Research in the supporting sciences

PHONETICS AND PHONOLOGY

86–374   den Os, Els. Vowel reduction in Italian and Dutch. *PRIPU* (Utrecht), **10**, 2 (1985), 3–12.

Durational vowel reduction was investigated in Italian and Dutch on the basis of data of two male speakers of each language. Spectral vowel reduction was investigated in Italian, and this language the relationship between both types of reduction was also dealt with.

Two variables were incorporated: the opposition between stressed and unstressed vowels, and the opposition between normal and fast speech rate. No language-specific differences in durational and spectral reduction were found. Durational reduction did not automatically result in spectral reduction, and there seemed to be a limit for spectral reduction in Italian. The variation in vowel length turned out to be less in Italian than in Dutch.

86–375   Johns Lewis, Catherine (Aston U.). Consonant harmony and lexical diffusion: a study in language acquisition. *MALS Journal* (Birmingham), **9** (1984), 133–47.

Many of the phonological characteristics of early child language are well documented, including consonant harmony. It is impossible to account for this process in isolation from the lexical level. Consonant harmony spreads through the lexicon, but the diffusion is neither complete nor consistent. In addition, classes of sound behave quite differently in actualisation of the harmonisation process, (denti-) alveolars being more assimilable than the more peripheral articulatory classes, labials and velars. The implementation of harmonisation in the lexicon during language acquisition can be likened to the progress of phonological change through the lexicon, traditionally studied by dialectology, historical linguistics, and sociolinguistics.

Analysis of the author's daughter's lexical inventory from age 1; 6 to 2; 0 shows that there is a marked preference not simply for consonant harmony as such, but for similarity or near identity in consonant series. This trend is clear in the corpus of early word forms, and there are signs that it may 'spill over' into the period of early lexical compounds. However, it is significant that a third of all those items that could potentially undergo harmonisation do not in fact do so. It may be concluded that consonant harmony has never at any stage penetrated the entire lexical inventory. Competing phonological processes have intruded before harmonisation is complete.

86–376 Local, John and Kelly, John (U. of York). Notes on phonetic detail and conversational structure. *Belfast Working Papers in Language and Linguistics* (Belfast, N. Ireland), **7** (1982) [publ. 1985], 1–15.

Detailed impressionistic phonetic transcription of texts previously transcribed by a conversation analyst in modified standard orthography revealed that the CA transcriptions were systematic and consistent with regard to pausal phenomena, audible respiratory activity and overlapping turns but arbitrary and inconsistent with regard to features of tempo, pitch, loudness and vowel quality. Particular attention was paid to the conjectional item *well* and to silent pause. Unaccented tokens of *well* without following pause were shown to vary systematically in their final articulation according to whether the ensuing stretch was of reported speech or not. The initial articulation of accented and unaccented *well*-tokens was 'tight' only in repair sequences. This latter feature is seen to be related to the more general phenomenon of glottal closure as a device in turn-holding. Another sort of pause associated with oral and/or glottal release and 'trail-off' conjunctionals (*uh, so* etc.) pronounced with centralised vowel and lax, creaky phonation and with diminuendo and rallentando was seen as signalling a possible turn transition. Interlocutors appeared to respond systematically to these signals.

86–377 Maddieson, Ian. Borrowed sounds. *UCLA Working Papers in Phonetics* (Los Angeles, CA), **61** (1985), 51–61.

Investigation of 184 borrowed phonemes in a wide variety of languages showed that segments are most likely to be borrowed when the phonological structure of the language in question is conducive. (1) Almost half the loan segments fill a gap in the existing inventory, where they differ minimally from two or more existing segments in respect of place and manner of articulation (e.g./p/ is added to /t, k, b, d, g/). (2) 19 loans fill a gap by creating a new manner series (e.g./b, d, g/ are added to /p, t, k, m, n, ŋ/). (3) 14 loans involve the promotion of an existing allophone to phonemic status (e.g./v/ is added where [v] has been an allophone of /f/). (4) 54 loans create a new manner series but at a place where only one segment existed. (5) 4 loans create a new place of articulation. (6) 6 loans create a new place and manner of articulation. The predominance of cases under (1) to (3) (123 out of 184) indicates that segments closer to the existing resources of the recipient language are those that are most likely to be borrowed. Furthermore, many loans in (4) to (6) are dubiously integrated, e.g. appearing only in marginal styles or being modified towards existing sounds.

A simulation of segment borrowing demonstrated that the actual borrowing patterns differed from those predicted by segment frequency and patterns of inventory structure. It is claimed that the observed borrowing patterns condition the prevailing typical phoneme inventory size of 30 ± 5.

86–378   Piper, Terry (U. of British Columbia). Successive approximations in second language phonology. *Canadian Journal of Linguistics* (Toronto), **29**, 2 (1984), 135–56.

The second-language learner's developing phonology is influenced by many factors other than the system of his first language: age, degree of motor control, proficiency, learning situation, personal learning style and communicative function. In particular learners use a process of successive approximation to L2 norms. The progress of twelve 4·6- to 5·2-year-old immigrants in an English-speaking nursery was monitored for ten months [details of method]. The number of errors during the period of study did not decrease with increased exposure to the language. 98 % were consonant errors. Evidence of systematic evolution is shown by considering the learners' attempts at interdentals, word-final fricatives and other consonants in word-final position and in clusters. The children were in general able to imitate interdentals and other consonants (apart from fricatives) successfully in the initial stages. In later stages (and in initial stages for fricatives) they moved systematically away from target sounds by substituting neighbouring sounds (for interdentals), devoicing (final fricatives) and deletion (of other consonants). In the final stage they moved successively closer towards the target. Learners appeared to be aware of the systematic nature of what they were learning but to pass through a succession of 'approximate systems'.

86–379   Quené, Hugo. Word boundary perception in fluent speech: a listening experiment. *PRIPU* (Utrecht), **10**, 2 (1985), 69–85.

Perception of word boundaries (assumed implicitly in e.g. the cohort theory regarding word recognition in fluent speech) may be achieved by means of top-down as well as bottom-up information. This paper describes the first part of an investigation into the bottom-up (acoustic) boundary markers in Dutch: a listening experiment is reported here in which combinations of two words with an ambiguous boundary position (excerpted from fluent speech) were used as stimuli. Results show that (1) listeners are very well able to detect word boundaries, (2) word boundaries are best perceived in C # V context, and (3) sonorants are more often correctly perceived as initial or final than plosives or fricatives. Besides, no (top-down) influence of word frequency on the perception scores could be established.

86–380   van den Broecke, M. P. R. and Westers-van Oord, A. M. Syllabic vs. morphemic organisation of the speech of pre-school children. *PRIPU* (Utrecht), **10**, 2 (1985), 33–44.

A study of whether children who have not yet been influenced by orthographic word division rules, which are syllabic in Dutch, split words on a morphemic or syllabic basis. They were made to slow down their speech rate to a point where within-word pauses were introduced. It turned out that there is a strong preference for syllabic pausing behaviour, but that phonetic considerations resulting in nonmorphemic nonsyllabic pauses play an important role as well, particularly in words containing an

intervocalic plosive geminate, and those ending with the diminutive suffix *-je*. In the latter case, this ending is mostly combined with the preceding consonant to form one articulatory gesture, regardless of syllabic or morphemic consequences.

86–381 van Wijk, Carel and Kempen, Gerard (U. of Nijmegen, The Netherlands). From sentence structure to intonation contour (an algorithm for computing pitch contours on the basis of sentence accent and syntactic structure). *Germanistische Linguistik* (Marburg, FRG), **79/80** (1985), 157–82.

An algorithm that determines what syntactic information in the surface structure of an utterance (parsed and with sentence accents marked) is relevant for intonation and then computes an appropriate contour is described and explained. Grammatical analysis is in terms of Incremental Procedural Grammar surface structure trees and output contours are represented in 't Hart and Collier's notation for Dutch [details]. Higher level determinants (conceptual and syntactic) condition the eventual phonetic realisation, taking into account such factors as speech rate, incremental sentence production, supra-sentential contours and declination. As part of a psycholinguistic model, the prosodic component is assumed to operate as a fully integrated part of the sentence-production process.

86–382 Wallet, Jean-Marie (INSA, Lyon). Facteurs d'intelligibilité de l'anglais au téléphone. [Intelligibility factors in telephone English.] *Bulletin de l'Institut de Phonétique de Grenoble* (Grenoble), 14 (1985) 129–58.

An intelligibility test on 40 English sentences commonly used by French PTT and British Telecom telephonists was used to define a number of factors governing the intelligibility of the English spoken by operators and subscribers on the telephone. Sounds and clusters of sounds enhancing or deterring intelligibility were singled out as well as the best ratio of the number of stressed syllables to the total number of syllables per sentence. The part played by context within sentences was shown. It was also noticed that as the speech rate increased, the English listeners understood the English speaker better just as the French listeners understood the French speaker better. These observations have been used to improve the quality of the French international telephone service.

86–383 Wenk, B. J. (Max-Planck-Inst. für Psycholinguistik). Speech rhythms in second language acquisition. *Language and Speech* (Hampton Hill, Middx), **28**, 2 (1985), 157–75.

How do second-language learners whose mother tongue (L1) is rhythmically distinct with reference to the target language (L2) move from one system to the other? A descriptive model elaborated to account for the rythmic organisation of French and English (Wenk & Wioland, 1982) is applied to the speech of French learners of English to identify the particular types of cross-linguistic influence operating therein. The following hypothesis is tested: in moving from the 'trailer-timed' rhythmic groups of French to the 'leader-timed' rhythmic groups of English, learners pass

through a transitional stage characterised by the production of rhythmic groups which, while displaying features of both the L1 and L2 systems, are unique to the learner's 'interlanguage.' Evidence is presented for the existence of transitional rhythmic groups involving idiosyncratic distribution of articulatory energy as perceived in vowel reduction patterns of the interlanguage. The phenomenon varies according to speech task (increasing progressively from word-repetition to freer speech to imitative readings of complete sentences) and characteristically surfaces in intermediate-level speakers who wrongly identify words containing pre-tonic reduced syllables (e.g. 'J*a*pan') with rhythmic groups (or feet).

SOCIOLINGUISTICS

86–384   Aasheim, Elisabeth D. Kulturkonflikt og sosial tilpasning – konsekvenser for læring. [Cultural conflict and social adjustment – the consequences for learning.] *Kontaktblad for Norsk som Fremmedspråk i Norge* (Oslo, Norway), **3/4** (1984), 54–64.

The process by which migrants and refugees adjust to life in Norway is long and often painful, and has consequences for the learning situation. The adjustment process cannot be said to be complete until the individual feels a sense of equality with other members of his/her new community. The teaching of Norwegian is a crucial part of the process: only through communication with the social environment can the immigrant begin to grasp the new culture. A model of the adjustment process is offered, which contains five stages: the meeting of fundamental needs, such as employment or training, and short-term financial security; the ability to solve practical problems, e.g. travel by public transport, visits to the doctor; the ability to deal with stress (by talking about problems and seeking help, rather than taking refuge in violent behaviour, alcohol, etc.); self-respect, a sense of purpose, and a feeling of contentment as a result of acceptance of the situation; cultural adjustment or integration, when the immigrant achieves a balance between his/her own cultural heritage, and adjustment to Norwegian society. This process may take many years, particularly in individuals who have suffered some trauma in their own country. Some form of culture shock is almost inevitable, and this too may fall into a number of stages: a period of being overawed by all that is new and foreign; a sceptical or aggressive phase, in which the new culture is compared unfavourably with the old; a stage of gradual improvement, in which the individual begins to understand the new culture; a final phase, in which he/she learns to accept, and even value, the new culture, and to integrate elements of both the old and the new.

Attitudes – to oneself, to schooling – are closely bound up with language: language is more than a passive channel for the expression of ideas, it is our most essential means of forming attitudes to, and interpretations of, our surroundings. For immigrants, the transition from one language to another involves a shift in thinking and in cultural attitude, as well as the learning of new sounds and grammatical structures. Immigrants going through the Norwegian school system have in addition to cope with

textbooks which portray subjects such as history from a wholly European perspective; there is a need for greater internationalism in teaching materials. Help is also needed for second-language students in coping with reading advanced academic texts, and a co-ordinated programme of text simplification would save individual teacher labour.

A model of second-language learning is proposed, in which they two stages correspond to students who have yet to achieve threshold-level competence, and those who have already done so. These stages also approximate to Cummins' 'basic interpersonal communication skills' and 'cognitive academic language proficiency'. The latter is thought to transfer more easily than the former between languages, and thus immigrants are again at a disadvantage, as their first language is unlikely to be as highly developed as that of Norwegian students.

86–385 **Safder Alladina,** (U. of London Inst. of Ed.). South Asian languages in Britain: criteria for description and definition. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **6**, 6 (1985), 449–66.

In the last 100 years linguists and philologists have attempted to come to terms with the linguistic diversity among the South Asian people. With the growing interest in the teaching and maintenance of South Asian languages in Britain, description and definition of the South Asian languages has become a prerequisite to any recommendation or policy decision. However, this exercise cannot be conducted simply through genetic, historic or contrastive analyses in the tradition of the 'linguacrats' of the British Empire or the 'unitarianists' of the first half of this century in South Asia. Recent developments in the field of linguistics, particularly in South Asia, have to be seriously considered. The questions of culture, choice of scripts, language loyalties, identity of the speakers, and language needs as perceived by the speakers have to be included in language definitions. These considerations are of particular relevance to Hindi and Urdu, especially if by mother tongue teaching, it is meant that all forms of a language, including the written form, will be taught in schools. Ethnolinguistic diversity is being increasingly recognised as a worldwide societal asset which should be valued and encouraged through the language and education policies in all multilingual societies.

86–386 **Auer, J. C. P.** Einige konversationsanalytische Aspekte der Organisation von 'Code Switching' unter italienischen Immigrantenkindern. [Some conversation-analytic aspects of the organisation of code-switching among Italian immigrant children.] *Revue de Phonetique Appliquée* (Mons, Belgium), **58** (1981) [publ. 1985], 126–48.

Using a study of conversations between four children of Italian guest-workers in Germany and their adult family, it is argued that the motives for code-switching among bilinguals are to be found not so much in the social roles, situation and domain, as is frequently claimed, but in the linguistic and semantic features of the conversation text itself. The choice of language is made not by an autonomous speaker but in deference to the hearer. Code-switching coincides systematically with stages in the progress of the conversation and is a practical device for communicating. Transitions

from one language to the other are triggered by the rhetorical needs of the interlocutors and is a shared interactive effort, not something imposed by pre-existent outside constraints. Research into code-switching should begin with the analysis of actual conversations, not assumptions about roles and domains. These arguments are supported by substantial quotations from the coversations, which give the lie to the belief that ethnic minorities use the ancestral language to express their national identity.

86–387   Brown, Bruce L. and others. Speaker evaluations as a function of speech rate, accent and context. *Language and Communication* (Oxford), **5**, 3 (1985), 207–20.

A 153-word passage was recorded six times by a bi-dialectal speaker, at three speeds (fast, normal, slow) and in two accents (Welsh, RP). Each version was played to 20 medical students, 10 with, 10 without an accompanying 'explanation' that it formed part of a lecture. The 120 subjects were asked to rate the speaker on dimensions such as intelligent/not-intelligent, kind/unkind.

As expected, ratings on competence attributes such as intelligent, ambitious and active were higher for RP than Welsh, and for faster speech than slower. Against expectation, benevolence ratings were not higher for Welsh, nor was their relation to speed as predicted. The main hypotheses, however, were that the addition of contextual information 'explaining' a slow speed rate would remove negative judgements of this, and that it would have no effect on judgements of accent. Both these hypotheses were confirmed. The results of previous studies where such information was not given may therefore be considered suspect.

86–388   Hudson, Dick (U.Coll., London). Sociolinguistics in grammar. *Sheffield Working Papers in Language and Linguistics* (Sheffield), **2** (1985), 1–27.

Unlike a number of current linguistic theories, word grammar is able to take account of the effects of differences between speakers and situations on linguistic forms. It is not only a useful analytical device but also an explanatory theory of language structure which predicts that what we know about linguistic form includes knowledge of a sociolinguistic type. For example, the word *jolly* might have associated with it speaker-type properties like 'elderly', 'male' and 'educated'.

The properties discussed by, for example, Bell in his theory of 'audience design' should in fact be assigned to speakers, not to the audience.

86–389   Kachru, Yamuna (U. of Illinois). Discourse analysis: non-native Englishes and second language acquisition research. *World Englishes* (Oxford), **4**, 2 (1985), 223–32.

A central finding of discourse analysis research, i.e. that shared sociocultural and linguistic conventions are relevant in communicative interactions, should be extended to studies in second-language acquisition. Current SLA studies do not sufficiently acknowledge the reality of diverse, valid world 'Englishes' and the impact on the

communicative needs and norms of ESL speakers. Via consideration of various non-native varieties [tabular data/examples], the author claims that the linguistic differences explored are a result of pervasive L1 and socio-cultural influences.

Current notions of 'native speaker', 'communicative competence' and 'error' need to be re-examined; ESL teachers should be sensitive to the linguistic and socio-cultural norms of their students. To prevent pragmatic failure, the acceptability of non-native dialects must be recognised and research shifted away from the traditional focus on native varieties. Such research could generate empirical descriptions of these different Englishes and study the implications of international versus regional differences in regard to acutal learning/teaching.

86–390 Leith, Dick (Birmingham Poly). Tudor London: sociolinguistics stratification and linguistic change. *MALS Journal* (Birmingham), **9** (1984), 47–64.

Traditional historians of English (e.g. Potter, Barber) fail in their histories to take into account social stratification, linguistic domination and regional variation. In discussion of Early Modern English they elevate the concepts of nationhood and individual endeavour above social class and economic constraint; they mistakenly view language as a living organism capable of change without the intervention of its users; they draw on, with uncritical acceptance, scholars and observers of a particular class, e.g. entrepreneurs, courtiers and the like.

Stone's model of Tudor society is cited to give an indication of the social and economic factors underlying the undeniable sociolinguistic stratification evident there. Using Stone's model, a sociolinguistic explanation of the change in the use of *you*/*thou* in this period is given, making use of the notions of power and solidarity.

86–391 Milroy, James (U. of Sheffield) **and Milroy, Lesley** and (U. of Newcastle-upon-Tyne). Linguistic change, social network and speaker innovation. *Journal of Linguistics* (London), **21**, 2 (1985), 339–84.

Linguistic innovations are normally transmitted from one social group to another by people who have weak ties with both groups. In situations of mobility or social instability, where the proportion of weak links is consequently high, linguistic change is likely to be rapid. These claims are supported by empirical observations.

The evaluative notion of prestige (overt or covert) has no part to play in this model. Conversely, a comparison of the diffusion mechanisms and distributional patterns of /a/ and /ɛ/ in Ulster shows that elements originating from the same (rural) dialect can take on entirely different social values in their new urban context.

86–392 Selting, Margret (U. of Oldenburg, FRG). Levels of style-shifting – exemplified in the interaction strategies of a moderator in a listener participation programme. *Journal of Pragmatics* (Amsterdam), **9**, 2/3 (1985), 179–97.

This paper investigates speech styles and style-shifting in the speech of the moderator of a German radio participation programme. Style-shifting is shown to affect several distinct linguistic levels: phonetic, morphophonemic, syntactic, and lexical. The

functions of style-shifting are related both to the discourse context and the broader institutional context.

Relying on listeners' co-occurrence expectations with respect to language use in contexts and exploiting listeners' evaluations of processes of speech convergence and divergence, the moderator uses stereotypic markers at different style levels in locally strategic functions in discourse. On the one hand, thematic development is controlled by reinforcing obligations on the addressee. On the other hand, global social reciprocity patterns are constituted and secured. Patterns of reciprocity vary with different types of addressees.

The conversational analysis of language variation shows that variation is not only a quantitative correlate of regional, social and contextual parameters as predominantly conceived of in sociolinguistics. Language variation is furthermore used as a means to signal social and interactive meaning in conversations.

86–393 Vanikar, Ranu (M.S. U., Baroda, India). Crossing cultural bridges: a model for mapping the extent of bicultural awareness. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **6**, 6 (1985), 437–47.

Learning a new language enables us to contact another community and another culture. Learning English enables us to communicate with several communities and several cultures. English mirrors the culture of not only the native speaker in USA, Britain, Canada or Australia but also the culture of the non-native speaker in several countries of South-East Asia and Africa. With the present spread of the English language it may no longer be tenable to refer to it as culture-specific. To uphold native varieties of English as models and at once to advance the view of English as the language across cultures seems self-defeating. To insist on drawing distinctions between English for international and intranational purposes is a compromise (Smith, 1983). Ultimately what needs to be faced is the larger issue of establishing appropriate models for teaching English for international purposes. Therefore to advocate the teaching of English for international purposes alone would perhaps be more pragmatic. To consider the distinction between learning and aquisition in first language and second language learning (Krashen, 1981) may be useful in underlining the difference between international and intranational models. If the teaching of English for international purposes be the ultimate aim, then the learning of English for intranational use may be viewed as within the period of transitional competence. English teaching programmes in non-English-speaking countries should not seek compromises; instead they should aim at crossing cultural bridges in order to achieve multicultural competence. It would hardly seem worthwhile to include the teaching of Indianisms in English to Indians for intranational use. For one reason, many categories of Indianism fall under the interlanguage hypothesis and are found to occur in different stages of fossilisation. Besides, the second, more complex issue is one of culture learning. It is here that one would press for the teaching of English for discovering other cultures rather than for exposure to one's own. The process of second language acquisition may then be viewed as encounters between shifting versions of one's native culture and other cultures. The paper aims at providing a

basis for reviewing cultural transmission in learning English as a second language. What is contended here is that language learning is culture learning and cultural competence consists of the ability to draw from any culture, native or other, with a sense of discernment and purpose.

PSYCHOLINGUISTICS

86–394   Camarata, Stephen (Pennsylvania State U.) **and Leonard, Laurence B.** (Purdue U.) Young children pronounce object words more accurately than action words. *Journal of Child Language* (Cambridge), **13**, 1, (1986), 51–65.

Young children's productions of novel words serving as names of objects and actions were compared. Although the object and action names were matched according to consonant and syllable structure, accurate production of newly emerging consonants was greater for the object words for each of the measures used: spontaneous production and unsolicited imitation during the word-exposure sessions, and responses to production probes administered during and following the exposure sessions. These findings are attributed to the fact that action words have greater semantic complexity than object words, and that the increased processing requirements involved in referring to actions reduce the capacity to use newly developing sounds in these words.

86–395   Caselli, M. Christina (CNR, Rome) **and Devescovi, Antonella** (U. of Rome). Sentence comprehension in Italian children from two to five years of age. *Journal of Italian Linguistics* (Dordrecht), **7**, 2 (1985), 1–17.

Most studies of the development of sentence comprehension in children and the relationship between grammatical and lexical information in the strategies used, have concerned English-speaking children. However, cross-linguistic studies involving Serbo-Croat and Turkish children (both are inflected languages) indicate that the developmental priority of word order is not a language universal.

Word order in Italian is freer than in English. Forty middle-class native Italian-speaking children aged $2\frac{1}{2}$, $3\frac{1}{2}$, $4\frac{1}{2}$ and $5\frac{1}{2}$ years (ten children, five male and five female at each level) took part in an experiment to evaluate the effect of semantic and paralinguistic information in sentence interpretation strategies. A game with toys was devised and the children's responses tabulated. Results supported the theory that children acquire sentence interpretation strategies in a sequence predictable from the information value of cues in adult language. Young children are aware of the need to balance semantic and syntactic information coming from word order, even if they do not handle such a contrast in an adult-like way.

86–396   Chapman, Kathy L. (Case Western Reserve U.) **and others.** The effect of feedback on young children's inappropriate word usage. *Journal of Child Language* (Cambridge), **13**, 1 (1986), 101–17.

This study compared the effects of three types of adult feedback (acceptance, correction with joint labelling, and correction with explanation) on young children's inappropriate word usage. Four children were visited, in their homes twice a week, from the time they were between 1:1 and 1:3 until they were approximately 1:7. Differential feedback was applied by the experimenter whenever the children extended a term to referents that were inappropriate, but similar to appropriate ones. Comprehension and production probes were administered prior to, during, and following the feedback trials to assess changes in word usage over time. Results indicated that the three types of feedback varied in their relative effectiveness in facilitating a positive change in word usage. Correction with explanation was more effective than correction with joint labelling, which in turn was more effective than simple acceptance.

86–397   Dodson, C. J. (University Coll. of Wales). Second language acquisition and bilingual development: a theoretical framework. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **6**, 5 (1985), 325–46.

The theory presented here states that all developing and developed bilinguals, no matter what their age or environment, have a preferred and a second language, specific and general, and that a developing bilingual increases his competence in his second language through an overall fluctuating activity between bilingual preferred/second-language medium-oriented communication and monolingual second-language message-oriented communication, with the former decreasing in inverse proportion to his increasing proficiency in the second language. Both communicative levels are essential and one without the other will handicap the bilingual, whether developing or developed, in his efforts to become, or remain, a balanced bilingual. The theory applies no matter whether individuals acquire a preferred and a second language during infancy or a second or foreign language at a later age, in or out of the classroom. Some of the implications of the theory are then discussed.

86–398   Grosjean, François (Northeastern U., Boston). The bilingual as a competent but specific speaker–hearer. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **6**, 6 (1985), 466–77.

In spite of the fact that half the world's population is bilingual, bilingualism has been studied from the monolingual point of view. A bilingual is not the sum of two monolinguals, each with their own complete, separate and isolatable language competencies. The bilingual possesses a unique and specific linguistic configuration. A more just comparison of bilinguals and monolinguals requires investigation into the nature, structure and organisation of bilingual language. Because the needs and uses of the two languages are usually quite different, bilinguals are rarely completely and equally fluent in both. They possess the same communicative competence as

monolinguals but use two languages to achieve their ends. The coexistence and interaction of both the bilingual's languages should be studied, instead of only one of them in isolation. Tests of bilingual subjects, particularly children, should take into account the different situations and domains their languages are used in. It is important to distinguish between the structuring and re-structuring of a language (becoming bilingual) and attaining a stable level of bilingualism; and not to dismiss children, or adults, as a lingual or semi-lingual. A bilingual view of bilingualism has a positive contribution to make to research in this field.

86–399 Grover Stripp, Magdalena and Bellin, Wynford. Bilingual linguistic systems revisited. *Linguistics* (The Hague), **23**, 1 (1985), 123–35.

Free associations were obtained from English/Polish bilingual adults and classified according to the syntagmatic/paradigmatic distinction. Significantly more syntagmatic responses were produced in Polish than were produced in English. Besides the language effect there were differences between parts of speech. The bilinguals behaved like previously tested monolingual groups in showing the language effect. An explanation in terms of typological differences between the Polish and English languages is proposed which maintains a fundamental continuity between bilingual and monolingual cognitive processes in spite of language effects on word association behaviour.

86–400 Hawkins, Roger (U. of Sheffield). Errors in the use of French past participles by foreign speakers and their implications for a model of morphology. *Lingua* (Amsterdam), **67**, 2/3 (1985), 171–88.

Standard accounts of morphological classes like the 'past participle' need to determine the weight to be given to the rule-derivation of forms, as opposed to the direct lexical insertion of forms. However, on internal linguistic grounds alone there seems to be little evidence to decide this weighting. By translating such accounts into a psycho-logical model – in this case a psychological model for error formation in the French past participle – it becomes clear that the standard analysis makes predictions that do not correspond to observed data. An attempt to account for these observed data by using the notion of phonological 'prototypes' for morphological classes suggests a possible way of resolving the problem of the relationship between rule-derivation and direct lexical insertion.

86–401 Hoffmann, Charlotte (U. of Salford). Language acquisition in two trilingual children. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **6**, 6 (1985), 479–95.

This article deals with the language development of two children, now aged eight and five, who acquired two languages, Spanish and German, simultaneously from birth, and a third, English, when very young. The different circumstances of the acquisition of the third language have resulted in distinct patterns of linguistic development and proficiency. The article first considers certain linguistic aspects of language

development and goes on to take into account wider social and psychological factors which have influenced the children's rate of acquisition, the proficiency attained and the communicative strategies employed. Reference is made to the largely similar acquisition of the phonological, grammatical and lexical systems of German and Spanish. This is followed by a brief outline of their acquisition of English, which followed a slightly different process in the case of each child. Mention is also made of the older child's experience of learning to read in her first two languages. The overall aim is to make a contribution to longitudinal case studies of the development of bilingual children. Attention is therefore focused on the issues normally associated with this development, including social and psychological aspects: patterns of interference and code-switching, language dominance, the role of parents, the social environment and the child's personality.

86–402 Ingram, David (U. of British Columbia, Canada). The psychological reality of children's grammars and its relation to grammatical theory. *Lingua* (Amsterdam), **66**, 1 (1985), 79–103.

There are currently two branches of the study of children's language: child language and language acquisition. There are two ways in which data from child language can contribute to linguistic theory: (1) linguistic theories are interpreted as making specific predictions about how children will acquire a particular grammatical pattern. Claims are testable by observing what children actually do. (2) Inductive generalisations are made from the analysis of children's data. The Constructionist position states that each stage of the child's language acquisition incorporates the features of the earlier stages. This assumption restricts the form of the final adult grammar. This position offers an advantage over the Maturationist one in that it leads to testable hypotheses about language acquisition. Two further assumptions are (*a*) the Competence Assumption, that a child's actual linguistic performance will reveal aspects of the child's competence, and (*b*) the Productivity Assumption, which requires that the child's utterances should be demonstrated to be rule-based, rather than simply assumed to be.

86–403 Kettle-Williams, Jay L. (Portsmouth Poly.). On bilingualism. *Incorporated Linguist* (London), **24**, 3/4 (1985), 182–6.

The article summarises from the works of other writers the principal factors to be taken into account in the study of the bilingual individual (including the degree of competence required of the speaker, age of learning and the relationship between language, culture and thought) and the bilingual community (social situations in which language is acquired and employed, attitudes to language influencing language selection and the maintenance of equilibrium in situations of language contact). Bilingualism is of interest to both psycholinguistics and sociolinguistics, including geolinguistics, ethnolinguistics and anthropological linguistics.

86–404 Kutsch, Stefan. Zur Entwicklung des deutschen Partikelsystems im ungesteuerten Zweitspracherwerb ausländischer Kinder. [The development of the German particle system in the undirected second-language acquisition of foreign children.] *Deutsche Sprache* (Berlin, FRG), **13**, 3 (1985), 230–57.

A longitudinal case study of the undirected second-language acquisition of the Turkish girl Aynur serves as a basis for a description of the acquisition of the German particle system. First a quantitative survey of the particle register of the subject is compiled and arranged along a time axis representing the L2 acquisition years 3 to 6. This is followed by a qualitative study of the function and acquisition of the function of individual particles, so as to be able to describe the development of functions by contrasting results from different acquisition stages. Only forms of the linguistic surface structure are quantified and interpreted according to communicative and semantic features.

86–405 Power, R. J. D. and Dal Martello, M. F. The use of the definite and indefinite articles by Italian preschool children. *Journal of Child Language* (Cambridge), **13**, 1 (1986), 145–54.

In deciding whether to use a definite or indefinite referring expression a speaker must apply a pragmatic rule: the definite article is usually appropriate if the listener is already familiar with the referent, and the indefinite article if not. Several studies have investigated at what age this rule is mastered by children. The most satisfactory procedure so far adopted is a task in which the subject must narrate a pictorially-presented story to another child who cannot see the pictures. It has been found that 5-year-old children already follow the correct rule quite well, except that they make 'egocentric errors' (i.e. using the definite article when first mentioning a referent) in around 15–35 % of instances. Experiment 1 here confirms that this pattern of results is also obtained using Italian children. A problem with this experimental design is then raised: it does not exclude the possibility that subjects might produce the correct response distribution by following a rule based on the speaker's familiarity with the referent, not the listener's. To check this possibility, a modified design was used (Experiment 2) in which the subject had to narrate the story to two listeners, one after the other. Significantly more egocentric errors were made on the second narration of the story than on the first narration.

86–406 Ross, Gail and others (Cornell U. Medical Coll.) Acquisition and generalisation of novel object concepts by young language learners. *Journal of Child Language* (Cambridge), **13**, 1 (1986), 67–83.

Twenty-month-old children learned to recognise nonsense labels for five novel object concepts and were tested on generalisation to variants of these concepts. Children were presented with either one or three examples of each object type during learning sessions. Results showed that receptive learning of names for object concepts was significantly related to a number of possible manipulations specific to each object type

and to labelling by children. Children's generalisation choices were consistent with adults' ranking of similarity of variants to concept prototypes. Children who learned less well were more likely to generalise to new instances of an object concept and to a greater number of variants if they had been exposed to three rather than one example during training sessions. Results also support the hypothesis that differentiation of objects in interaction is important to the formation of an object concept at this age.

86–407   Seidenberg, Mark S. (McGill U.). **and others.** Word recognition processes of poor and disabled readers: do they necessarily differ? *Applied Psycholinguistics* (Cambridge), **6**, 2 (1985), 6, 161–80.

Children assessed as reading disabled are often thought to use decoding processes that differ from those of nondisabled children. This assumption was examined in a study that compared the word-recognition skills of a group of clinic-diagnosed reading disabled children with those of good and poor readers. Subjects read words and nonwords containing either regular or homographic spelling patterns. Regular patterns have a single pronunciation (e.g. -UST) while homographic patterns have multiple pronunciations (e.g. -ONE). Analyses of the errors, latencies, and types of pronunciations indicated that while the performance of the poor and disabled readers differed from that of the good readers, the two below-average reader groups were very similar. The reading disabled children exhibited decoding processes similar to those exhibited by younger nondisabled readers. The results suggest that many children who meet the diagnostic criteria for reading disability may be indistinguishable from nondisabled children in terms of actual reading performance.

86–408   Taeschner, Traute (U. of Rome) **and others.** The development of basic sentence structure in bilingual and monolingual Italian and German children. *Journal of Italian Linguistics* (Dordrecht), **7**, 2 (1982) [publ. 1985], 19–48.

The language of three pairs of children (monolingual German, monolingual Italian and bilingual German–Italian) was studied from age $1\frac{1}{2}$ to $3\frac{1}{2}$ in order to discover if the progressive amplification of sentence structure in the language of young children depends on the language itself or if it presents universal characteristics; whether sentence development occurs simultaneously in both languages in bilingual children; and whether bilingual acquisition differs substantially from monolingual acquisition. The children had been exposed to both languages from birth and a state of relative language equilibrium prevailed.

Tables of analysis were constructed, covering the nuclear sentence, amplified sentence (adverbial and modifiers), complex sentence (implicit, explicit and relative) and bi-nuclear sentence (co-ordinate and subordinate), on which the children's progress could be charted. Recordings were made twice a month of each subject's spontaneous linguistic productions, the linguistic environment alternating between German and Italian for the bilinguals. Three stages of language acquisition were noted.

Bilingual children produced implicit sentences in German before they could do so in Italian, probably a reflection of the language used by adult native speakers. German

children acquired explicit sentences later than Italian children. Bilingual children acquired two distinct systems, following the same steps and strategies as monolinguals.

86–409 Young, George M. (Leicester U.). The development of logic and focus in children's writing. *Language and Speech* (Hampton Hill, Middx), **28**, 2 (1985), 115–27.

A model of syntax is proposed in which marked structures are conceived as the realisation of modes of control that regulate the informational flow of the text at points of threatened discontinuity. Two of these modes are described which are concerned with relations of logic and focus. Evidence of their presence in the patterning of a corpus of children's writing is taken as a pointer to their relevance to the study of syntactic development.

PRAGMATICS

86–410 Arndt, Horst and Janney, Richard W. Politeness revisited: cross-modal supportive strategies. *IRAL* (Heidelberg, FRG), **23**, 4 (1985), 281–300.

The usual approaches to teaching politeness through levels of formality, conventions and formulaic utterances are unsatisfactory. True politeness means being supportive, and refers to avoiding interpersonal conflicts and preserving one's partner's 'face' rather than confirming social expectations. This involves three emotional dimensions of speech, namely confidence (self-assertiveness), positive/negative affect (feeling towards hearer) and involvement (urgency *v.* indifference), each of which is associated with specific cues on the verbal, vocal and kinesic levels.

Being polite (supportive) entails reinforcing positive messages with cues on all three levels (cue redundancy), so that the hearer does not doubt the sincerity and force of the message, and mitigating negative messages with e.g. low confidence cues and unemphatic, non-value-laden language (cue contrastivity). Both types should be accompanied by smiles and eye-contact, kinesic cues of affect and involvement.

86–411 Local, J. K. (U. of York) **and others.** Phonology for conversation – phonetic aspects of turn delimitation in London Jamaican. *Journal of Pragmatics* (Amsterdam) **9**, 2/3 (1985), 309–30.

Participants in conversation have at their disposal many ways of showing that their speaking-turn is complete. An important resource for achieving this interactive task is provided by phonetic features. However, the precise role of these features has been obscured because analysts have relied too heavily on their intuitions, particularly about intonational meaning. Drawing on techniques developed within conversation analysis the authors give a precise formulation of the role of phonetic features in turn-delimitation in the speech of London Jamaicans. Turn-delimitation in London Jamaican may be signalled by features of pitch, loudness and rhythm centred on the

last syllable of the turn. In this respect, London Jamaican is different from some other varieties of English.

86–412 Pinxt, Stef. Metakommunikation und Diskussion. [Metacommunication and discussion]. *Deutsche Sprache* (Mannheim, FRG), **13**, 4 (1985), 289–305.

Using samples of everyday language communication from the field of 'discussion', this article attempts to describe the rule mechanism of speech acts, as perceived by those taking part in communication. The description of the rule mechanism takes the form of an analysis of the metacommunicative utterances of the participants in the conversation. It is assumed that 'communicative competence', a concept which is very difficult to define, appears explicitly most clearly in metacommunicative utterances. The situational dependence of speech acts can be seen, among other things, in the variability, both quantitative and qualitative, of metacommunicative features which characterises the behaviour of different participants in communication. Each person's assessment of his own and his partner's role determines the nature and the number of metacommunicative features used. This contribution is intended as a continuation of the study of metacommunication which has been developed most notably by Meyer-Hermann, but attempts to redefine the functional aspect of metacommunicative utterances and contains a tentative classification of the phenomena.

86–413 Rimmer, Sharon (U. of Aston). The variable nature of narrative. *MALS Journal* (Birmingham), **9** (1984), 1–24.

Naturally occurring spoken narratives in the conversation of groups of hairdressers, taxi-drivers, caterers and nurses are discussed and analysed. There are a number of factors which appear to affect the story-teller's performance: (1) depending on the content and emotional overtones of the story, a series of events which happened to the narrator in the distant past may be retold in a less animated manner to one which happened fairly recently; (2) the salience, emotionality and technicality of the topic; (3) the social distance between speaker and audience; (4) the story-teller's own personality; (5) her/his involvement in the story; (6) characteristics of the original experience, e.g. lively delivery for an action-packed sporting event; (7) individual purpose in recalling – women tend to want to understand the emotional significance of events whereas men emphasise action.

86–414 Romaine, Suzanne. Grammar and style in children's narrative. *Linguistics* (The Hague), **23**, 1 (1985), 83–104.

Far-reaching claims have been made with regard to the universality of aspects of the developmental progression of narrative structure. This article stresses the variability in individual factors which affects children's acquisition of narrative skills. A detailed analysis is given of a narrative told by a ten-year-old Edinburgh schoolgirl, which was collected as part of a sociolinguistic study of working-class schoolchildren's language.

The analysis relies mainly on the framework developed by Labov and Waletzky but makes reference to other perspectives, e.g. that of Halliday and Hasan. The Labov and Waletzky framework is normed on what might be called a 'topic centered' style of narration, which is culture-specific and dependent on a particular mode of socialisation. In evaluating children's acquisition of narrative skills it must be recognised that a narrative would be misrepresented if viewed in terms of only one culturally specific system of analysis.

86–415   Schmidt, Rosemarie and Kess, Joseph F. (U. of Victoria, Australia). Persuasive language in the television medium. *Journal of Pragmatics* (Amsterdam), **9**, 2/3 (1985), 287–308.

Five evangelistic television programmes were searched for the linguistic features previously discussed by Lakoff and Geis as characteristic of persuasive language in television advertising. Similarities found included the use of vague terms, conventional and conversational implicature and other indirect speech terms, and frequent repetition of names. Areas of partial similarity included use of imperative forms for suggestions and novel or anomalous language (e.g. *possibility thinking*, *seed faith*, *God wants to bless and prosper you*). Other categories isolated by Geis and Lakoff, however, did not occur in the evangelistic data, and may be artefacts of one particular style of persuasive language. The findings seem to confirm the importance of implicit information in language used to persuade, particularly where the addressess are in a passive position.

86–416   Varonis, Evangeline Marlos and Gass, Susan M. (U. of Michigan). Miscommunication in native/nonnative conversation. *Language in Society* (London), **14**, 3 (1985), 327–43.

This paper discusses miscommunication in exchanges between native speakers and non-native speakers of a language, focusing on an analysis of a service encounter telephone conversation between a non-native speaker and a native speaker television repair-shop employee. The authors present a goal-based model of conversation and a coding system for interpreting utterances, both of which are necessary for understanding the type of miscommunication which occurred in the conversation described here. The lack of shared background on the part of the interlocutors interacted with their lack of shared linguistic code. In general, such interactions hinder successful communication and increase the probability that the miscommunication will not be recognised and thus not easily resolved. A complete analysis of native/non-native conversations must minimally invoke notions of correct interpretation, confidence in interpretation, goals of a conversation, shared beliefs, and linguistic as well as cultural systems.

86–417   Wierzbicka, Anna (Australian National U., Canberra). Different cultures, different languages, different speech acts – Polish vs. English. *Journal of Pragmatics* (Amsterdam), **9**, 2/3 (1985), 145–78.

This paper discusses a number of differences between English and Polish in the area of speech acts, and links them with different cultural norms and cultural assumptions. It is shown that English, as compared with Polish, places heavy restrictions on the use of the imperative and makes extensive use of interrogative and conditional forms. Features of English which have been claimed to be due to universal principles of politeness are shown to be language-specific and culture-specific. Moreover, even with respect to English, they are shown to be due to aspects of culture much deeper than mere norms of politeness. Linguistic differences are shown to be associated with cultural differences such as spontaneity, directness, intimacy and affection *vs.* indirectness, distance, tolerance and anti-dogmaticism. Certain characteristic features of Australian English are discussed and are shown to reflect some aspects of the Australian ethos. Implications for a theory of speech acts and for interethnic communication are discussed. In particular, certain influential theories of speech acts (based largely on English) are shown to be ethnocentric and dangerous in their potential social effects.