadual de Campinas*)

Angela B. KLEIMAN (*Universidade Estadual
de Campinas*)

This paper examines Brown and Day's (1983) developmental proposal for the acquisition of summarizing rules by school children. The hierarchy of difficulty proposed by the authors is shown to be inadequate under a different experimental design. In our experiments with 8th graders the control group, who had access to the text while summarizing produced results correlating with those of Brown and Day's: The children made only poor use of copy and deletion rules, the easier rules in the hierarchy. However the experimental group who had no access to the text during the summarizing task, made effective use of Superordination, Selection and Invention rules, those rules which were purported to be acquired much later in the schooling process. The results of these experiments clearly show the importance of creating in the classroom such conditions that would permit the full use of the students' reading and summarizing skills.

1, 1-2, 1985: 37-49

KASPAR HAUSER OU A FABRICAÇÃO DA TEORIA
(Kaspar Hauser or the Fabrication of Theory)

Marcelo DASCAL (*Tel Aviv University e
Universidade Estadual de Campinas*)

In a recent book, Isidoro Blickstein has attempted to reanalyse the well-known case of Kaspar Hauser - the young man found in 'savage' condition, and later brought to and cared for in Nuremberg, where he died in mysterious circumstances. His main thesis is that this case shows

that the acquisition of language (which Kaspar Hauser somewhat achieved in Nuremberg) is neither a necessary nor a sufficient condition for the development of other cognitive abilities (in which Kaspar Hauser remained deficient). In particular, it is argued that, in spite of acquiring language, K. H.'s 'decodification of the world's meaning' (including his perceptual system and mental structures) remained aberrant. The conclusion is that both, such cognitive abilities and language, are conditioned by 'praxis', which generates the required 'social spectacles' through which reality is 'manufactured', thereby acquiring 'meaning'. It was the lack of praxis, rather than the lack of language - in the first place - that determined, therefore, K.H.'s permanent impairment and inability to cope with the new world he was exposed to.

The thesis is appealing in itself, and it is not directly questioned here; what is questioned is the claim that K.H.'s case provides support for such a thesis. This is done on both methodological and substantive grounds. In particular, it is shown that, due to the lack of evidence concerning this case, one cannot say with any degree of precision what precisely the phrase 'K.H. acquired language' refers to, nor, for that matter, in what consisted his alleged cognitive deficit. Thus, rather than establishing a particular position on the issue of the relationship between language and thought, this analysis of K.H.'s case is only a further suggestive speculation about the possible nature of such a relationship.

1, 1-2, 1985: 51-78

SUJEITO E TÓPICO DO DISCURSO (Subject and Discourse Topic)

Eunice PONTES (*Universidade Federal de
Minas Gerais*)

In this article, part of a more extensive work on subjects (forthcoming), I discuss the usually made claim that subjects are topics. I examine the relation between sentence topic and discourse topic, following Van Dijk and others; and I show the need to distinguish sentence topic from discourse topic and propose to call the latter 'theme'. Some of Givón's ideas about this subject are presented and discussed. The idea that left dislocation is a device for reintroducing a topic is examined and confronted with Portuguese data. Finally, I show how the

subject of a sentence expresses the theme of a text. The objects, on the other hand, are not necessarily linked with the theme of the text.

1, 1-2, 1985: 79-94

**THE CONTRASTIVE NATURE OF
SCIENTIFIC DISCOURSE**
(A Natureza Contrastiva do Discurso Científico)

Tony DEYES (*Pontifícia Universidade Católica de
São Paulo*)

Propomos neste trabalho que um dos principais objetivos do discurso científico é estabelecer contrastes entre pesquisas anteriores e fenômenos observados.

Serão examinados alguns marcadores formais de contrastes dentro dos sintagmas nominais e serão feitas sugestões à avaliação de compreensão do contraste nesse tipo de discurso.

2.1, 1986: 1-15

**CONSIDERAÇÕES SOBRE A SENTENÇA IMPERATIVA
NO PORTUGUÊS DO BRASIL**
(Remarks on the Imperative Sentence
in Brazilian Portuguese)

Carlos Alberto FARACO (*Universidade Federal do
Paraná*)

This article is a study of some verbal forms common in Brazilian Portuguese. They have been analysed either as imperatives, or as indicatives. Arguments are here presented in favour of the analysis that considered them as imperatives. Such an analysis not only clarifies the problem, but also uncovers some interesting historical and pragmatic characteristics of Portuguese, especially of Brazilian varieties of the language.

2.1, 1986: 17-36

**SUBJECT POSTPOSITION IN PORTUGUESE
(O Sujeito Posposto no Português)**

Solange de Azambuja LIRA (*Universidade Federal de Santa Catarina*)

Este trabalho é um estudo de variação linguística da posição do sujeito no português, desenvolvido com amostras de fala de 30 informantes distribuídos em três classes sociais, três faixas etárias e sexos masculino e feminino.

O sujeito pode ocorrer antes ou depois do verbo e o contexto desta variação é limitado ao sujeito nominal que ocorre com verbo intransitivo e cópula. Os fatores linguísticos mais significativos para a variação são: referência geral e específica, a estrutura do sujeito, o status de informação do referente do sujeito, se o sujeito é animado ou não e o caráter aspectual do verbo.

Os resultados mostraram que: (1) O sujeito posposto tem a maior probabilidade de ocorrer quanto menos características de um sujeito básico ele tiver - o sujeito posposto tende a ser indefinido, novo e animado; e (2) A variação VS/SV é influenciada por considerações pragmáticas.

2.1, 1986: 37-55

**A FUNÇÃO SEMÂNTICA NA SUBSTANTIVAÇÃO DE
ADJETIVOS (MORFOLOGIA, LEXICOLOGIA, SEMÂNTICA)
(The Semantic Factor in the Nominalization of Adjective -
Morphology, Lexicology, Semantics)**

Margarida BASILIO (*Pontifícia Universidade Católica do Rio de Janeiro*)

This article addresses the question of semantic function in word formation. Observing that many word formation processes in Portuguese are semantically based, the author states the need for an investigation of category changing rules in this regard. To that end, she analyzes the relative role of semantic function and syntactic properties in rules which form abstract nouns from adjectives in Portuguese.

The suffixes studied are *-idade*, *-ice* and *-eza*, for each of which a brief account of general properties is provided. The fact is stressed that (a) forms with these suffixes can have nominal bases and (b) forms with these suffixes present systematic additional concrete meanings.

Discussing the implications of these facts the author argues that (a) precludes a solely syntactic function for deadjectival nominalizing rules and that (b) cannot be accounted for on a syntactically based approach, as it is shown to be a particular instance of a general pattern of meaning transfer in the lexicon.

The author claims further that syntactic properties of deadjectival nouns can be systematically derived from semantic properties, though not the reverse; and thus concludes that a semantic account for the nominalization of adjectives is in order.

2.1, 1986: 57-75

**THE USE OF DISCOURSE PATTERNING IN FOREIGN
LANGUAGE READING AND VOCABULARY ACQUISITION
(O Uso dos Padrões Discursivos na Aquisição de Leitura e de
Vocabulário em Língua Estrangeira)**

Thomas N. HUCKIN (*Carnegie-Mellon University*)

Vocabulary knowledge is of overriding importance in both first- and second-language learning. First-language learners achieve most of their vocabulary learning not through direct instruction but through seeing and hearing words in context, especially through reading. Second language learners should likewise use reading. Second-language learners should likewise use reading as their primary means of building vocabulary. To do this, however, they need to be sensitive to discourse patterns in the texts they read. This study used protocol analysis to examine the behavior of six university-level second language learners as they encountered unknown words in a typical reading task. In general, these learners were unable to guess the meaning of these unknown words, largely because they failed to use discourse-based reading strategies. It is concluded that second-language teachers should devote more attention to the teaching of such strategies.

2.1, 1986: 77-103

**CLÍTICOS NOMINATIVOS E INVERSÃO DO
SUJEITO EM BIELÊS**
(Normative Clitics and Subject Inversion in Bielense)

Carlos FRANCHI (*Universidade Estadual
de Campinas*)

Rodolfo ILARI (*Universidade Estadual
de Campinas*)

In this paper, we examine the adequacy of the parameter of the pro-drop and non-pro-drop languages proposed by Chomsky, in the light of the syntactic properties of Biellese dialect. We explain two concomitant features of Biellese syntax - the obligatoriness of a nominative clitic in tensed sentences and the free inversion of the subject by restricting the application of R-affix to the syntactical level.

Our analysis points to an important methodological care: the impressing difference in the syntactic devices used in different languages should not be taken as a counter-argument to general principles of grammar; a correct formalization of the parameters can result in more abstract and comprehensive accounts of the difference itself.

2.2, 1986: 165-80

**A ESCRITA DE ESTÓRIAS POR CRIANÇAS:
AS IMPLICAÇÕES PEDAGÓGICAS DO USO DE UM REGISTRO
LINGÜÍSTICO**

(The Writting of Stories by Children:
Pedagogical Implications of the Use of a Linguistic Register)

Lucia Browne REGO (*Universidade Federal de Pernambuco*)

This paper examines the story writing ability of first graders who attended the same pre-school classes in private schools in Recife.

On the basis of a socio-functional perspective of language and of language learning our empirical analysis suggests that:

a. The differences in the children's performances indicate that there are language acquisition processes which need to be further investigated.

b. A better knowledge of these processes and of their developmental contexts might contribute to improve language teaching in pre-school years.

2.2, 1986: 181-205

**POR UMA ABORDAGEM CRÍTICA E
EXPLANATÓRIA DO DISCURSO
(For a Critical and Explanatory
Approach to Discourse)**

Maria Isabel S. MAGALHÃES (*Universidade de Brasília*)

The main purpose of this paper is to discuss the approach adopted in my research of the Rezas and Benzeções (healing speech activities in Brazil). I view discourse as part of specific social conditions that should be taken into account, so I am concerned here with the adequate representation of the healers' social world.

Therefore, I suggest that the investigation of discourse be supported by ethnographic field work and comment on the strategies adopted in my data collection. A detailed description of the methods is offered. In addition, I argue for the interpretation, critique and explanation of discourse. I propose to follow such an approach by examining local community norms as indicators of participants' values and ideology.

2.2, 1986: 207-29

**AS FORMAS [V + do] EM PORTUGUÊS:
UM ESTUDO DE CLASSES DE PALAVRAS
([V + do] Forms in Portuguese: A Study on Word Classes)**

Mariza do N.S. PIMENTA-BUENO (*Pontifícia Universidade Católica
do Rio de Janeiro*)

This paper, which is part of a more extensive work aiming at the establishment of objective criteria for characterizing word-classes in

Portuguese, studies Portuguese [V+do] forms and claims that these forms do not constitute a lexically uniform group. It shows that, in addition to having [V+do] forms which are clearly verbal and [V+do] forms which are unequivocally adjectival, Portuguese has .[V+do] forms whose lexical characterization is somewhat problematic, in so far as they have both adjectival and verbal syntactic properties, but are not thoroughly identifiable either with the class of verbs or with that of adjectives. The paper proposes that the latter group of [V+do] forms, which derive from directly transitive verbal bases, be categorized as passive participles (PP's), a third class. The lexical solution proposed is able to account for constructions with *ser* (...) [V+do] which allow both a stative (Adj.) and a "passive-eventive" (PP) reading for the [V+do] forms.

3.1, 1987: 1-18

**O GESTO NA INTERAÇÃO MÃE OUVINTE-
CRIANÇA DEFICIENTE AUDITIVA**
(*Gesture in the Interpretation between Hearing Mothers and
Deaf Children*)

M. Cristina da CUNHA PEREIRA (*Pontifícia Universidade Católica de
São Paulo*)
Claudia T. G. de LEMOS (*Universidade Estadual
de Campinas*)

In this paper the authors discuss some questions related to the communicative interaction between deaf children and hearing mothers and which is the role of the gestures in such communication. To answer those questions the authors undertook the analysis of longitudinal data of three deaf children's interaction with their hearing mothers. The results show that there is interaction between mothers and children in spite of the different symbolic modes each of them has at his/her disposal. None of the vocal and the gestural modalities are excluded. So, it seems more appropriate to describe how gestural and vocal/oral production relate to each other, namely, which channel or modality is foregrounded leaving to the other one the function of expressive background. Those findings confirm McNeill's proposal about gesture and speech being integrated in the same matrix of meaning production.

3.1, 1987: 19-34

VARIÁVEL LINGÜÍSTICA: CONCEITUAÇÃO, PROBLEMAS DE DESCRIÇÃO GRAMATICAL E IMPLICAÇÕES PARA A CONSTRUÇÃO DE UMA TEORIA GRAMATICAL
(Linguistic Variables: Definition, Problems in Grammatical Description and Implications to the Construction of a Theory of Grammar)

Marco Antônio de OLIVEIRA (*Universidade Federal de Minas Gerais*)

In this paper I examine the concept of linguistic variable. Variants of a linguistic variable are determined in terms of sameness of context and meaning. It is argued here that controlling the context is not an easy task, and that we must (1) extend the notion of context beyond structural context, and, (2) explore the structural context to the last detail so to avoid labelling as variation and alternation between X and Y that can be predicted from the grammar.

Concerning meaning, it is argued here that it is not always possible for one to be sure whether two (or more) linguistic forms say the same thing, mainly when it comes to syntactical phenomena. Finally, a few hypotheses are proposed, from the observation of the evolution of some linguistic variables, as to the relationship between system and variation.

3.1, 1987: 35-55

A EFICÁCIA INTERNA DA FORMA FAZER + V NA AQUISIÇÃO DOS CAUSATIVOS LEXICALIZADOS
(The Internal Efficiency of the FAZER + a V Form in the Acquisition of Lexicalized Causatives)

Rosa Attié FIGUEIRA (*Universidade Estadual de Campinas*)

In this paper, I shall present longitudinal data on the development of the lexical expression of CAUSE by one child learning

Portuguese as her first language. I observed that non-causatives are used for causatives, and causatives are used for non-causatives. I argue that both types of deviation provide evidence for an analysis, according to which the child in the beginning takes into account the syntactic structure where causative verbs occur, neglecting other expressive resources, such as lexical resources. I also observed that the construction with *fazer* which appears later has a double role in the grammatical system which is being constructed: it has both external and internal efficiency. This internal efficiency makes the analysis of lexicalized causatives possible to the extent it permits the discovery of the relationship between *derrubar* and *fazer cair*, *matar* and *fazer morrer*, *tirar* and *fazer sair*.

3.2, 1987: 139-61

UMA ABORDAGEM TEÓRICA DA CONCESSÃO (A Theoretical Approach to Concession)

Helena Rosa VIEIRA LIMA (*Universidade Federal
de São Carlos*)

In this article a study of concession is proposed, questioning the traditional view of grammar which distinguishes between adversative coordinating clauses and concessive subordinating ones. The study is divided into four parts: 1. Introduction; 2. A bibliographical review of the work done on concession; 3. An approach to concession based on the theory of argumentation, and 4. Concluding remarks. The study opens with some critical remarks on coordination and subordination processes, stressing the different ways according to which the limits of each one can be set. In the bibliographical review in part 2 a detailed, though not exhaustive, analysis of traditional grammar and its treatment of concession is presented, with emphasis on the pioneering work of Brunot (1922) and on the more recent work by Mateus et al. (1983). Last, but not least, the study is itself a proposal for describing concessive facts according to the theory of argumentation, into which is added a theory of discursive polyphony.

3.2, 1987: 139-61

**PORTUGUESE LANGUAGE
LOYALTY IN GOA, INDIA**
(Lealdade à Língua Portuguesa em Goa, Índia)

Irene WHERRIT (*University of Iowa*)

Os portugueses colonizaram Goa na Índia e ali permaneceram por mais de quatrocentos anos. Eles dificultavam a ascensão na sociedade sem o conhecimento do português e este logo tornou-se um idioma de elite. Em 1984, 23 anos depois do término do regime colonial, a lealdade ao idioma foi investigada em um trabalho de campo que durou três meses. As descobertas indicam que uma mudança de língua está ocorrendo rapidamente do português para o inglês e para o konkani. Os católicos mostram algum grau de lealdade ao português ao passo que os hindus de fala portuguesa mantêm maior fidelidade a sua língua mãe, o konkani.

3.2, 1987: 183-95

**UM PROBLEMA NA ANÁLISE FONOLÓGICA
DOS SEGMENTOS VOCÁLICOS EM KRENÁK**
(A Theoretical Problem in the Analysis of
Vowel Segments in Krenák)

Thais CRISTÓFARO (*Universidade Federal de
Minas Gerais*)

Krenák, an American Indian language spoken in Brazil, has /a/ and /ɛ/ as phonologically distinct segments. There are both phonetic and phonological reasons to analyse /a/ as [-back]. Therefore, it can be shown that the distinctive features advanced by Chomsky and Halle in *The Sound Pattern of English* are not totally adequate to describe the vocalic structure of Krenák.

3.2, 1987: 197-214

**RELATIVIZATION AND ANAPHORA IN
SPOKEN LANGUAGE**
(**Relativização e Anáfora na Língua Portuguesa**)

Gillian SANKOFF (*University of Pennsylvania*)

Fernando TARALLO (*Universidade Estadual
de Campinas*)

Propõe-se neste trabalho uma relação, a um só tempo geral e generalizante, entre relativização e anáfora na fala: uma relação que, conforme argumentaremos, fará importantíssimas predições sobre uma série de outros fenômenos sintáticos em outras línguas. Trata-se, pois, de, com base em comparação de dados diacrônicos e sincrônicos do Tok Pisin e do Português do Brasil, retornar à sugestão feita para o Tok Pisin por Sankoff e Brown (1976) e empreender uma análise dos fenômenos pronominais em declarativas com vistas à mencionada relação entre relativização e anáfora.

4.1, 1988: 1-20

A HARMONIZAÇÃO VOCÁLICA NA FALA CULTA
(**DADOS DO PROJETO NURC**)
(**Vowel Harmony in Cultured Speech**)

Leda BISOL (*Universidade Federal do
Rio Grande do Sul*)

In this article I examine the main contextual factors with condition the variable $e \sim i$ and $o \sim u$ in pretonic position, their individual and joint effects. Quantitative methods known as variation Theory were used. The sample covers graduate informants from Porto Alegre, RS, South of Brazil. The study considers the role of nasalization, the neighbouring consonants, stress and position of the high vowel.

4.1, 1988: 21-40

**RELEVÂNCIA E LÓGICA
NA CONVERSAÇÃO**
(**Logic and Relevance in Conversation**)

Samira SAMARA (*Faculdades São Judas Tadeu,
São Paulo*)

This article discusses the concepts of implicature and relevance as presented by Grice (1975) and developed by Dascal (1982). The main issue is that, contrary to Grice's and Dascal's assumptions, a great number of talk exchanges can be explained within standard deductive logic.

4.1, 1988: 41-57

**PRODUTIVIDADE DO LÉXICO POLÍTICO
DO PORTUGUÊS DO BRASIL**
(**Productivity of Political Vocabulary
in Brazilian Portuguese**)

Antônio José SANDMANN (*Universidade Federal
do Paraná*)

While writing the thesis *Wortbildung in Heutigen Brasilianischen Portugiesisch* (Word-Formation in Contemporary Brazilian Portuguese). I was surprised by the great number of new formations referring to politics and the politician. However more than the great number of words the amount of derogatory terms called my attention.

Curiosity led me to look for other derogatory word-formations in the field of politics that were registered first in some representative dictionaries of the Portuguese language and then in dictionaries of some other languages. The comparison of the different entries provided the following data: Portuguese: 30; Spanish: 9; French: 7; Italian: 6; English: 5; German: 1.

4.1, 1988: 59-83

DO PERIFRÁSICO EM SHAKESPEARE
(Perifrastic DO in Shakespeare)

John MILTON (*Pontifícia Universidade Católica de São Paulo e*
Universidade de São Paulo)

Taking the work of the Swedish linguist, Alvar Ellegard, *The Auxiliary DO: The Establishment and Regulation of its Use in English* (1953), as a base, this study examines the use of the auxiliary Do in the plays of Shakespeare. It emphasises that the major force behind the growth of DO is syntactic, transitivity and adverb position being the main features to affect the use of DO. It also discovered that many commonly used verbs rejected DO. Contrary to my expectations, DO proved not to be influenced by sociolinguistic factors, although it could be used to give certain stylistic effects.

4.2, 1988: 163-82

ESPAÑHOL, PORTUGUÊS E ORDEM DE PALAVRAS
(Spanish, Portuguese and Word Order)

Paola BENTIVOGLIO (*Universidade Central de Venezuela*)
Maria Luiza BRAGA (*Universidade Federal Fluminense*)

In this paper the authors analyze word-order in Spanish and Portuguese. OV (direct object) / verb) constructions found in samples of oral discourse tape-recorded in Caracas and Rio de Janeiro are compared and characterized in terms of the following features: [\pm Referential], [\pm Generic], and degree of connectivity. It is shown that direct objects with the feature [- Ref] tend to be avoided in OV constructions. The feature [\pm Gen] on the order hand is correlated to degree of connectivity. SNOs with the feature [+Gen] tend to be less connected to the preceding discourse whereas those with the feature [-Gen] tend to present a higher degree of connectivity. It is also shown that OV constructions contribute to discourse cohesion and that Spanish and Portuguese present striking similarities with respect to word-order, thus suggesting that further comparative studies should be undertaken.

4.2, 1988: 183-92

SEMÂNTICA FORMAL versus PRAGMÁTICA
(Formal Semantics vs. Pragmatics)

Ana Lúcia de PAULA MÜLLER (*Universidade Federal do Paraná*)

Can our ever-changing world be studied as if there was something constant to it? Can the study of natural language make use of logical-deductive systems? This is somehow the nature of the debate between the new pragmatics and formal semantics. This article argues that from pragmatic character of natural language one may not infer that the use of logically based formalism is necessarily unfit for Linguistics.

4.2, 1988: 193-223

A RELAÇÃO ENTRE PRODUÇÃO
E COMPREENSÃO
(The Relationship between Production and Comprehension)

Sumiko Nishitani IKEDA (*Pontifícia Universidade Católica de São Paulo*)

This article analyses texts written by subjects with graduate degrees to study the relation between linguistic production and comprehension. Arguments are presented to demonstrate that difficulty in production does not necessarily mean difficulty in comprehension; on the contrary, complex structures may favour legibility.

According to Winograd (1977), the encoding of ideas is subject to some restrictions imposed by the communicative process, ruled by the Cooperative Principle (Grice, 1975) and by the linear structure of the linguistic expression. This linearity is here related to Grice's category of Manner and to the Prague linguist's Thematic Progression, so that some linguistic constructions and some lexical items will be shown as facilitating the comprehension of a text, in that they promote its cohesion.

5.1, 1989: 1-22

**REFLEXÕES A RESPEITO DO ESCREVER SOBRE A
HISTÓRIA DA LINGÜÍSTICA**
(Reflections on Writing about the History of Linguistics)

Brigitte SCHLIEBEN-LANGE (*J. W. GOETHE Universitaet*)

In this text I raise a few problems concerning the making of history in Linguistics. In other words, considering the need to write about the history of Linguistics I pose a few points that should be taken into account should one expect a fair and relatively objective description as well as appreciation of the knowledge accumulated by our predecessors in the field. The paper is divided into 8 parts: introduction, narrative and reconstruction, breach and continuity, points of contact towards a history of Linguistics, processes, explanations, methods and problems.

5.1, 1989: 23-35

**CRIAÇÕES E RECRIAÇÕES DE PALAVRAS EM REDAÇÕES
DE UNIVERSITÁRIOS E PRÉ-UNIVERSITÁRIOS**
(Word Creations and Recreation in the Writting of University
and Pre-University Students)

Láís Furquim de AZEVEDO (*Pontifícia Universidade Católica de São Paulo*)

In this paper I analyse the morphological slips found in college student's writings which result in words that may or may not be in accordance with Portuguese word formation rules. It was found that they can be grouped according to some common characteristics: a. possible forms that fill gaps in the language; b. forms obtained by the choice of a rival suffix with the same meaning and function; c. choice of affixation instead of regressive derivation; d. forms obtained by the addition of suffixes to complex bases, seen as mono-morphemic by the student; e. forms obtained by an inadequate selection of the derivational affix and f. forms that result from a wrong analysis of what constitutes the suffix.

From this analysis we can infer some of the student's conceptions about the lexicon of his language.

5.1, 1989: 37-49

A NOÇÃO DE LITERALIDADE: METÁFORA PRIMORDIAL
(The Notion of Literal Meaning: Primary Metaphor)

Rosemary ARROJO (*Universidade Estadual de Campinas*)
Kanavillil RAJAGOPALAN (*Universidade Estadual de Campinas*)

The possibility of a literal meaning - that is, of a meaning that is prior to any interference of a context or of a user - is the common ground shared by the various disciplines that choose language as their object of inquiry. Although these disciplines propose theories that intend to establish objective limits between a "literal" level of meaning and the "figurative", such a goal is not attainable because, as we intend to show, it is already inspired by the very notion it intends to clarify. Taking into account insights from Freudian psychoanalysis and from Nietzsche's reflections on language, we argue that what we have come to call "literal meaning" is, just like all "figurative meanings", inevitably dependent on a context and on the interpretation of a subject. Therefore, the traditional opposition between the "literal" and the "figurative" cannot be kept apart from subjectivism or from the institutional interests of a discipline.

5.2, 1989: 133-48

POR QUE AS ORAÇÕES RELATIVAS SÃO DE DIFÍCIL
COMPREENSÃO PARA A CRIANÇA?
(Why Is so Difficult for Children to
Understand Relatives Clauses?)

Leticia M. Sicuro CORRÊA (*Pontifícia Universidade Católica do Rio de Janeiro*)

Relative Clauses (RCs) appear in the child language literature as one of the constructions which cause comprehension difficulties till late childhood.

It is argued here that methodological problems in the way children's comprehension of RCs has been assessed can largely account for the difficulties children face in comprehending these sentences. An alternative experimental task is proposed and an experiment is reported, where results are compatible with this view.

5.2, 1989: 149-68

**O ADVÉRBIO COMO MODIFICANTE DO ADJETIVO E
DO PRÓPRIO ADVÉRBIO**

(The Adverbs as a Modifier of Adjectives and Adverbs)

Samira SAMARA (*Faculdades São Judas Tadeu, São Paulo*)

This article is an attempt to describe aspects related to the facts which account for the strict rigid order to which adverbs are subject when they occur as modifiers of adjectives and adverbs. For this study a corpus comprising material representing a number of varieties of written Portuguese was organized. An experiment was then carried on. Moving the adverbs from the position in which they are expected to appear, it was possible to trace the facts which account for their fixed position.

5.2, 1989: 169-84

MECANISMOS FUNCIONAIS DO USO DA LÍNGUA

(Functional Mechanisms in the Use of Language)

Sebastião Josué VOTRE (*Universidade Federal do Rio de Janeiro*)

Anthony Julius NARO (*Universidade Federal do Rio de Janeiro*)

Our intention here is to outline a functional approach which is ever more present in linguistics nowadays. Since this label has been and is still used by scholars of various tendencies, we will first explain our line of thought, and then discuss the origins of these ideas in the 70's, leaving aside the very early sources. We explain in detail some examples which triggered the latest functionalist proposition, so that the reader can sense its evolution. We will then summarize our analysis of the VS construction in Portuguese. Though our main aim is to offer favourable

evidence to functionalism, we cannot avoid using a critical tone towards the formalist position, which is justified by the fact that one of the authors of this paper, like so many modern functionalists, comes from a generative background. The criticism is, therefore, a justification for a change of mind.

6.1, 1990: 1-18

O QUE É UM COMPOSTO (What Is a Compound?)

Antônio José SANDMANN (*Universidade Federal do Paraná*)

The purpose of this paper (What is a compound) is to provide an outline of the main differences between what is called *syntactic group* and the *compound word*. Among the syntactic group it is necessary to distinguish the *permanent syntactic group* from what is called “grupo sintático eventual”, the noun phrase or verb phrase forming part of the sentence. As the portuguese orthography establishes that compounds, except forms of the neoclassical pattern (*tomaticultura, pacotologia*), must be hyphenated (*lugar-comum, dólar-saúde*), the constant reading of newspapers and magazines has shown us that there is much uncertainty about what distinguishes the compound word from the parallel syntactic group, especially when we are dealing with neologisms. It is important to stress finally that it is mainly the semantic criterion that tells apart portuguese compounds for the corresponding syntactic group.

6.1, 1990: 19-40

A QUANTIFICAÇÃO NA ANÁLISE DO DISCURSO: QUANTIDADE EQUIVALE A QUALIDADE? (Quanting in Discourse Analysis: Is Quantity equivalent to Quality?)

Freda INDURSKY (*Universidade Federal do Rio Grande do Sul*)

The theoretical course of labovian sociolinguistics is examined to see whether its assumptions are compatible to discourse analysis. As the basis of this critical review of quantitative paradigm, an analysis focussing on the passive construction is undertaken. The results obtained

provide evidence of a distinction among determined, implicit and indetermined agentive constituents, attesting differences between the way linguistic and discourse levels operate.

6.1, 1990: 41-53

**AS QUESTÕES TEÓRICAS DA TRADUÇÃO E A
DESCONSTRUÇÃO DO LOGOCENTRISMO:
ALGUMAS REFLEXÕES**
(Theoretical Questions in Translation and the Deconstruction of
'Logocentrism')

Rosemary ARROJO (*Universidade Estadual de Campinas*)

There is a widespread notion among theorists of translation that even after twenty centuries of comments and reflections on the issue, "the number of original, significant ideas in the subject remains very meager", as George Steiner puts it. This apparent deadlock - which has prompted a good number of authors to consider the theoretical impossibility of the translator's activity - is not, as I argue, due to some insoluble difficulty peculiar to translation. The difficulty - or, rather, the impossibility - of finding definite answers to the questions posed by most theorists lies precisely in the logocentric presuppositions that trigger those questions in the first place. The mechanisms of translation —like the mechanisms of other linguistic activities (can only be successfully accounted for if one accepts that any human activity is inevitably produced by the psychological, social and ideological perspective in which a particular man finds himself, in a particular time and space.

6.2, 1990: 127-37

L'UNITÉ DE LA LINGUISTIQUE
(A Unidade Lingüística)

Dominique MAINGUENEAU (*Université d'Amiens*)

Este artigo estuda o problema da unidade do campo lingüístico, constantemente dividido entre os pesquisadores que reivindicam a "língua" e os que reivindicam o discurso. Tenta-se mostrar que esta

oposição é irredutível, que a lingüística está submetida a dois tipos de pesquisa de natureza diferente: "a abordagem A" e "a abordagem B", a primeira levando em conta um "plano gramatical" e a segunda um "plano hipergramatical".

6.2, 1990: 139-67

**AS PASSIVAS DO PORTUGUÊS E DO INGLÊS:
UMA ANÁLISE FUNCIONAL**
(Passives in Portuguese and English: a Functional Analysis)

Yara DUARTE (*Universidade de Brasília*)

The purpose of this paper is to discuss some current functional analyses of the passives, to point out their inadequacies and limitations, and to present an alternative account which finds support in Portuguese and English empirical data, in recent generative framework and in crosslinguistic evidences.

6.2, 1990: 169-93

**O DESENVOLVIMENTO DA NARRATIVA ESCRITA:
COMO SÃO OS TEXTOS QUE AS CRIANÇAS ESCREVEM?**
(The Development of Written Narrative:
What are Children's Texts Like?)

Roxane Helena Rodrigues ROJO (*Pontifícia Universidade Católica de
São Paulo*)

This paper is part of a more extensive research about the development of story writing by first grade students and does this on the basis of a socio-constructivist perspective. In narrative discourse development, writing abilities and metacognition of discourse structures are viewed as aspects of a complex continuum influenced by the children's social relations during the literacy process. This paper examines narrative structures of children's texts, describes the structural development in this process and suggests that it is related to production conditions and author's role development, from character to narrator.

Conclusions point towards a subjective and objective constitutive view of the process.

7.1, 1991: 285-93

**UMA INVESTIGAÇÃO INSTRUMENTAL DO TIMBRE DA
VOGAL ÁTONA FINAL /a/**

**(An Instrumental Investigation on the
Tone of Final Atonic Vowel /a/)**

Orlando R.KELM (*Universidade do Texas, Austin*)

Although it is well known that Brazilian Portuguese pretonic vowels (/e/ and /o/) tend to assimilate in vowel height to subsequent high vowels, this study examines the effects of this assimilation on final atonic /a/. Results indicate that atonic /a/ also undergoes significant raising when flanked by high vowels. Consequently, this assimilatory process in Brazilian Portuguese affects a wider range of articulations that has been previously supposed.

7.1, 1991: 295-332

**THE CASE OF CONSONANTAL HARMONY
IN BAKAIRI LANGUAGE (CARIB)
(O Caso da Harmonia Consonantal
na Língua Bakairi (Caribe))**

Tania Conceição C. de SOUZA (*Museu Nacional - UFRJ
e PUC-RJ*)

O objetivo deste trabalho é focalizar o caso de harmonia consonantal do Bakairi sob a luz da teoria Autossegmental. É nossa intenção verificar se as estratégias oferecidas pela Autossegmental dão conta dos fatos arrolados no Bakairi. Será discutida, também, a real necessidade de se postular um nível fonêmico para o Bakairi: é o fenômeno da harmonia que condiciona os traços surdo/sonoro das oclusivas e fricativas no bojo das palavras. Assim, o contraste fonêmico

parece desaparecer. Finalmente, será mostrado como a harmonia consonantal se desenvolveu na língua.

7.1, 1991: 333-55

**ANÁLISE DE DISCURSO: EM BUSCA DE UMA
METODOLOGIA
(Discourse Analysis: Searching for a Methodology)**

Maria José Rodrigues Faria CORACINI (*Pontifícia Universidade
Católica de São Paulo*)

Starting with a brief review of the different ways in which the term discourse is currently being employed, the paper proceeds to discuss the methodology of discourse analysis, as a preliminary to taking stock of its concrete results. Notions such as that of language and the subject of discourse are also discussed, insofar as they have a direct bearing on the issue. Examples from primary scientific literature are brought in as evidence for the arguments presented.

7.2, 1991: 435-47

**TO WHAT DEGREE IS A SPEECH EVENT FEASIBLE?
A STUDY OF LINGUISTIC RESOURCES AND
COMMUNICATIVE STRESS
(Até que Ponto um Evento de Fala é Maleável? Um Estudo dos
Recursos Lingüísticos e da Tensão Comunicativa)**

Stella Maris BORTONI (*Universidade de Brasília*)

Neste artigo, revemos o conceito de competência comunicativa proposto por Hymes, e sugerimos uma ampliação do componente viabilidade ("feasibility"). É discutida a relação entre tensão comunicativa e recursos lingüísticos que implementam o uso da linguagem. São apresentadas e ilustradas, na fala de uma informante bilíngüe, algumas condições que afetam a disponibilidade desses recursos.

7.2, 1991: 449-62

**A CONSTITUIÇÃO DA SUBJETIVIDADE NO DISCURSO DA
PROPAGANDA**

(The Constituents of Subjectivity in Institutional Advertisement)

Helena H. Nagamine BRANDÃO (*Universidade de São Paulo*)

The aim of this paper is to analyse the constituents of subjectivity, i.e., the ways the speaker, his interlocutor and his referents are represented in discourse. The material of analysis is an institutional advertisement chosen from a set created by Petrobrás. The focus of analysis is the interactive game proposed by the speaker, through the use of strategies, aiming at creating certain meaning effects in order to guide the reading (comprehension) of the text. The underlying theory is given by the French approach towards Discourse Analysis, as well as by elements of Enunciation Theory.

7.2, 1991: 463-90

**QUESTÕES DE TRANSITIVIDADE
(On Transitivity)**

Luiz Antonio Gomes SENNA (*Pontifícia Universidade Católica do Rio de Janeiro*)

On transitivity: the behavior of verbal complements in Brazilian Portuguese shows that a realist analysis of transitivity must be also consider non-verbal variables.

8.1, 1992: 1-19

**VERBAL REPORT IN RESEARCH ON LEARNER STRATEGIES
(O Relato Verbal em Pesquisas sobre Estratégias de Aprendizagem)**

Andrew D. COHEN (*Hebrew University of Jerusalem*)

Este artigo chama a atenção para a pesquisa sobre estratégias utilizadas pelos aprendizes e para o papel significativo que os dados relatados verbalmente desempenham em tal pesquisa. Observa-se uma variedade de métodos de pesquisa para descrever tais estratégias e um aumento no

emprego do relato verbal como um desses métodos na descrição de processos cognitivos em áreas como comunicação, tradução, avaliação e aprendizagem de línguas.

O presente estudo enfoca o uso do relato verbal na descrição das estratégias empregadas pelo aluno na aprendizagem de uma língua. A informação sobre essas estratégias desenvolveu-se a partir de listas em grande parte intuitivas até chegar a taxonomias derivadas empiricamente (que têm como objetivo o treinamento dos alunos na obtenção de maior sucesso na aprendizagem de uma língua. São definidas três técnicas: auto-relato, auto-observação e auto-revelação.

O artigo termina com uma discussão das críticas incidentes sobre as medidas extraídas dos relatos verbais.

8.1, 1992: 21-42

**SOBRE O QUE FAZ TEXTO:
UMA LEITURA DE *COHESION IN ENGLISH*
(On What Makes a Text: a Reading of "Cohesion in English")**

Maria Teresa G. de LEMOS (*Universidade Estadual de Campinas*)

The aim of this paper is to discuss some of the questions which Halliday's work on text seems to impose on Linguistics while attempting at defining the status of text as a proper linguistic object. Those questions concern the relations between grammatical and semantic "components" in linguistic theory. What I have in mind is to show the need for recovering the essentially problematic nature of Halliday's "discovery" if one wants to make real advances in the discussion of such fundamental issues.

8.1, 1992: 43-70

**O PRETÉRITO IMPERFEITO (A IMPORTÂNCIA DA
SUPERESTRUTURA NA SUA COMPREENSÃO)
(The Importance of the Macrostructure in
Comprehension of the Portuguese Imperfect Preterite)**

Sumiko Nishitani IKEDA (*Pontifícia Universidade Católica de São Paulo*)

There are languages that do not possess a specific form to denote the meaning of the Portuguese imperfect preterite (I), as it is the case of English

and Japanese. In English, this tense may be translated by periphrastic constructions through the use of *would*, *used to* or by the progressive past. But it may be translated by the simple past. In this case, as a single form expresses two different tenses, how can a translator know whether it is the perfect or the (I)? We are studying the characteristics of the (I), in order to know which kind of information is considered by the translator to capture the proper meaning. The form is the same to both tenses. Reichenbach's formula of three points, which includes a reference point (R), may be useful to our research.

8.1, 1992: 71-89

**O FATOR SEMÂNTICO NA DERIVAÇÃO PARASSINTÉTICA:
A FORMAÇÃO DE ADJETIVOS**
(The Semantic Factor in the Parasyntetic Derivation:
the Formation of Adjectives)

Margarida BASÍLIO (*Pontifícia Universidade Católica do Rio de Janeiro e Universidade Federal do Rio de Janeiro*)

This paper proposes a morphosemantic approach to parasyntesis and establishes this process as productive in adjective formation in Portuguese. The author studies Pref-X-ado, in-X-vel and Pref-X-Suf (adj.) formations and argues that only assigning parasyntetic structures to these constructions can we account for the semantic interpretation of such complex adjective formations.

8.2, 1992: 187-203

**COOPERATION AND CONTROL IN TEACHING:
THE EVIDENCE OF CLASSROOM QUESTIONS**
(Cooperação e Controle no Ensino: a Evidência em Questões de Sala de Aula)

Angela B. KLEIMAN (*Universidade Estadual de Campinas*)

Neste trabalho analisamos a interação professor-aluno em duas aulas, tomando como unidade de análise a pergunta do professor.

Tentamos determinar os modos como a assimetria do evento pedagógico manifesta-se na pergunta professor-aluno. Mediante um enfoque pragmático baseado em Mey (1985, 1987), discutimos as implicações e conseqüências, para o ensino e aprendizagem, de dois estilos de ensino comumente utilizados na escola primária brasileira: o enfoque centrado no livro didático e o enfoque centrado no professor.

8.2, 1992: 205-23

**O DADO COMO INDÍCIO E A CONTEXTUALIZAÇÃO DO(A)
PESQUISADOR(A) NOS ESTUDOS SOBRE
COMPREENSÃO DA LINGUAGEM**
(Data as Evidence and the Researcher in the
Context of Studies about languageComprehension)

Leda Verdiani TFOUNI (*Universidade de São Paulo Ribeirão Preto*)

In this article, I intend to raise some aspects related to the methodologies that are currently used in the researches about comprehension in Psycholinguistics. These are: 1) The nature of "data" which, theoretically would be selected to be submitted to investigation; 2) The perspective from which the investigator designs his (her) researches and looks at the "data"; 3) The investigator's him (her) self, considered as an individual, with a belief system and a specific knowledge, both of which are socio-historically and culturally established.

8.2, 1992: 225-42

**A ORIGEM DE UM DILEMA: HERMANN PAUL E A
INTERIORIZAÇÃO DO CONHECIMENTO LINGÜÍSTICO**
(The Origin of a Dilemma: Hermann Paul
and the Internalization of Linguistic Knowledge)

Maria Francisca de A.F. LIER de VITTO (*Pontifícia Universidade
Católica de São Paulo*)

The controversy regarding the emergence of so-called scientific linguistics would in itself be enough to arouse curiosity for the studies of

the 19th century. One should remark that it was in the turn of the century that the evolutionary model born in natural sciences started being refuted. What were the consequences of this withdrawal? In 1880, Hermann Paul, for example, defined language as having a psychic/internal nature - not a social/external one. The conception of linguistic change is, thus, sharply redimensioned. The author claims that psychism is the force which regulates linguistic performance. Paul is seen as someone who widens the gap between internal and external domains. The internal/external dicotomy is translated into an irreconcilable opposition between structure and history. It is in this sense that Weinreich, Labov and Herzog (1968) consider Paul the precursor of the dilemma that permeates the reflection on language in linguistics in the 20th century.

8.2, 1992: 243-61

**LÍNGUA ORAL, LÍNGUA ESCRITA:
UMA QUESTÃO DE VALORES SOCIAIS
(Spoken Language, Written Language:
a Matter of Social Values)**

Maria Isabel S. MAGALHÃES (*Universidade de
Brasília*)

The aim of this paper is to investigate the social values attributed to the oral and written language in the light of interpretative data on conversational markers from two different communities. A significant point in the analysis is the negative evaluation of conversational markers based on conceptions of writing. The analysis gains insight by considering the question of literacy. It is suggested that the problem is not in the speaker but in the mode of language. Language use embodies social structure and power relations among users. The paper ends by calling attention to the danger of the negative evaluation of conversational markers in teaching and suggesting the development of oral abilities in the students to facilitate the passage from the oral to the written language.

8.ESPECIAL, 1992: 1-36

DISCURSO DE ELITE E A REPRODUÇÃO DO RACISMO
(Elite Discourse and the Reproduction of Racism)

Teun A. Van DIJK (*Universidade de Amsterdã*)

This paper discusses some of the implications about the reproduction of racism through various types of discourse and communication. The fundamental thesis of this research is that discourse, that is, institutional as well as interpersonal text and talk, plays a crucial role in the enactment, expression, legitimation and acquisition of racism in society. From socializing talk and children's books during childhood, through textbooks at school until the various discourses of the mass media, politics, business and the professions, white group members and white institutions are daily involved in a multitude of different discourses that express and confirm their dominance.

8.ESPECIAL, 1992: 37-52

A PERDA DA ORDEM V(ERBO) S(UJEITO) EM
INTERROGATIVAS QU- NO PORTUGUÊS DO BRASIL
(The Loss of Order in WH-Questions in Brazilian Portuguese)

Maria Eugênia Lamoglia DUARTE (*Doutorado-Universidade Estadual de Campinas*)

This article presents partial results concerning the linguistic factors that seem to account for the loss of VS order in WH-questions in Brazilian Portuguese. The major claim of the paper is that this change from VS to SV in WH-questions is embedded in a larger set of changes related to the implementation of SV in main declarative clauses first. The much restricted area for remaining cases of VS order in such structures provides support for the facultative character of inversion and sheds light on the discussion concerning the status of VS order as a syntactic or a stylistic rule.

8.ESPECIAL, 1992: 53-103

**A COMPUTATIONAL MODEL OF LANGUAGE
LEARNABILITY AND LANGUAGE CHANGE**
(Um Modelo Computacional de Aprendizagem de Língua e
de Mudança Lingüística)

Robin CLARK (*Université de Genève*)
Ian ROBERTS (*University of Bangor*)

O presente artigo desenvolve a idéia de que a mudança lingüística é guiada pela reestruturação da gramática-alvo, durante a aquisição da linguagem pela criança. A idéia é formalizada nos termos do modelo gerativista de Princípios e Parâmetros. Nesse quadro teórico, a aquisição é vista como um processo de fixação de valores paramétricos e a mudança lingüística ocorre quando a população converge de um valor v para ao menos um parâmetro P enquanto a gramática adulta apresenta P e v . Ainda que a idéia básica seja muito atraente, há uma questão importante sem resposta: como e por que o valor "adulto" de P pode ser desconsiderado pela população que adquire a língua? Este artigo tenta responder a essa questão, a partir dos trabalhos de Clark (1990 a,b,c) sobre a aplicação de algoritmos genéticos na fixação paramétrica e a análise das mudanças paramétricas sofridas pelo Francês no século XVI, proposta por Roberts (a sair).

8.ESPECIAL, 1992: 105-23

**A SÍLABA PORTUGUESA COMO QUESTÃO EMPÍRICA
EM FONOLOGIA**
(The Portuguese Syllable as an
Empirical Issue in Phonology)

Eleonora Cavalcante ALBANO (*Universidade Estadual de
Campinas*)

This paper discusses the Portuguese syllable within a multidisciplinary view of what might be an empirically motivated non-

linear phonology. It argues that *C* and *V* elements as conceived by theories such as Clements & Keyser's (1983) are in fact rule-governed projections of certain distinctive feature configurations. The relevant input for such pace-making units is believed to arise in two steps. First, the morpheme structure conditions of a language are very strict as to which primary feature contours (cf. Stevens & Keyser, 1989) can co-occur within and across morphemes. Second, certain filters on such contours are introduced lexically to embody further grammatical and phonetic regularities. The result is that *CV* structure as mapped from feature content is highly predictable in words and higher level phonological units. The ensuing research program is illustrated with examples from adult and child Portuguese so as to allow discussion of the current gap between phonological theorizing and language acquisition research.

8.ESPECIAL, 1992: 125-51

**ENTRE AQUELE(A) QUE DIZ SIM E AQUELE QUE DIZ NÃO:
QUESTÕES SOBRE A NEGAÇÃO NA CONSTRUÇÃO DA
LINGUAGEM
(Between those Who Say YES and those Who Say NO:
Questions About Negation)**

Maria Fausta Pereira de CASTRO (*Universidade Estadual
de Campinas*)

Based on the analysis of the linguistic development of a Brazilian child from 1;3 to 2;0 and after reviewing critically some of the important papers on negation in linguistic development, I argue for the need to consider indetermination which characterizes the child's negative utterances. I also draw attention to the adult's role making sense of those utterances. Finally, based on a polyphonic hypothesis about negative utterances, I discuss some transformations on the child's relationship with language observed in his/her negative utterance constructions during the period mentioned above.

9.1, 1993: 1-14

**DUAS DIMENSÕES DO PARALELISMO FORMAL NA
CONCORDÂNCIA VERBAL NO PORTUGUÊS POPULAR DO BRASIL
(Two Dimensions of Formal Parallelism in
Verbal Concord in Popular Brazilian Portuguese)**

Maria Marta Pereira SCHERRE (*Universidade Federal do Rio de Janeiro*)

Anthony Julius NARO (*Universidade Federal do Rio de Janeiro*)

The term "formal parallelism" designates the tendency for similar forms to co-occur in real linguistic usage. We demonstrate that the parallelism effect is very strong in the variable usage of verbal concord in Popular Brazilian Portuguese. On the clausal level we show that subjects that have the last markable element formally marked for plural tend to favor plural marking on the verbal. On the discourse level we show that formal plural marking on the verb favors the occurrence of a formal plural mark on a succeeding verb with the same subject, provided there is no significant interruption. Similarly, an unmarked plural verb disfavors plural marking on a succeeding verb. We suggest that the parallelism effect is in fact a linguistic universal and point out that it contradicts the principle of the linguistic economy since it favors repetition in closely proximate environments where the link between plural elements is obvious and disfavors repetition where it would serve to link otherwise unmarked, but related, elements.

9.1, 1993: 15-30

**O CASO DO SUJEITO EM ORAÇÕES INFINITIVAS
INTRODUZIDAS POR 'PARA' NO PORTUGUÊS DO RIO
(The Subject Case in Infinitival Clauses Introduced by "Para" in
Rio Spoken Portuguese)**

Maria Angela BOTELHO PEREIRA (*Universidade Federal do Rio de Janeiro*)

Cláudia Nívia RONCARATI (*Universidade Federal Fluminense*)

In this paper we raise some theoretical issues concerning the syntactic and semantic properties which allow the assignment of

nominative and oblique cases to the subject of infinitival constructions with *para* in the standard and nonstandard speech of Rio de Janeiro. We discuss the hypothesis that the assignment of oblique case to this subject is an example of Exceptional Case Marking, due to a reanalysis of *para* as a complementizer and that this reanalysis is more advanced in the nonstandard *carioca* speech.

9.1, 1993: 31-58

**A HIPÓTESE INACUSATIVA E
AS EVIDÊNCIAS DO PORTUGUÊS
(The Inaccusative/Ergative Hypothesis:
Evidence from Portuguese)**

Yara DUARTE (*Universidade de Brasília*)

The purpose of this paper is to a) examine the Ergative/Unaccusative Hypothesis as proposed by Burzio (1981) and Belletti (1988), b) discuss some of its implications based on Portuguese data, and c) show that, although Belletti's proposal can more adequately characterize the properties of Portuguese ergative constructions, some empirical evidence from Portuguese as well as from other languages suggest that it must be reformulated.

9.1, 1993: 59-81

**CAMINHOS DA PRODUÇÃO LEXICAL
(On the Determination of the Direction
of Some More Specific Word-Formation Rules)**

Antonio José SANDMANN (*Universidade Federal
do Paraná*)

This paper (Ways of lexical production) discusses the problem of determining the direction of some specific and more difficult cases of word-formation rules. If we take, for instance, a new complex word as 'desregulamentação' we can establish, considering the various possibilities of portuguese word-formation, two different ways of going

from the basic verb 'regular' to the 'nomen actionis' 'desregulamentação' (regular + -mento = regulamento + -ar = regulamentar + -ção = regulamentação + des- = desregulamentação), or (regulamentar + des- = desregulamentar + -ção = desregulamentação). On the other hand, as can be seen in section 3.3, the meaning revealed by the paraphrase of 'inutilizar' = 'to make useless' not 'not to utilize' shows that there is only one possible way: útil - 'useful' - inútil - 'useless' - inutilizar - 'to make useless'.

9.2, 1993: 149-74

**COMPREENSÃO DE FILMES EM LÍNGUA ESTRANGEIRA:
UM ESTUDO BASEADO NA ANÁLISE DE GENRES
(Comprehension of Feature-Films in Foreign Language:
a Genre-based Study)**

Heloisa COLLINS (*Pontifícia Universidade Católica de São Paulo*)

Genre-based studies of texts have, so far, been largely concentrated on texts as products, i.e., as communicative events which typically possess features of stability and name recognition (Swales 1990). Studies of the procedural aspects of genres, of the constructive processes present in encoding and decoding activities, are still rare, particularly in relation to oral texts. This paper aims at analysing samples of feature films as manifestations of a linguistic genre in the ESL situation and at reporting on these films' comprehension by an ESL discourse community, by relating different degrees of comprehension to the rhetorical structures and cultural schemata present in the films.

9.2, 1993: 175-93

**A PALATALIZAÇÃO DAS OCLUSIVAS DENTAIS:
UMA ABORDAGEM NÃO-LINEAR
(Palatalization of Dental Stops: a Non-Linear Approach)**

Dermeval da HORA (*Universidade Estadual do Sudoeste da Bahia*)

The purpose of this paper is to represent, on the one hand, the assimilatory process of palatalization of dental stops and, on the other

hand, the dissimilatory process: the depalatalization. Both are based on the modern phonology (Autosegmental Phonology and Feature Geometry). Supported by the non-linear phonology, the palatalization and depalatalization are vertically represented. While the first is considered a spreading feature, the second implies its disassociation.

9.2, 1993: 195-216

**SOBRE A NATUREZA FONÉTICA DO ACENTO
EM PORTUGUÊS
(On the Fonetice Nature of Brazilian Portuguese Stress)**

Gladys MASSINI-CAGLIARI (*Pós-Graduação/Universidade Estadual de Campinas*)

This is a study based on spectographic analysis to detect and control several variables in stressed and non-stressed syllables. The variables which were taken into account were the number of syllables and stress position in words, word place in the utterance, speech rate, as well as intrinsic and co-intrinsic factors at the segment level. It was found to be possible to establish a close relationship between duration and other acoustic parameters such as intensity and vowel quality, and thus specify more adequately and fully the phonetic characterisation of word-stress in Portuguese. The relevance of intonation (variation of fundamental frequency) was also investigated and its role in the characterisation of sentence-stress was observed.

9.2, 1993: 217-36

**O DISCURSO E A GRAMÁTICA
(Discourse and Grammar)**

Sandra THOMPSON (*Universidade da Califórnia, Santa Barbara*)
Entrevistada por Rosaália DUTRA (*Universidade Federal de Minas Gerais*)

Sandra Thompson is at present chair of the Department of Linguistics at the University of California at Santa Barbara (UCSB). Her

current work focuses on Discourse, more specifically on the relationship between Discourse and Grammar. She was one of the first students to graduate in Linguistics at the Ohio State University, where she studied with William Wang, who first introduced her to Chinese, and also with Chuck Fillmore, Leonard Newark, Ilze Lehiste and David Stampe. She later moved to the University of California at Los Angeles (UCLA), where in the seventies, in collaboration with Talmy Givón, Bob Kirsner and Joan Bybee, she worked on problems related to semantics and pragmatics. It is Paulo Hopper, however, who, according to her, has had the strongest influence on her thinking - it was he who showed her that "grammatical problems can actually have a discourse solution." This interview, which took place in 1986, is a general overview of the relationships between questions of grammar and questions of discourse.

9 ESPECIAL, 1993: 339-51

**'CHAMELEON-LINGUIST' AND THE REVIVAL OF
CASUISTRY: AFTERTHOUGHTS
ON A CONTROVERSIAL SUGGESTION BY FERNANDO
TARALLO**

**("Lingüista-Camaleão" e a Redescoberta do Casuístico:
Reconsiderações sobre uma Sugestão
Polêmica de Fernando Tarallo)**

Kanavillil RAJAGOPALAN (*Universidade Estadual
de Campinas e Visiting Scholar
& Research Associate, Universidade da Califórnia, Berkeley*)

Este trabalho procura discutir a polêmica questão levantada por Fernando Tarallo a respeito de como adequar uma teoria lingüística às especificidades inesperadas que os casos concretos - os chamados 'fatos reais' - tendem a apresentar. A sugestão de Tarallo, de que é preciso, nesses casos, usar uma boa dose de senso prático e ser, digamos, um 'lingüista-camaleão', é revista à luz da pesquisa realizada por Jonsen e Toulmin (1988). Segundo esses autores, a redescoberta do 'casuismo' - livre das conotações negativas que a história de pensamento lhe conferiu

- abre excelentes possibilidades de nos libertarmos do marasmo criado pelas teorias totalizantes com suas metas pretensamente universais que mal conseguem dar conta do recado quanto à obrigação de se adequar à experiência vivida. Ao mesmo tempo em que se procura na idéia lançada por Tarallo o germe de casuísmo (ainda que de forma não tencionada, nem de longe), argumenta-se também que a tese de Jonsen e Toulmin vem ao encontro dos anseios contemporâneos tematizados pela corrente que chamamos de 'pós-modernidade'.

9.ESPECIAL, 1993: 353-85

**SIMULTANEOUS FIRST LANGUAGE ACQUISITION:
A WINDOW ON EARLY GRAMMATICAL DEVELOPMENT
(Aquisição Simultânea de Primeiras Línguas:
uma Janela para o Desenvolvimento Gramatical Precoce)**

Jürgen M. MEISEL (*Universidade
de Hamburgo*)

Na perspectiva da Teoria de Princípios e Parâmetros, a aquisição simultânea de duas primeiras línguas requer que a criança seja capaz de fixar um parâmetro duas vezes, seja de forma idêntica, seja de forma oposta. Este trabalho enfoca a colocação do verbo, na aquisição do alemão e do francês, aspecto em que as duas línguas diferem substantivamente, envolvendo várias propriedades. O trabalho corrobora as predições da Teoria da Construção da Estrutura, segundo a qual, nos estágios primários as crianças não têm acesso a categorias funcionais. A aquisição destas depende da implementação de novos traços em categorias inicialmente sub-especificadas. A comparação dos resultados com o que ocorre em aquisição monolíngüe do francês e do alemão atesta, ainda, que a gramática das crianças bilíngües é a mesma das monolíngües, em cada estágio do desenvolvimento, não havendo evidências, nem mesmo temporárias, de fusão de gramáticas.

9.ESPECIAL, 1993: 387-97

LANGUAGE CONTACT IN HAWAII 1780-1907
(Contato Lingüístico no Hawaii 1780-1907)

Derek BICKERTON (*Universidade do Hawaii*)

O contacto lingüístico no Havai é extremamente bem-documentado. Inicialmente, emergiram duas versões-'jargão', tanto do inglês quanto do havaiano, mas a variedade havaiana prevaleceu e tornou-se um 'pidgin' estável, por volta de 1820. Essa situação continuou até que o ciclo do açúcar dos anos 70 trouxe uma imigração maciça da China, de Portugal e de outros lugares. Surgiu, então, um 'pidgin' macarrônico, contendo palavras tanto do inglês quanto do havaiano, mas também das línguas de outros imigrantes. Embora esse 'pidgin' macarrônico tivesse se anglicizado cada vez mais, através dos anos, nunca existiu o 'pidgin' estável postulado por Holm, Goodman e outros, como a língua das plantações havaianas. Nos anos 90 do mesmo século, as crianças abandonaram o havaiano como sua meta primária e, do 'pidgin' ainda pouco estruturado, produziram, de forma abrupta e não gradual, a língua crioula do Havai. Todas as características próprias do crioulo contemporâneo são atestadas nas primeiras duas ou três décadas.

9.ESPECIAL, 1993: 399-416

A PRODUÇÃO DE INFERÊNCIAS
E SUA CONTRIBUIÇÃO
NA CONSTRUÇÃO DO SENTIDO
(Inference Production and its Contribution
to the Construction of Sense)

Ingedore Grunfeld Villaça KOCH (*Universidade Estadual de Campinas*)

My purpose in this paper is to discuss the role of inferential processes in text comprehension and to show how inferences contribute to the construction of textual coherence. Some theoretical issues

concerning inferences are raised, and some of the classifications of inferences proposed in the literature of the field are revisited. Moreover, the main differences in the processing of inferences in spoken and written texts are pointed out.

9 ESPECIAL, 1993: 417-35

**INTERAÇÃO E PRODUÇÃO DE TEXTO:
ELEMENTOS PARA UMA ANÁLISE INTERPRETATIVA
CRÍTICA DO DISCURSO DO PROFESSOR**
(Interaction and Text Production: Some Elements for a Critical
Interpretative Analysis of Teacher's Discourse)

Angela B. KLEIMAN (*Universidade Estadual de Campinas*)

This paper examines the process of oral text production in an adult literacy classroom through an analysis of recorded teacher-student interaction. Our aim is to portray the complex school context, where the types of relationship that hold between the participants determine, in non-trivial ways, success or failure. We determine, first, the type of textual object which is under construction. Secondly, we analyse the process of language production and comprehension in this context. Finally, we consider how this teacher-student interaction reflects a changing discourse practice.

9 ESPECIAL, 1993: 437-54

**SOBRE AS ORIGENS DO PORTUGUÊS
POPULAR DO BRASIL**
(On the Origins of Popular Brazilian Portuguese)

Anthony Julius NARO (*Universidade Federal do Rio de Janeiro*)
Maria Marta Pereira SCHERRE (*Universidade Federal do Rio de
Janeiro - Universidade de Brasília*)

In our view, at the time the Portuguese language was transferred from Portugal to Brazil it carried along a centuries old drift, partially

inherited from Latin and earlier languages, that, in its new context, interacted with a series of factors that may have reinforced aspects of the original drift. From the outset, one of the strongest factors in Brazil was pidginization, in the form of the Tupi based "língua geral" as well as the acquired code known as "língua de preto" in Portugal and used with Indians in the New World. Both of these pre-date the Portuguese presence in Brazil, probably going back several centuries. Later, African based pidgins may have come into play due to the predominance of people from certain regions of Africa in the north and south of Brazil, although there is no evidence to point to the existence of a Portuguese based pidgin or creole peculiar to descendants of Africans brought to Brazil under slavery. In any case, this particular pidgin's effect on Portuguese would not be distinguishable from that of the other non-Portuguese based pidgins. Throughout the history of the Portuguese language in Brazil, contact with populations of diverse linguistic origins has caused the language to develop differently than in Portugal, but the ultimate source of the changes that occurred in Brazil can be traced back to Portugal.

10.1, 1994: 1-6

UM CASO DE RESÍDUO NO PORTUGUÊS ATUAL
(Residue on Current Portuguese)

Maria Cecília MOLLICA (*Universidade Federal do Rio de Janeiro*)

This paper tests the hypothesis of a residue phenomenon in Portuguese, rooted in a diachronically productive process characteristic of Romance Languages. After identifying a stabilized phonologic variation in a single lexical item of current Portuguese, we suggest that the process is latent within variant structures. The methodology adopted includes the following steps: a) a brief historical analysis of the question, taking into account Portuguese and other languages; b) a lexical scanning of a linguistic sampling and c) the identification of the variables that control the stability of the variation.

10.1, 1994: 7-19

**"AFETIVIDADE" E INCONSCIENTE NA DIDÁTICA DE LÍNGUAS
("Affectivity" and Unconsciousness in Teaching of Language)**

Carolina M. RODRIGUEZ (*Universidade Estadual de Campinas*)

This paper is primarily concerned with the theme of affectivity, as currently discussed in Applied Linguistics. It is argued that the very phenomenon is symptomatic of a strategy of exclusion when it comes to such theory issues as the subject of discourse. However, thanks to the recent surge of interest in language teaching such a move is no longer considered justifiable - since the very process of learning is what is centrally at issue. As it turns out, researchers in Applied Linguistics have largely tended to favor the cognitivist conception of subject and language. By contrast, the present paper advocates a discursive conception of language and a psychoanalytic conception of subject that goes with it. A case study in which actual classroom experience is offered with a view to highlighting some of the salient features of this alternative conception.

10.1, 1994: 21-7

**MOTIVAÇÕES DISCURSIVAS PARA O ESTUDO DA PASSIVA
(Discourse Motivations for the Use of Passives)**

Maria Angélica Furtado da CUNHA (*Universidade Federal do Rio Grande do Norte*)

This paper examines passive sentences of the type SUBJECT - BE - PAST PARTICIPLE in Portuguese based on Weiner & Labov's analysis of the syntactic factors that determine the prior selection of agentless passive constructions over active ones. The data include formal written Portuguese utterances as well as spoken Portuguese elicited in interviews. In the examined data, the syntactic factor 'preceding passive' proved to be powerful - but not determinant - on the choice of a passive. Furthermore 'coreference between the passive logical object and noun phrases in subject position' was taken to be a discursive factor. I conclude that the occurrence of a passive in Portuguese is not conditioned

by purely syntactic features but rather, that it is constrained by its context.

10.1, 1994: 29-46

**PEDIR INFORMAÇÕES/EXPLICAR:
ESTRATÉGIAS COMUNICATIVAS EM INTERAÇÕES
ASSIMÉTRICAS LETRADO/NÃO LETRADO
(Asking for Informations/Explaining: Communicative Strategies in
Literate/Illiterate Asymmetrical Interaction)**

Inês SIGNORINI (*Universidade Federal da Paraíba-Campina Grande*)

The research reported in this paper concerns the study of communicative strategies found in casual interactions of request for information about how to get to X. The study involves university students, university professors and peasants from the state of Paraíba, Brazil. Based on the study of the structure of this type of interaction the production/comprehension strategies are described in each of the two focussed groups and the resulting expectation differences are discussed.

10.2, 1994: 295-307

**O LUGAR DAS SISTEMATICIDADES LINGÜÍSTICAS
NA ANÁLISE DE DISCURSO
(Linguistics Features and Discourse Analysis)**

Eni Puccinelli ORLANDI (*Universidade Estadual de Campinas*)

Discourse Analysis (as pursued by the French School) presupposes Linguistics. That is what makes it distinct from the classical Content Analysis of Texts. On the other hand, the way it works the exteriority, taking in consideration the ideology, distinguishes it from the discourse analysis which is inscribed in Pragmatics. In fact, the Discourse Analysis of the French School works the contradictory relation between Linguistics and the Science of the Social Formations. This paper focuses on some of the fundamental features of the French School and the status of strictly linguistic elements within its theoretical framework.

10.2, 1994: 309-27

NEGAÇÃO EM UMA LÍNGUA DE SINAIS BRASILEIRA
(Negation in Brazilian Sign Language)

Lucinda FERREIRA BRITO (*Universidade Federal do Rio de Janeiro*)
Remi LANGEVIN (*Universidade de Dijon*)

This paper is a morpho-semantic study of negation in LIBRAS (Brazilian Sign Language). Five types of negation are dealt with here: (a) lexical negation that comes before or after the verb phrase; (b) simultaneous negation, i.e., shaking the head from side to side while performing the verb phrase; (c) assimilation of the movement of the sign NOT into the lexical verb; (d) forward trajectory in the movement parameter, what we label "rejection"; (e) inverted movement of the sign negated. To describe these processes of negation, we use geometrical notions in conjunction with a semantic conception of negation based mainly on Lyons (1977). We believe that the linguistic study of gestural-visual languages will contribute much to the study of linguistic universals, linguistic specificities, and language modalities.

10.2, 1994: 329-38

PESQUISA INTERPRETATIVISTA
EM LINGÜÍSTICA APLICADA:
A LINGUAGEM COMO CONDIÇÃO E SOLUÇÃO
(Interpretativist Research in Applied Linguistics:
Language as Condition and Solution)

Luiz Paulo da MOITA LOPES (*Universidade Federal do Rio de Janeiro*)

In this paper, the interpretativist tradition of research in Applied Linguistics is discussed. This is done through a comparison between the positivist and the interpretativist modes of research on the basis of their ontological, epistemological and methodological principles. It is argued that since language both conditions social reality - ie, men construct it through language use - and offers the means for its comprehension, the interpretativist tradition seems to be more adequate to the type of data one is confronted with

when doing research in Applied Linguistics. The interpretivist tradition is exemplified through the discussion of two types of research paradigms: the ethnographic and the introspective paradigms.

10.2, 1994: 339-72

**MODELOS MENTAIS NA LINGÜÍSTICA
PRÉ-CHOMSKYANA
(Mental Models in Pre-Chomskyan Linguistics)**

Luiz Antonio GOMES SENNA (*Universidade do Estado do Rio de Janeiro*)

Chomsky (1965) is not infrequently referred to as presenting the first linguistic mental model subjacent to grammar representation in an Artificial Intelligence approach. Even today, it is assumed that any mental-model based grammar is some way or other related to Generative Grammar. This paper presents evidence showing that there were also mental-models subjacent to Pre-Chomskyan linguistics, what proves that new mental-model grammars may be developed outside a generative perspective. I reinforce that grammar representation models are related to epistemology and not a priori to linguistic models.

10.2, 1994: 373-87

**LEARNER JUDGEMENTS OF THE EFFECTIVENESS AND
ENJOYABILITY OF PAIRWORK, GROUP, AND WHOLE CLASS
WORK: PRELIMINARY DATA FROM BRAZIL**

**(Julgamentos de Alunos sobre a Eficácia e a Diversão Obtida nas
Atividades Envolvendo Trabalhos em Pares, Pequenos Grupos, e a
Classe Inteira: Dados Preliminares do Brasil)**

Terry SHORTALL (*Instituto Superior de Línguas e Administração, Porto*)
Peter GARRETT (*University College of North Wales, Bangor*).

O tipo de atividade usada durante as aulas de línguas exerce grande influência em determinar como e quanto os alunos interagem. É comum dizer que o trabalho em grupo e em pares traz vantagens para os estudantes; acredita-se que cria condições para modificações interacionais,

e, em conseqüência, promove uma aquisição mais rápida e mais eficaz da língua. Neste estudo, alunos de inglês (EFL) no Brasil, de três níveis diferentes, responderam a um questionário sobre os tipos de atividades que eles achavam mais eficazes e mais divertidas, e razão disto. Foi demonstrado que os seus julgamentos diferem de acordo com o seu nível de competência na língua, com os alunos de nível mais alto achando menos eficazes e menos divertidas atividades que envolvem o professor e a classe inteira, enquanto que os alunos de nível mais baixo demonstraram uma preferência por tais atividades, sugerindo que, ao contrário do suposto, eles podem não estar tirando proveito dos trabalhos em grupo ou em pares.

10 ESPECIAL, 1994: 123-40

DITONGOS DERIVADOS

(Derived Diphtongs)

Leda BISOL (*Universidade Federal do Rio Grande do Sul*)
Pontifícia Universidade Católica do Rio Grande do Sul)

The analysis presented here is concerned with a) the diphthong used as a stylistic variant in words such as *rapaz* ~ *rapaiz*, *três* ~ *treis*, whether or not it is followed by a palatalized consonant, and b) the diphthong found in words such as *peixe* ~ *pexe*, *caixa* ~ *caxa*. They are alike as far as category is concerned. Both are derived diphthongs.

10 ESPECIAL, 1994: 141-72

A DINÂMICA SOCIOLINGÜÍSTICA DA APARENTE CONVERGÊNCIA

(The Sociolinguistic Dynamics of Apparent Convergence)

Shana POPLACK (*Universidade de Ottawa*)

This paper examines quantitatively the notion of grammatical convergence as it applies to variability in mood choice in a community of French-English bilinguals residing along the Quebec-Ontario border. Though initial multivariate analysis yields results supporting the existence of contact-induced simplification, closer inspection of the data

reveals that these results are epiphenomenal: they are due to the uneven distribution of data among linguistic and extralinguistic factors. Once the hidden factor of lexical distribution is factored out, it becomes possible to distinguish the true from the apparent effects. The putative interference feature is actually masking a prestige feature, systematically constrained by social class membership, but not participating in linguistic change, whether contact-induced or otherwise. This work has implications for practitioners of quantitative analysis in general, and for the empirical study of contact-induced change in particular.

10 ESPECIAL, 1994: 173-212

**A CONCORDÂNCIA NOMINAL NO PORTUGUÊS DO BRASIL
À LUZ DA TEORIA DE PRINCÍPIOS-E-PARÂMETROS E DA
SOCIOLINGÜÍSTICA VARIACIONISTA**
(Nominal Agreement in Brazilian Portuguese under the Theory of
Principles and Parametres and the Sociolinguistic Theory of
Variation)

Lucia LOBATO (*Universidade de Brasília*)

This paper tries to relate Scherre's (1988, in Press) sociolinguistic work on the variation in the use of plural markers within nominal expressions in Brazilian Portuguese to a principles-and-parameters work on nominal agreement.

10 ESPECIAL, 1994: 213-22

**O ESTUDO SOBRE A LÍNGUA NA SUA HISTÓRIA:
A LÍNGUA COMO FIM OU COMO MEIO?**
(The Study of Language in its History:
Is Language an End or Mean?)

Maria Helena de Moura NEVES (*Universidade Estadual Paulista Júlio e
Mesquita Filho / CNPq*)

The paper focuses on the course of Greek ideas about language, in order to investigate their real aim.

10 ESPECIAL, 1994: 223-46

**REFLEXÕES SOBRE A PESQUISA EM HISTORIOGRAFIA
LINGÜÍSTICA**
(Reflections on the Research on Linguistic Change)

Brigitte SCHLIEBEN-LANGE (*Universidade de Tübingen*)

The aim of the paper is to discuss the state of the art of historical linguistics. First of all the contributions to the historiography of language made by researchs in orality and text linguistics are discussed. Later on, the approaches of generative linguistics, of "naturalness" theories and above all of grammaticalization theory are presented. Finally some open questions are formulated, e.g., the role of generalizations in language tradition, the heuristic value of research in grammaticalization processes that have not been achieved, the question of evolutionary acquisition in the domain of language.

10 ESPECIAL, 1994: 247-76

**PARA UMA CARACTERIZAÇÃO DO PERÍODO ARCAICO DO
PORTUGUÊS**
(For a Characterization of the
Old Portuguese Period)

Rosa Virginia MATTOS E SILVA (*Universidade Federal
da Bahia*)

Extralinguistic factors have been used in Portuguese Philology to determine the limits of the period know as Old Portuguese. In this article, I use data available in both the philological bibliography and more recent linguistic studies of Old Portuguese to determine the chronological limits of linguistic markers (phonic, morphic and syntactic) concerning the above-mentioned period. This is a tentative work, since establishing a more precise chronology of Old Portuguese linguistic features would require a more sistematic study of these or other markers, based on a homogenous *corpus*.

10 ESPECIAL, 1994: 277-93

**SPANISH PREFERRED ARGUMENT STRUCTURE
ACROSS TIME AND SPACE
(A Estrutura de Argumentação Privilegiada pelo
Espanhol através do Tempo e do Espaço)**

Paola BENTIVOGLIO (*Universidade Central de Venezuela*)

Este estudo discute se uma estrutura gramatical e pragmaticamente motivada, conhecida como Preferred Argument Structure (PAS) já estava presente em espanhol antigo. O *corpus* de Espanhol Antigo, consistindo de documentos literários dos séculos XII e XIV, foi analisado conforme os mesmos procedimentos adotados em um estudo de Espanhol falado Moderno, confirmando a hipótese inicial de que não ocorreram mudanças relevantes nessa estrutura discursiva específica.