Introdu	action — A bio-bibliographical note	15
Снаг	TER 1:	
	he use of language can achieve for two individuals and how the speakers' ces are built up	
1.1	Choice of the text to be analysed: Scene III/8 of the play <i>Der Schwierige</i> by Hugo von Hofmannsthal	32
1.2	Situation of the two partners at the beginning of their dialogue	33
1.3	Analysis of the decisive part of the dialogue — the goals aimed at by the participants and the basic forms of using speech	34
1.3.1	Exchanges 1-4: Helen clarifies her position towards Hans Karl; the basic forms of "call by name" and "statement"	34
1.3.2	Exchanges 5-12: Hans Karl tries to find out what "has happened"; the basic forms of "yes-no-question - wh-question - request"	
1.3.3	Exchanges 13-16: Helen's coat as a piece of evidence for her resolution; negation of the opposite instead of a simple positive statement	
1.3.4	Exchanges 17-33: Hans Karl should explain his return and tries to, partly helped and partly disturbed by the reactions of Helen	
1.3.5	Exchanges 34-50: Helen, disturbed for a moment, does not give up, she presents to Hans Karl her own view why he returned – and he accepts	44
1.3.6	Exchanges 51-66: Helen reveals what she would have done for Hans Karl and succeeds in giving him confidence in himself and in their love	47
1.4	Summary: the objectives aimed at by language use in general and	49
1.5	A look at pragmatics: the five basic ways and the different special objectives, special effects aimed at by the use of language	50
1.6	A look at grammar: the units "sentences" and "clauses" — inner organisation of clauses, the notion "verbal semanteme" — different conceptual levels, "dominant parts" and "content parts"	52
1.6.1	Various grammatical concepts and terminologies in different linguistic "schools"	

1.6.2	Sentences ("Sätze") and clauses ("Propositionen")	52
	A first look at the inner organisation of the verbal clauses: an "organising center" and different "slots" in it and around it	53
1.6.4	Running analysis of the clauses in the utterances 1-12; the notions "verbal semanteme" and "dominant parts" versus "content parts"	54
1.6.5	General results of the analyses presented here	59
1.0.5		
	TER 2:	
	are words? Results of experiences and means to cope with new exces — Spoken and written word form — Degrees of definiteness of the ng sides — Words as mere components in higher syntactic units	
2.1	Text choice	61
2.2	Notes drawn and notes in words, a first interpretation	61
2.3	Drawings as "primary creations" — texts in words as "mediated creations"	65
2.4	Linguistic terms for "words in the mind – words in the acts of use": Saussure "langue – parole", Chomsky "competence – performance"	. 66
2.5	The meaning sides of the words and the two kinds of word forms: spoken words and written words – different interrelations	. 67
2.6	Different degrees of definiteness of the meaning sides of the words	. 72
2.7	More on grammar: words as components in syntactic combinations below the level of the verbal clauses – formal and semantic patterns	. 77
2.7.1	General remarks on the interrelations of lexicon and grammar, over and above the organisation in clauses	. 77
2.7.2	Plural versus singular, "think of more than one of the units named"	. 78
2.7.3	and the distances	
	to them, using numbers, countable nouns and prepositions Special characteristics of something signalled by combining the	
2.7.4	respective nouns with adjectives – developing "higher meaning sides"	79
2.7.5	Presenting something as already known, individually, or as to be selected arbitrarily from the whole class named here	
2.7.6	Higher meaning sides formed by combining two or more nouns — different semantic relations based on the same morphosyntactic structures	
2.7.7	The special semantic relation "something/somebody belongs to somebody/something else"; outlook on general possibilities	
2.7.8	Special intensity of something which can exist in different degrees, different intensities — "intensifiers" or "grading parts"	
2.8	Summary: words are results of categorising experiences; we use them to form texts – with ever new categorising of "what we will say"	

CHAPTER 3:

Creation of words in modern times — I	Learning new	words at adult	age —	How
children learn to read and to write				

3.1	Creation of new words: constitution of the meaning sides — reasons for the choice of a word form, acoustic and written
3.1.1	Preliminary remarks
3.1.2	An attractive name for a new type of chocolate — word forms and advertising
3.1.3	Names for a new type of motor car produced in two versions, choice of word forms in light of good advertising effects
3.1.4 3.1.5	Acts of name-giving by group consensus, especially in the natural sciences 88 Acts of individual name-giving: newly coined words in natural sciences and
3.1.6	Names for political institutions, laws, etc. — entire word groups or long compound words, often with short forms in few capital letters
3.1.7 3.1.8	Words as programmes, as challenges to traditional behaviour
3.2	Understanding and learning new words at adult age
3.2.1	The very existence of languages depends upon uncountable acts of creating words and learning words in their grammatical structures
3.2.2	An example of learning words at adult age, in reading a text, that is, in one-way communication with a text
3.2.3	General results of such detailed descriptions: New words are learned in context, in whole situations, using everything we already know
3.3	The presence of "foreign languages" for all of us in the modern world — multilingualism not as an exception, but as a rule
3.4	A look at the ways of systematically learning foreign languages: as much "immersion" as possible, as much analysis and grammar as useful
3.5	The most important step for taking part in modern communication and acquiring a broad language competence: learning to read and write 98
3.6	Five short case studies — very different ways to the same goals, depending upon children's different characters
3.6.1 3.6.2	Learning to read looking at a short poem known by heart
3.6.3	Learning to read based on an entire fairy tale heard many times and now known by heart
3.6.4	Learning to read by studying the words written by others on the drawings one has made
3.6.5	Learning to read with special aids developed by the teacher, on the basis of careful observations made in the course of her reading lessons

3.7	Some general conclusions, recommendations for parents and teachers in kindergarten and the first years of primary school
3.8	A brief look at the development of writing skills — how far is correct spelling indispensable for a text?
Снар	
Origin non-vei	and growth of language competence in early childhood, from first bal communication to sequences of fully organised finite clauses
4.1	Language development in children is the precondition for the life of this language – and it begins at the very first days of each child
4.2	Initial communication between the child and his contact persons: recognising faces, voices, "tones", gestures, sentence melodies
4.3	The children's exploring the use of their own speech organs, from crying to the production of various single sounds, often in entire "dialogues"
4.4	On the way to acquiring words: forming notions as "fixed points in the performance of actions", becoming meaning sides of words, or not 112
4.5	What can we know about the "meaning units with sound shapes" in the mind of children before a child uses them in his/her own speech? 113
4.6	From the silent use of an already created competence to its use in spoken texts – mostly with words in simplified phonetic form
4.7	To what extent the meaning sides created by children themselves are sufficiently "congruous" with those in adult language?
4.8	The progress of a child from uttering first one-word sentences to fully developed verbal clauses; pragmatics – semantics – morphosyntax 122
4.9	Language development in the two younger children of the same family — partially different sequences of individual steps, but equivalent results 127
4.10	Instead of a summary: an attempt to give an overall picture, generalising what became evident in the examples of the three children 135
	The primary importance of the "pragmatic" aspect — look at the wide range of different objectives to be attained by producing sentences
	Early use of verbs, in different forms: infinitive – past participle – ordinary finite forms – imperative; present tense and perfect
	Early use of dominant parts to express the state of mind of an individual or to signal the performance of speech acts
	Early use of complete verbal semantemes: we must distinguish between semantic patterns and requirements for morphosyntactic correctness
4.10.5	Wide range of the "silent storing of language units and patterns" - and for one's own speech: imitation - variation - analogy - creativity

CHAPTER 5:

Crucial for understanding: reference, to a "world" or inside the text -	
and other rhetorical figures — Metaphors, utilising existing words for	new
meaning sides — Motivated word forms	

	B 01000 111001 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100 11100
5.1	Texts are offers to create inner, intellectual-emotional pictures and relations, to be referred to persons, things, etc., existing in a "world" 143
5.2	"Internal reference" in the course of the text, mostly to something said in a preceding part, sometimes to something which is to be expected 145
5.3	To what extent does it make sense to isolate the reference of this or that single word? A plea for an enlarged concept of "reference - referring" 146
5.4	Reference, seen as a general strategy, as the bridge from the world of the speaker/writer to our own worlds in hearing or reading texts 147
5.5	Looking for possible references between word forms, in order to identify and understand new, so far unknown words
5.6	Irony, understatement, exaggeration: Choosing words too strong or too weak, assuming that this will be understood as it is meant 149
5.7	Figurative speech as a means to produce poetic effects — no clear-cut boundaries between metaphors and "ordinary words" 150
5.8	Figurative speech in everyday language: the use of sayings, distinguishing intended meanings and literal meanings
5.9	A borderline case of figurative use: utilising existing word forms to serve for new meanings — thus creating new words apart from the existing ones
5.10	Consequences of this way to create new words for the understanding of these words in the texts
5.11	Word forms connected with more than one meaning side as a source for jokes, puns, plays of words
5.12	Word forms offering aids for storing and retrieving, "motivated word forms" versus arbitrary ones — psycholinguistic aspects
5.12.1	"Simple" word forms, quite arbitrary — word forms containing components which can be used as "semantic hints", as "memory aids"
5.12.2	Limits of predictability — the share of arbitrariness not only in "simple words", but also in derivatives and compounds
5.12.3	General results: no regular predictability, but often an aid for learning and storing the words – used differently by different individuals
5.12.4	
5.13	Conscious analysis - non-conscious processes of organising and continually reorganising the "stock of words" in the brain

5.14	"Folk etymology" – an example of "semantisation of a word form" by a child at the age of three
	PTER 6:
Gramr of wor	nar I — Grammar as a system which permits to produce regular variants ds and to combine word forms to clauses with predictable global meaning
6.1	Grammar as a means to construct combinations of words, in clauses and whole sequences of clauses, with practically predictable global meaning . 165
6.2	Grammar as a help to produce variants of words with predictable meaning sides — grammatical irregularities as an obstacle to fluent use 165
6.3	Grammar as a super-system which includes and combines several cooperating, but heterogeneous subsystems
6.4	How many word classes — how to identify a given word as a member of this or that class?
6.5	The subsystem "conjugation", verbs and entire combinations of verbal parts, in German and in English
6.5.1	The simple finite forms for the three "personae" in singular and plural: from the point of view of semantics in most cases "redundant"
6.5.2	The three non-finite forms, in German and in English — striking parallelism of forms, but very different frequency and different use 171
6.5.3	The simple finite forms for present and past and for the subjunctive
6.5.4	Different combinations of finite forms with non-finite ones — a look at the systems of the tenses in the two languages
6.5.5	Outside the system of the tenses: the imperative, as a special variant for requests
6.5.6	The passive voice
6.5.7	The most "universal" variant in the English verb system: the present participle or "gerund" – a look at its different uses
6.5.8	The conjugation as an open subsystem: free combining of a finite verb or an adjective or a noun with an infinitive introduced by "to"
6.6	The subsystem "declension", for pronouns and nouns, in German also for adjectives — similarities and differences between German and English
6.7	Two kinds of noun phrases: pronoun + adjective + noun, German 'Begleitgefüge' — two nouns, etc., combined, German 'Anschlußgefüge' 181
6.8	The subsystem "comparison/gradation/intensification", the use of mere combinations of invariable words
6.9	The verbless clauses as elementary expressions — the verbal clauses as descriptions, being more or less detailed

6.10	The verbal semantemes as semantic framework to put in quite different components — from a small pronoun to a full verbal clause	186
6.11	Different morphosyntactic requirements in the filling of similar or identical slots in the semantemes in German and English	190
6.12	What degree of formal grammatical correctness is needed to make oneself understood – and to be accepted as a competent speaker?	192
6.13	Requirements and options for the positions of the verbal parts and the slots for <i>Satzglieder</i> in the verbal clauses in German	193
6.14	Positions of the verbal parts, the subjects and the other non-verbal components in English	196
6.15	A Summary for the clauses as units - and the need of a special study of the entire complexes of clauses, the field of the "complex sentences"	198
	TER 7:	
relation	nar II — Complex sentences, morphosyntactic structures and semantic ns in higher units of speaking, embedding of the text as a whole and of f its parts in a pragmatic context	
7.1	Different morphosyntactic structures: coordination and subordination, coordinated clauses and pairs of main clause and subordinate clause	199
7.2	The word order in the main and the subordinate clauses: in English very similar, in German quite different	200
7.3	Extending the range of a verbal semanteme by filling one or more slots not with noun phrases but with complete verbal clauses	201
7.3.1	Subordinate (relative) clauses filling the slots "subject" and "subject complement" in the semantemes with "be/sein"	201
7.3.2	Relative clauses filling the slots "object complement" – in quite different	202
7.3.3	"Defining" and "non-defining" relative clauses	202
7.3.4	Sentences containing non-finite clauses – the exact semantic relations to be found out by the listeners/readers themselves	
7.4	A set of general semantic relations signalled primarily by combining two verbal clauses, secondarily by special filling of an additional slot	203
7.4.1	Preliminary remarks	203
7.4.2	Time and condition purpose	204
7.4.3	Cause, reason, wanted effects, unexpected effects, concessions, realisation in spite of obstacles	205
7.4.4	"Sameness" and "difference", identity, similarity, same or different intensity, measures of difference	

7.5	The most frequent semantic relations: presenting facts, thoughts, etc., on different conceptual levels, dominant parts and content parts
7.6	A special case: clauses containing negations of different type, independent and in pairs of main clause and subordinate clause
7.7	A look at the frequency and distribution of the formal possibilities and the semantic relations between clauses in complex sentences
7.7.1 7.7.2 7.7.3	Preliminary remarks, choice of the units to be looked at and counted
7.7.4 7.7.5	Results and discussion, part 2: different presentation in units of speaking, single clauses and pairs of clauses
7.7.6	importance of repeated acts of reference
7.8	Grammar and words — some concluding remarks
How	PTER 8: old are our words, meaning sides and word forms, and our grammatical ories and patterns? Great changes and yet very often remarkable stability
	of this language - word forms and meaning sides together
8.2	Changes in the word forms without "becoming another word" – no corresponding changes in the meaning sides
8.3	Changes in the meaning sides are mostly quite independent from changes in the word forms
8.4	Going deeper into the past by comparing old words of one language with correspondent words in other (still older) languages
8.5	Reconstructing, on the basis of such comparisons, a "common preceding language", called "Indogermanisch" or "Indo-European"
8.6	Should we assume "strict sound laws" or rather "casual modifications of the linguistic behaviour under different influences"?
8.7	Words of quite different age and different origin side by side in the same text
8.8	A MARIE TO THE STATE OF THE STA
	A glimpse at the history (and pre-history) of our grammatical categories and patterns

8.8.1	The situation of today and different possible views on the age of the different subsystems	232
8.8.2	Consisting of the or mounts and invariance words	233
8.8.3	A glimpse at the grammar of ancient Greek: a comparable system, but much more "mutual penetration" of the verbal and the nominal subsystem	235
8.8.4	The cases, in these old times already, were used to fill the slots in the verbal semantemes — these slots being decisive for their understanding	238
8.8.5	Often used in all periods: the two kinds of noun phrases, "noun with pronoun and/or adjective" and "main part + connected part"	239
8.8.6	The other categories in declension: from three numbers to only two — from "animate versus inanimate" to "masculine – feminine – neuter"	
8.8.7	At the very beginning there were presumably invariable words only – and such words are still of crucial importance in the languages of today	
8.8.8	In the field "comparison, gradation": in the ancient IE languages side by side invariable words and the use of cases	
8.8.9	Summary: no real proof, but high probability that conjugation is the newest subsystem, declension an older one, invariable words the oldest	
8.9	Great changes over great times – but also remarkable stability, especially over the lifetime of each single language user	
8.10	To what extent are we able to recognise the reasons for the creation of just these categories and patterns and just these acts of changing them?	246
	PTER 9:	
Truth as a m	or lack of truth in texts — How to decide whether true or not — Fiction acro-class of texts, appropriate use of fictional texts	
9.1	From grammar, history and pre-history back to the problems of understanding in general and to "pragmatics"	248
9.2	"Truth values" of correctly formed sentences in logical systems — quite different criteria of truth in texts in natural languages	248
9.3	Decisions "true or not true", so often needed: to what extent are they possible at all?	249
9.4	Why is it often so difficult to "tell the truth", even with the best intentions to do so? Actual observations - mere reconstructions?	250
9.5	Two principles to obtain "relative truth": the "principle of plurality of judging persons" and the "principle of coherence"	251
9.6	Fiction versus non-fiction: a special class of texts, with special kinds of reference and special relations to "true or not true"	
9.7	Facts in works of fiction – elements of fiction in presenting indubitable, carefully investigated facts	

9.8	The existence of a class "texts of fiction" is by no means "natural", it is a product of societies of advanced civilisation
9.9	Truth, invention, lie, conscious fiction in the mental and linguistic development of children – and in general
9.10	Be it fiction, be it non-fiction: what matters is the appropriate use, a conscious use, in full awareness of the situations
	CLUDING CHAPTER:
Ideal	language and real language - as seen by an author of fictional texts
1 T	he text: Das Glasperlenspiel (The Glass Bead Game) by Hermann Hesse 262
2 T	he glass bead game as an ideal language
3 C	Constitution of this language: "langue" and "parole"
4 T	the achievements of an ideal language for its users
5 L	imitations of this ideal language
	accepting and using language and transcending language: ne human existence
Subje	ct Index
Word	ls looked at in some detail
Biblio	ography