

CONTENTS

Preface.....i

PART ONE: ASPECTS OF COMMUNICATIVE COMPETENCE

Abstract of the argument..... 1

I.	Introduction -----	7
	1. Previous work-----	7
	2. Communicative competence-----	8
	1. Literature-----	8
	2. Focus and presupposition-----	12
	3. Stress-----	13
	4. Ellipsis-----	15
	5. Intonation-----	17
	6. The complex sentence-----	19
	3. Towards a communicative competence model-----	21
	1. Halliday-----	23
	2. Syntax vs. semantics-----	26
II.	Neutral simple sentences-----	30
	Introduction-----	30
	1. The determination of simple sentences-----	30
	2. The sentence stress in simple sentences-----	34
	1. The sentence stress in the neutral sentence-----	36
	1. Literature-----	36
	2. Observations on stress in English and Dutch-----	38
	3. SVO sentences-----	39
	4. The ordering hypothesis-----	41
	1. The topical stress rule and the rhythm rule-----	46
	5. Other types of simple sentences-----	47
	2. The domain of stress and semantic representation-----	54
	1. Experimental evidence for secondary and tertiary stress-----	54
	2. NSR in SVO and SV IO (indirect object) O sentences-----	55
	3. The remaining sentence types-----	57
	4. NSR and semantic representation-----	63
	3. Qualifiers-----	65

3.	1. Tense-----	67
	2. Modals-----	70
	3. Negation: the truth-operator-----	73
	1. Negation in the neutral sentence-----	73
	2. Negation in the contrastive sentence-----	76
	4. The <u>+</u> EVENT-operator-----	79
	5. Active vs. passive-----	83
	6. The order of application of operators-----	88
4.	The sentence qualifier-----	90
	1. Katz and Postal (1964)-----	90
	2. Ross (1970)-----	93
	3. Different realizations of the speaker's intention: intonation and tone of voice-----	95
	4. Mimicry-----	100
	5. Gesture-----	101
	6. The description of the speaker's intention-----	102
	1. The semantic description-----	102
	2. Representation vs. realization-----	105
III.	The simple sentence within the context-----	110
	1. contextually dependent sentences-----	110
	1. Indefinite vs. definite-----	114
	2. Pronominalization-----	125
	3. Sentential stress and the description of contextually dependent sentences-----	131
	2. Contrastive stress-----	134
	3. Ellipsis-----	140
	1. Some types of ellipsis-----	140
	2. The description of elliptical sentences-----	152
IV.	Complex sentences-----	159
	1. Relative sentences-----	160
	2. Adverbial clauses-----	168
	3. The description of the complex sentence-----	172
V.	Towards a model of communicative competence-----	185

PART TWO: THE DEVELOPMENT OF THE CHILD'S COMMUNICATIVE COMPETENCE

	<u>Introduction</u> -----	191
VI.	The one-word sentence-----	193
	1. The semantic representation of the one-word sentence-----	196

	2. Intonation and gesture-----	198
	3. The description of the one-word sentence-----	203
VII.	The transition from the stage of the one- to the stage of the two-word sentence-----	206
VIII.	The stage of the two-word sentence-----	209
	1. Stress placement-----	211
IX.	A tentative theory for language acquisition-----	217
	1. From a more generic to a more specific developmental grammar-----	225
X.	Systematic deviations. Language acquisition vs. language learning-----	229
	1. Incorrect application of intonation-----	233
	2. Systematic pragmatic deviation at the verbal level-----	235
	3. Systematic errors with respect to reference-----	239
	4. Discussion-----	242
	Notes-----	248
	References-----	256
	Subject index-----	262
	Index of names-----	263