

EXPLANATORY ASPECT OF SYNTACTIC CLASSIFICATIONS WORKING OUT

Tatiana Sineokova

Abstract. *The paper discusses an explanatory approach to working out syntactic classifications consisting in the explanation of mechanisms of syntactic structures realization under the influence of extralinguistic factors. Typology of structures correlating with types of the speaker's emotional state is given as an illustration.*

Keywords: *syntactic classification, explanatory approach, emotional syntax.*

Introduction

A few approaches to study of the sentence, focusing on its major aspects, have been formed in modern linguistics: constructive syntactic approach, functional syntactic approach and communicative syntactic approach.

Constructive syntactic approach consists in mainly formal analysis of the sentence structure and, accordingly, classifying sentences into simple, compound and complex, complete and incomplete, one- and two-member, etc. It also includes investigation of types of sentence parts relations: coordinative and subordinate, syndetic and asyndetic, etc.

Functional syntactic approach is based on the study of syntactic functions of words and word combinations in the sentence. Different schools offer various classifications of the so called "parts of the sentence", reflecting their views on the hierarchy of the elements' syntactic positions.

Within communicative syntactic approach sentences are classified according to their communicative purpose into declarative, interrogative, imperative, exclamatory. Another aspect of this approach is connected with the study of the communicative value of sentence parts ("actual division of the sentence").

Heterogeneity of existing approaches may be explained by the fact that the subject matter of syntax – the level of sentences – is more connected with extralinguistic reality than any other level of the language system. Yu. Skrebnev, a specialist in colloquial syntax, pointed out: "The sentence's function is manifested not on the higher level but in reality itself, <...> registration of a sentence border depends on extralinguistic conditions of its realization and is not regulated entirely by the language system" [Skrebnev, 1985].

This extralinguistic conditioning – influence of a wide range of biological and social factors that determine the specific nature of speech constructions – shows the necessity to work out interactive classifications, including both extralinguistic features and their linguistic manifestations and reflecting relationship between syntactic units and their extralinguistic correlates.

The peculiarity of such classifications is that they possess an explanatory force, i.e. make it possible to answer the questions *in which situation* and *why* different specific syntactic constructions are realized. No doubt, the main task of a syntactic study is to reveal formal structural features and work out their identification algorithm(s). But linguistic features descriptions in such classifications are based on the knowledge of mechanisms of influence of extralinguistic factors on speech-thinking activity.

Below, as an illustration of such approach, a fragment from a classification of affective speech forms, including different types of repetition, is given.

Explanatory approach to typology of repetition in affective speech

Repetition is the most widely used form of manifestation of emotional meaning in everyday speech. Database from more than 80 plays of modern English and Russian playwrights (identification of the emotional state was made on the basis of the authors' remarks) shows that more than 30% of the examples account for statements with repetition.

There are many classifications of repetitions based on the peculiarities of their distributional (interior / exterior, contact / distant), component (tautological, narrowed, enlarged) and lexical (full, variable) characteristics, as well as semantic value and communicative significance (useful / useless), frequency parameters, etc.

Analysis of formal structural and semantic characteristics of repetitions singled out within these classifications on the material of affective speech showed, however, that correlation relationships between syntactic features and the type of emotional state can be traced only in the most general terms and do not have sufficient predictive potential [Kuznetsova & Sineokova, 2001].

Thus it proved necessary to study in the first place physiological and psychological mechanisms that determine the specificity of repetitions in the state of emotional stress. Types of states are described in: [Sineokova, 2008]. Such an approach made it possible to single out and describe fifteen kinds of repetitions that have significant correlation with the types of affective state: *echo-repetition*, *repetition-confirmation / negation*, *repetition-true question*, *repetition-false question*, *articulatory perseveration*, *repetition-vocative*, *repetition-affective*, *repetition-stimulant*, *focusing repetition (tautological, narrowed, extended, modified, mixed)*, *declining repetition*, *false reasking*.

Four types of repetitions – two exterior ones (*repetition of the interlocutor's words*) and two interior ones (*repetition within the speaker's utterance*) – are under consideration here.

Echo-repetition refers to the exterior type. It is caused by the constriction of the speaker's consciousness on the emotionally dominant semantic element enclosed in the replica of the interlocutor, and may be viewed as involuntary and unconscious:

(1) Miss Mossie. ... And I've brought in a few kind friends to help me.

Mulligan (rising from his chair in blank surprise, and almost echoing Miss Mossie). A few friends to help you? (O'Casey)

This kind of repetition may be pronounced with the affirmative (2), exclamatory (3) or interrogative (4) intonation:

(2) Bernard. Biff just got very angry, I remember, and he was ready to enroll in summer school.

Willy (surprised). He was. (Miller)

(3) George (Toasting him). No, baby ... you almost think you're serious, and it scares the hell out of you.

Nick (exploding) ME! (Albee)

(4) Dame Hatherleigh (a little impatiently). Not that digging! We must dig for the Ark!

Feelim (astounded). Th 'Ark? (O'Casey)

The function of echo-repetitions is similar to that of interjectional phrases. They are a means of expressing an emotional reaction to what was said.

According to the traditional classifications, echo-repetition would be regarded as an exterior single narrowed repetition of the interlocutor's utterance. Such formal features may occur in different functional types of repetitions and correlate with different emotional states. As for echo-repetition, it is a prognostically valid feature of the first hierarchy level to identify the state of dissociation.

Repetition-true question is asked by the speaker to clarify the meaning of what he / she heard. This construction is realized in emotional speech in the state of extreme surprise caused by the words of the interlocutor.

Formally it consists in the repetition of the element / elements (1) or the whole replica of the interlocutor (2):

(1) Mahan. Steer clear of it; get as far away from it as we can! Keep well abaft of it!

Sergeant (puzzled). Keep clear from what? (O'Casey)

(2) Evans (tenderly). Ned told me - the secret - and I'm so happy, dear!

Nina (stammering). Ned told you - what? (O'Neill)

Question word in this kind of structures is repeated in postposition. In some cases, however, when the speaker tries to clarify the information twice, it may be used in the initial position:

(3) Mark (... in a loud, hoarse whisper). What are they to do with them hens us was tellin 'you about?

Feelim (stormily). What hens, what hens? (O'Casey)

(4) Michael (warningly). Hush! Do not speak so loud, or th 'lesser boyo'll hear you!

Sergeant (startled). Lesser boyo? What lesser boyo? (O'Casey)

In some cases, the original affirmative replica of the interlocutor is repeated without structural changes, but with an interrogative intonation:

(5) Abbie (dully). Ye need't. Eben's gone fur him.

Cabot (amazed). Eben – gone fur the Sheriff? (O'Neill)

Repetition-true question should be distinguished from declining repetition and false reasking. Formally they have similar features, but different psychological mechanisms of implementation and, thus, different emotional correlates. Repetition-true question is a prognostically valid feature of the first hierarchy level to identify the state of adaptation ("searching state").

False repetition is associated with impaired intellectual activity of the brain and arising in connection with it difficulties in the selection of the following components of the utterance. Repetitions in this case allow the speaker to collect his thoughts and partially fill a pause of indecision (hesitation):

(1) Man (terrified). I ... I will not do it again (Fugard)

(2) Davey (his accent grows more Welsh in excitement). I'd love you, Nell! I'd love you! I'd – I'd look after you! I'd take you away out of it (Hughes)

False repetition occurs when the speaker is trying to overcome the distorting influence of affect on speech-thought processes. The speaker gradually selects further structural and semantic components of the statements; necessary for thinking breaks are lengthened due to repetition of already implemented ("old") elements.

Such forms are characterized by repetitive arrangement of content elements of the speaker's utterance. As for their component structure, they may be narrowed (2) and extended (3) repetitions of the original statement:

(3) Peter (wincing as if she had struck him in the face, stares at her with a stricken look of horrified repulsion – with bitter, broken anger). ... I hope you'll be punished – I – (O'Neill)

(4) Biff. You – you gave her Mama's stockings! (His tears break through and he rises to go.) (Miller)

Expanded repetitions are signals of successful (within the frame of affect) flow of the thinking processes; in case of failure, the implementation of statements is characterized by narrowed repetitions.

Semantically valuable are expanded variable types of repetitions, whereas restricted in relation to the initial elements repetitions are meaningfully uninformative. At the same time in terms of the importance of their communicative value, all kinds of false repetitions should be regarded as objectively useful since they allow to plan and implement the further act of communication hindered by affective processes.

Repetition-affective is caused by the speaker's desire to express his or her emotional attitude to what is happening. Its variants are presented by repetitions of words of affirmation and negation *yes / no* and their equivalents, as well as repetitive insults, damnations and curses.

Whereas in unemotional conversations the words *yes* and *no* are normally not used in answers (*Did he enjoy the book? – He did, I believe*), they are frequently registered in speech realized under the influence of strong emotions, especially in an isolated position. In most cases the appearance of these words is not dictated by the need to answer the questions of the interlocutor. It is the realization of impulsive emotional reaction of the speaker:

(1) Papp. You're losing face?

Curio (after a moment of undecision). I - still - YES! Yes, yes, yes. I get tricked into seeing a man in the square and he does not come and NOW I DO NOT BELIEVE HE EVER EXISTED!

(Cameron)

Curses, damnations and insults are also common in affective speech:

(2) Michaela (pulling away from his embrace, swiftly kicking him on the knee). Bastard! Bastard!
(Pinner)

High impulsivity, low level of control over one's actions, urge to give vent to emotions and influence the interlocutor make them typical manifestations of negative affects. Repetitions may occur both inside and outside the structure. Most frequent repetitions are repetitions of determiners:

(3) Amanda. What is the matter with you, you – big – big IDIOT! (Williams)

Frame location of the personal pronoun *you* may be also referred to interior repetitions:

(4) Darrell (he bursts out angrily). You're letting that old ass spoil Gordon, you fool, you! (O'Neill)

It should be noted, however, that the pronoun *you* repeated in the initial position is of either articulatory or exploratory (searching) type:

(5) Darrell (his anger overcoming him for an instant). You – you mean little devil, you! You do not get that from me – (O'Neill)

Repetitions of insults may be tautological (6), extended (7) and narrowed (8):

(6) Cora (shrieking). You fool. You fool. All these years – (Hellman)

(7) Wilkie (he moves toward Easter, grabs the lapel of his coat with one and as he hits him in the face with the other). You tough guy. You God damned tough guy. (Hellman)

(8) Lavinia (with cold fury). Do not you touch me! Do not you dare! You liar! You! (O'Neill)

Rather often in the state of affect expansion of the initial sentence structure occurs alongside with the elimination of some of its elements:

(9) Christine (stung beyond bearing – makes a threatening move as if to strike her daughter's face). You devil! You mean little – (O'Neill)

According to traditional classifications, this group is presented by a great number of heterogeneous elements. Common mechanism of implementation makes them a prognostically valid feature of the second hierarchy level to identify the state of dissociation.

Conclusion

Taking into consideration regularities of speech-thinking processes in the state of emotional tension makes it possible to develop a classification that allows not only to explain the nature and peculiarities of syntactic elements realization, but also possesses a considerable prognostic potential that makes it useful in solution of identification problems connected with the psychological state of the speaker.

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Authors' Information



Tatiana Sineokova – College of Translation and Interpreting, Nizhni Novgorod Linguistics University, Nizhni Novgorod, Russia

Major Fields of Scientific Research: Cognitive Linguistics, Psycholinguistics, Transformational Grammar, Colloquial Syntax

e-mail: tatyana.sineokova@gmail.com