Research in the supporting sciences

Sociolinguistics

96–233   Bentahila, Abdelâli and Davies, Eirlys E. (Sidi Mohamed Ben Abdellah U., Fez, Morocco). Patterns of code-switching and patterns of language contact. *Lingua* (Amsterdam), **96**, 2/3 (1995), 75–93.

Studies of code-switching over the past two decades have tended to concentrate on two parameters: grammatical constraints governing switching and the rhetorical or discoursal functions individual switches may fulfil. This paper draws attention to some other factors which may influence the patterns of switching favoured by particular bilingual communities. These are the variables which may distinguish different language-contact situations, such as length of contact, roles and status of each language and speakers' relative proficiency in each. An illustration of how some of these variables may be reflected in different switching preferences is provided by a comparison of three different groups within the Moroccan bilingual community: older, relatively balanced Arabic-French bilinguals, younger, Arabic-dominant bilinguals and the young children of bilingual parents.

96–234   Ioratim-Uba, G. A. (U. of Jos, Nigeria). Attitudes towards received pronunciation (RP) among Nigerian undergraduates. *ITL* (Louvain, Belgium), **109/10** (1995), 36–74.

Using undergraduates in two Nigerian universities, attitudes towards Received Pronunciation (RP) were examined. Employing the multivariate theoretical trend, based on the social psychological approach as explicated by Baker, the author examined the extent of influence by instrumental, integrative and nationalistic judgements on those attitudes held towards RP by the undergraduates. The methodological devices used were the questionnaire, matched guise and observation. Employing the chi-square statistical measure at an alpha critical value of < 0.05, the instrumental judgement was found to exert greater influence on the favourable attitudes expressed towards RP by the sampled undergraduates. This result seems to bear significant implications for the future of RP in Nigeria. RP is likely to linger on in Nigeria, playing both personal, sociolinguistic and educational roles.

96–235   Labrie, Normand. Complémentarité et concurrence des politiques linguistiques au Canada: le choix du médium d'instruction au Québec et en Ontario. [Complementarity and competition in linguistic politics in Canada: the choice of medium of instruction in Quebec and Ontario.] *Bulletin Suisse de Linguistique Appliquée* (Neuchatel, Switzerland), **62** (1995), 9–33.

One of the main objectives of the field of 'applied linguistics' is to further the study of language policies. The aims of this article are to argue that broader linkages need to be made between language policies and the internal functioning of the State, and between language policies and different political systems. After specifying how federal and unitary States differ (i.e., mainly due to the complementarity and the competition between two levels of government), language policies are analysed within a framework based on notions of linguistic conflict and compromise. The language policies analysed are those which affect the medium of instruction in two Canadian provinces, Quebec and Ontario. The analysis suggests that language policies should be seen as an ongoing political process rather than as an end result, and that – in the case of Canada – the federal system has contributed to an intensification of this dynamic process over the last 30 years.

96–236   Li Wei. Variations in patterns of language choice and code-switching by three groups of Chinese/English speakers in Newcastle upon Tyne. *Multilingua* (Berlin, Germany), **14**, 3 (1995), 297–323.

Despite abundant studies of bilingual communities across the world, comparative analysis of inter-speaker differences in language choice and code-switching patterns remains one of the most noticeable gaps in the research literature. In this paper, the author attempts such a comparative analysis, using data collected from three sub-groups of Chinese/English speakers in Newcastle upon Tyne in the north-east of England. The three groups are: (i) Cantonese Punti families from Hong Kong

and south-eastern China; (ii) Ap Chau families who share a close-knit, pre-migration network and are members of a Chinese townsmen association; and (iii) Chinese students and young professionals. These three groups of speakers adopt very different strategies in handling Chinese and English in conversational interaction. Such differences cannot be explained in terms of structural contrast between the two languages or data collection methods. Rather, it is the history of language contact and social organisation of these groups that determines their communicative norms, which in turn influence the language choice patterns and code-switching behaviours of their members. The findings of this study call for a coherent model which can account for both the interactional strategies of individual speakers and the community-wide norms and values which determine and differentiate language choice and code-switching patterns of various groups and communities.

96–237 Martel, Angéline (U. of Quebec). Internationalisation et langues: les universités du Québec 1990–1993. [Internationalisation and languages: Quebec's universities 1990–93.] *Journal of the CAAL* (Montreal, Canada), **17**, 1 (1995), 61–85.

This article aims to establish a link between the current internationalisation of exchanges and the teaching of second and foreign languages, using the particular case of Quebec universities as the basis for study. Two aspects of the internationalisation phenomenon are examined: the trading of goods and the flow of people (tourists) across borders. Second- and foreign-language teaching is described using university population statistics and student profiles. The study covers the years 1990 to 1993 inclusively. Given the fact that the organisation of second- and foreign-language acquisition in Quebec universities is not yet systematic, the author concludes that increases in student populations seem to be sensitive to the growth of commercial transactions between Quebec and its main trading partners. The higher numbers of students enrolling in language courses, however, would seem to be more closely linked to tourist flow. Other factors, such as the maintenance of mother tongues, also come into play. The study lies within the context of a greater internationalisation of exchanges that creates new types of interrelation.

96–238 McGroarty, Mary (Northern Arizona U.) **and others.** Policy issues in assessing indigenous languages: a Navajo case. *Applied Linguistics* (Oxford), **16**, 3 (1995), 323–43.

Language policy and assessment have rarely intersected, despite the potential value of accurate assessment in guiding programmatic decisions. This lack of a close relation is particularly notable in decentralised educational systems like that of the US. In making crucial decisions, local educational agencies generally rely on standardised instruments available almost exclusively in the dominant language – English. Yet growing concerns related to cultural and linguistic pluralism as well as educational equity demand that skills in other native languages be recognised within the educational system. This article describes some of the policy questions arising in the course of efforts to develop a test of Navajo comprehension for young children. Using Cooper's framework for language planning as innovation and Ruíz's distinction between endoglossic and exoglossic language policies, the authors explain how the test development process has been similar to and different from the typical model of top-down test development by outside experts. While the content of the test reflects the specific historical experience and current educational situation of the Navajo nation, the procedures for test development as well as general issues related to using the test results may well be applicable to other indigenous language communities.

96–239 Oxen, Valentina. Affektive Faktoren im Kontext der Psychogenese der unmittelbaren Vor- und Nach-Aussiedlungsphase: der gesteuerte Deutscherwerb erwachsener Aussiedlerinnen und Aussiedler aus den Nachfolgestaaten der Sowjetunion. [Affective factors in the context of psychogenesis by immigrants in the 'pre' and 'post' phases of immigration: the effects of the German language on male and female immigrants from the former Soviet Union.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **6** (1995), 11–68.

This research deals with problems of psychogenesis by immigrants, known in Germany as 'resettlers'. They reimmigrate to Germany having spent about two hundred years in Russia, and need to be integrated there. On the basis of findings (interviews and figures) some conclusions can be drawn about

their feelings, emotions and mental perceptions in connection with the reimmigration. This knowledge has to be interpreted in the context of the German language course which adult learners visit in the first year of their stay in Germany. This interpretation is important, because the various emotional factors influence the successful integration of adults during their learning process.

96–240   Weil, Sonia. Présentation de la situation plurilingue dans l'administration fédérale: un exemple de communication en entreprise. [Presentation of the plurilingual situation in the federal administration: an example of communication in an organisation.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **62** (1995), 35–55.

The Swiss Federal administration, which is mainly centralised in and around Berne, aims at recruiting its employees from the four national language communities in the same proportion as prevails in the Swiss resident population. This paper investigates the particular plurilingual working situation created by the personnel's linguistic composition.

The first section presents facts and figures about the historical evolution of the linguistic question and about the organisational structures supporting institutional as well as individual plurilingualism. The second part discusses specific language use at work and the personnel's social representations on the basis of interviews with 46 employees. The third section attempts to define communication within an organisation simultaneously as the product and the producer of its culture. Finally, the author postulates effects of synergy between the sociolinguistic analysis of the Federal administration's specific forms of intercultural communication and its management concerns.

96–241   Werlen, Erika. Migration, Sprachkontakt und Ethnisierung: 'Deutsche sind nun einmal so'. Ethnisierung versus Kommunikationskultur und Mentalität. [Migration, ethnicisation: 'Germans are like that'. Ethnicisation vs. concepts of communicative culture and mentality.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **62** (1995), 57–74.

When someone classifies another person's appearance or behaviour as 'typically German' or 'simply the way the Swiss are', we are inclined to see this as a gross simplification of reality or even as the expression of an ethnocentric, xenophobic or racist attitude. However, ethnographic and sociolinguistic fieldwork on language contact situations which arise as a consequence of migration within the German-speaking area, both within and across national borders, have led the author to the conclusion that such classifications, or 'ethnicisations' are sometimes made not out of laziness or prejudice, but simply in an attempt to come to grips with the perplexing diversity of human actions and reactions. Five arguments are outlined which show that ethnicising classifications are indeed sometimes instrumentalised in the way just hinted at, and examples of such instrumental ethnicisations are presented which have cropped up in the course of 'reflective discussions', a kind of oral elicitation technique. Given the importance of instrumental ethnicisations, folk theories of language contact and conflict should become a major focus of research in the areas of language contact and intercultural pragmatics. In the context of such investigations, the concept of mentality and communicative culture – the style of verbal interaction characteristic of a particular 'ethnic' or socioeconomic group – will have to play a major role.

96–242   Willett, Jerri (U. of Massachusetts). Becoming first graders in an L2: an ethnographic study of L2 socialisation. *TESOL Quarterly* (Washington, DC), **29**, 3 (1995), 473–503.

This ethnographic report 'thickly describes' the participation of ESL children in the daily classroom events of a mainstream first-grade classroom. Data for this paper come from a year-long study of one classroom in an international school on a college campus in the US. Using a language socialisation and micropolitical orientation, the report describes how, through socially significant interactional routines, the children and other members of the classroom jointly constructed the ESL children's identities, social relations, and ideologies as well as their communicative competence in that setting. The sociocultural ecology of the community, school and classroom shaped the kinds of microinteractions that occurred and thus the nature of their language learning over the course of the year.

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Psycholinguistics

96–243   Bruck, Maggie and Genesee, Fred (McGill U.). Phonological awareness in young second language learners. *Journal of Child Language* (Cambridge), **22**, 2 (1995), 307–24.

English-speaking children (N=91) who were attending French schools (bilingual group) were given a battery of phonological awareness tests in kindergarten and in grade 1. At the time of kindergarten testing the mean age of the children was 5;9. Their performance was compared to age-matched English-speaking children (N=72) attending English schools (monolingual group). The bilingual children showed heightened levels of phonological awareness skills in kindergarten in the area of onset-time awareness. By grade 1, the pattern of group differences was more complex. The monolingual and bilingual children performed similarly on onset-time segmentation tasks. The monolingual children had higher phoneme awareness scores than their French-schooled peers; this result is interpreted to reflect the role of literacy instruction on phoneme awareness development. In comparison, the bilingual children had higher syllable segmentation scores than their monolingual peers. This result is interpreted to reflect the role of second language input on phonological awareness.

96–244   Cameron, Catherine Ann and others. (U. of New Brunswick, Canada). Text cohesion in children's narrative writing. *Applied Psycholinguistics* (Cambridge), **16**, 3 (1995), 257–69.

The study employed multiple regression analysis to examine the relationship between global writing quality (holistic scores) and lower level analytic measures of writing, with a focus on cohesive indices. The subjects were nine-year-old English-speaking children who participated in either a story free-writing condition or a story rewriting condition. The results showed that both cohesive indices and lower level writing measures (type–token ratios, mean length of utterances in morphemes, composition length, etc.) each accounted for a significant amount of the variance in holistic scores. The story rewriting procedure proved to facilitate the children's writing processes and, hence, resulted in higher quality writing (in terms of both global writing quality and text cohesion) than the story free-writing condition.

96–245   Dale, Philip S. (U. of Washington) **and others.** Linguistic precocity and the development of reading: the role of extralinguistic factors. *Applied Psycholinguistics* (Cambridge), **16**, 2 (1995), 173–87.

The language and literacy skills of 21 children (aged 6;6), who were selected for linguistic precocity at age 1;8, are reported here. Verbal abilities remained high, and in contrast to the findings at 4;6, reading achievement is now at a superior level. Overall, the results are consistent with two-phase model of reading development, in which the second phase is more closely related to language ability than the first. Phonological awareness, as indexed by a phoneme deletion task, appears to emerge as a consequence, rather than a cause, of early reading. There also appears to be a complex relationship between early interest in reading, instruction and reading development. Differences in child interest in books and book reading may evoke variation in literacy-relevant experiences.

96–246   De Villiers, Jill (Smith Coll., MA) **and Roeper, Thomas** (U. of Massachusetts, Amherst). Relative clauses are barriers to *wh*-movement for young children. *Journal of Child Language* (Cambridge), **22**, 2 (1995), 389–404.

Two studies are described which investigate pre-school children's sensitivity to relative clauses as barriers to the movement of *wh*-questions. The children were presented with short stories followed by questions in which the *wh*-word had two possible sites of interpretation, the ungrammatical option being inside a relative clause. A cross-sectional study with 23 children aged 3;1 to 6;1, and a longitudinal study over the course of one year with 12 children aged 3;1 to 4;1 at the start, found young children refused to extract *wh*-questions from the ungrammatical site inside a relative clause. This

confirms other findings that children's early grammars are sensitive to universal constraints on movement. In addition, the children differentiated between *wh*-complements and relative clauses in their tendency to mistakenly answer the medial *wh*-complementiser but not the *wh*-relative pronoun. Explanations for the latter are framed in terms of children's initial assumptions about the attachment of complements.

96–247 Dollaghan, Christine A. (U. of Pittsburgh) **and others.** Lexical influences on non-word repetition. *Applied Psycholinguistics* (Cambridge), **16**, 2 (1995), 211–22.

This investigation explores the hypothesis that lexical information influences performance on non-word repetition tasks. The subjects – 30 normally achieving, school-aged boys – repeated multisyllabic non-word pairs, constructed to vary only in the lexicality of their constituent stressed syllables. Non-words with stressed syllables corresponding to real words were repeated significantly more accurately than non-words with non-lexical stressed syllables; stressed syllable lexicality primarily influenced repetition of the remaining unstressed syllables. Subsequent analyses revealed that the overwhelming majority of repetition errors operated to transform non-lexical sequences into real words, even when doing so violated both strong acoustic cues and articulatory ease. It is concluded that lexical long-term memory information intrudes on non-word repetition performance, including stimuli that are within the limits of immediate memory span. These results suggest a number of caveats concerning the construction and interpretation of non-word repetition tasks and raise questions about the role of such tasks in assessing phonological working memory.

96–248 Pearson, Barbara Zurer (U. of Miami) **and others.** Cross-language synonyms in the lexicons of bilingual infants: one language or two? *Journal of Child Language* (Cambridge), **22**, 2 (1995), 345–68.

This study tests the widely-cited claim from Volterra and Taeschner, which is reinforced by Clark's Principle of Contrast, that young simultaneous bilingual children reject cross-language synonyms in their earliest lexicons. The rejection of translation equivalents is taken by Volterra and Taeschner as support for the idea that the bilingual child possesses a single-language system which includes elements from both languages. The authors examine first the accuracy of the empirical claim and then its adequacy as support for the argument that bilingual children do not have independent lexical systems in each language. The vocabularies of 27 developing bilinguals were recorded at varying intervals between ages 0;8 and 2;6, using the MacArthur CDI, a standardised parent report form in English and Spanish. The two single-language vocabularies of each bilingual child were compared to determine how many pairs of translation equivalents (TEs) were reported for each child at different stages of development. TEs were observed for all children but one, with an average of 30% of all words coded in the two languages, both at early stages (in vocabularies of 2–12 words) and later (up to 500 words). Thus, Volterra and Taeschner's empirical claim was not upheld. Further, the number of TEs in the bilinguals' two lexicons was shown to be similar to the number of lexical items which co-occurred in the monolingual lexicons of two different children, as observed in 34 random pairings for between-child comparisons. It remains to be shown, therefore, that the bilinguals' lexicons are not composed of two independent systems at a very early age. Furthermore, the results appear to rule out the operation of a strong principle of contrast across languages in early bilingualism.

96–249 Penningroth, Suzanna L. and Rosenberg, Sheldon (U. of Illinois, Chicago). Effects of a high information-processing load on the writing process and the story written. *Applied Psycholinguistics* (Cambridge), **16**, 2 (1995), 189–210.

The purpose of this study was to test how information-processing load affects the writing process (through thinking-aloud reports) and the story written. Information-processing load was increased by having subjects write to an ending sentence with more content constraints. Secondary reaction times were synchronised with thinking-aloud statements to yield a measure of cognitive effort for the components of the writing process and for the overall task. A high information-processing load led to lower rated story coherence, but not to lower rated quality. A high load did not increase overall cognitive effort, but changed the distribution of processing time, with more reviewing earlier. Results suggest that a high information-processing load altered the distribution of writing processes, which resulted in lower story coherence.

96–250 Quay, Suzanne (International Christian U., Tokyo, Japan). The bilingual lexicon: implications for studies of language choice. *Journal of Child Language* (Cambridge), **22**, 2 (1995), 369–87.

Lexical gaps in vocabulary development have been acknowledged as a reason for language mixing in young bilingual children. In spite of this, most studies do not take into account whether young bilinguals have the lexical resources to make a choice between their two languages. Inferences are nevertheless still being made based on language choice about whether or not young bilinguals differentiate between their two languages. It is widely believed, however, that young bilinguals do not have the resources to make lexical choices at a pre-syntactic stage of development before age two. A bilingual case study of an infant acquiring Spanish and English from birth to age 1;10 is used to address this issue. Daily diary records and weekly video recordings in the two language contexts are used to construct the child's lexicon and to establish that translation equivalents that make possible language choice are available from the beginning of speech. The results are used to discuss the importance of translation equivalents in the bilingual lexicon for viable interpretations of language choice.

Pragmatics

96–251 Bouton, Lawrence F. (U. of Illinois at Urbana-Champaign). A cross-cultural analysis of the structure and content of letters of reference. *Studies in Second Language Acquisition* (Bloomington, IN), **17**, 2 (1995), 211–44.

Different expectations for structure and content in the construction of text can lead to difficulties in cross-cultural communication. This study investigates letters of reference as one type of written text that is relatively frequent in the context of the international academic community. Sixty-five letters of reference written by American referees and 65 letters written by referees from five Asian cultures were analysed to discover the conventions and expectations guiding readers and writers from these backgrounds. Although there were many similarities in the two sets of texts, there were also several differences in the structure, content and implicature employed in the letters; there is a complex interaction between the tripartite conceptual structure of the letters (in the introduction, body and closing) and the occurrence of specific elements of content and the form those elements took.

96–252 Cordella, Marisa and others. Complimenting behaviour in Australian English and Spanish speech. *Multilingua* (Berlin, Germany), **14**, 3 (1995), 235–52.

This paper explores the speech act of complimenting used by Australian and Spanish speakers in a number of different social settings. The study tests Wolfson's Bulge Theory in an Australian context and analyses a corpus of spontaneous compliments performed by both sexes. It examines the function of complimenting and kinds of compliment and gives tentative explanations for the usage of insincere compliments. Results are compared with previous studies done in this field. The results show that the Bulge Theory is a valid one for most of the Australian data; people pay more compliments to friends than to intimates or strangers. In addition, it was found that the kind of compliment used by a speaker was dependent on the sex and age of the recipient; women of all ages received most of the compliments from either sex.

96–253 Duff, Patricia A. (U. of British Columbia). An ethnography of communication in immersion classrooms in Hungary. *TESOL Quarterly* (Washington, DC), **29**, 3 (1995), 505–37.

This study investigates the interface of recent macro- and microlevel changes in Hungary by examining transformations in educational discourse in the context of history lessons at secondary schools with English immersion (dual-language, or DL) programmes. The macrolevel changes are linked to sociopolitical transformations in the late 1980s and the rejection of Soviet-oriented policies and the discourse of authoritarianism. Parallel microlevel changes have also surfaced in the innovative English-medium sections of some experimental DL schools. These changes have come about with the breakdown of a traditional, very demanding genre of oral assessment known as the *felelés* (recitation) and

its replacement by short student lectures and other, more open-ended discussion activities. This ethnographic study explores the discursive constitution of English-medium classrooms and the socialisation of students attending one progressive Eastern European secondary school into the use of a foreign language to discuss historical material. The research provides a contextualised analysis of classroom discourse practices by examining some of the sociocultural, linguistic, and academic knowledge structures that are integral to and instilled within one curricular area and school system in the wake of political and educational reform.

96–254 Hyland, Ken (Lingnan Coll., Hong Kong). The author in the text: hedging scientific writing. *Hong Kong Papers in Linguistics and Language Teaching* (Hong Kong), **18** (1995), 33–42.

Despite a widely held view that scientific writing is purely objective and impersonal, the means by which scientists convey an attitude to their statements is central to scientific argument. The need to present claims with precision and caution means that hedges are a significant resource for academics in anticipating the reader's possible rejection of their propositions. Despite its importance however, little is known abut how hedging is expressed or the functions it serves in different disciplines or genres. As a result, ESP students are often advised to avoid hedges and to adopt a detached style in their writing. Based on a corpus of 26 research articles, this paper discusses the importance, frequency and realisation of hedges in science research articles. It also considers why students find hedging so difficult to master and raises a number of implications of this.

96–255 Kilani-Schoch, Marianne and Ischi, Nicolas. Imparfait, passé composé et passé simple en conflit: la guerre en Bosnie dans un numéro de *Libération*. ['Imparfait', 'passé composé' and 'passé simple' in conflict: the war in Bosnia in an issue of *Libération*.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **62** (1995), 89–108.

This article deals with the interpretation of the use of 'imparfait', 'passé composé' and 'passé simple' in French newspapers. It presents a detailed textual analysis of two articles on the war in Bosnia which appeared in the daily newspaper *Libération*. It is argued that the distribution and alternation of past tense/aspects of these articles does not serve a temporal, but rather a pragmatic, function: it helps to differentiate between the different protagonists in the conflict and reflects the speakers'/writers' attitudes. Furthermore the authors consider the ideological implications of textual organisation, particularly in relation to the ambiguous status of European solidarity.

96–256 Lötscher, Andreas. Der Stellenwert der Verständlichkeit in einer Hierarchie der kommunikativen Werte von Gesetzen. [The value of intelligibility within a hierarchy of the communicative requirements of legal texts.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **62** (1995), 109–27.

Legal texts are often criticised for their incomprehensibility. Much of this incomprehensibility is due to unavoidable conflicts that arise out of the different textual and communicative requirements such texts have to fulfill. For example, they have to be more precise than ordinary texts in order to guarantee an unequivocal reading. Therefore they tend to be more explicit and verbose than what is usually judged to be economic. Because they must define general norms they have to be abstract. They have to obey the principle of 'normative relevance', i.e. other than strictly normative statements must be avoided, as otherwise the normative status of the different statements will not be clear. They have to be written in an impersonal style. Such principles prohibit many otherwise well known and useful strategies employed to improve the readability and comprehensibility of texts, such as advance organisers or explanatory, exemplifying and clarifying commentaries, as well as other means of stimulating the reader's interest. What remains as a strategy for enhancing the comprehensibility of legal texts is the optimal use of iconicity, i.e. clarifying the content structure through the formal text structure as directly as possible.

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96–257   Mauffrey, Annick (IUFM de Paris). Le dialogue maître-élèves, vint-cinq ans après 'Le Français tel qu'on l'enseigne'. [Teacher–pupil dialogue, 25 years after 'Le Français tel qu'on l'enseigne'] *Etudes de Linguistique Appliquée* (Paris), **99** (1995), 25–55.

Where has teacher–pupil dialogue got to in 1995? Has the situation developed in the past 25 years? This article tries to answer the question by means of an analysis of a corpus made up from, on the one hand, the transcription of a vocabulary sequence studied by Marchand in chapter three of *Le Français tel qu'on l'enseigne*, and, on the other hand, the transcription of an identical sequence taken from the same text by a teacher of a second year intermediate class, in February 1995. Using Marchand's procedure and tools, the two classroom discourses are compared in a carefully built up and systematic way, with the aim of trying to measure progress in this area.

96–258   Oller, John W. Jr. (U. of New Mexico). Adding abstract to formal and content schemata: results of recent work in Peircean semiotics. *Applied Linguistics* (Oxford), **16**, 3 (1995), 273–306.

Content and formal discourse schemata are derived respectively from perceptual (abductive) and indexical (inductive) strategies of inference, but a third kind of schema referred to as abstract is hypothesised here for the first time and is shown to be based on deductive generalisations. All three kinds of schemata are examined in relation to active interpretations of photographs, audio–visual discourse and written text. It is argued by the Peircean method of exact logic that comprehension, language acquisition and language use are absolutely dependent on true narrative representations. The latter are explained and differentiated from fictions, errors and lies, and shown to be the only basis for determining the meaning of any representation of any kind. Implications for literacy, language acquisition and teaching are considered. Empirical studies confirm that abstract schemata are more powerful owing to their greater generality than formal schemata which in turn are superior to content schemata (*ceteris paribus*).

96–259   Raccah, Pierre-Yves. Argumentation and natural language: presentation and discussion of four foundational hypotheses. *Journal of Pragmatics* (Amsterdam), **24**, 1/2 (1995), 1–15.

As an introduction to a special issue on argumentation, the author proposes a reflection on the conception of language (*langue*) and, in particular, of semantics, which seems to have guided the work in this issue. After analysing the conditions under which an empirical study of the semantic system of natural languages can be carried out, he examines, in partial fulfilment of the requirements involved in such an enterprise, four hypotheses, inspired by the work of Jean-Claude Anscombre and Oswald Ducrot, which are related to the semantic description of human languages. The first hypothesis postulates that the meaning of a sentence (or other expression of a natural language) can be described as a set of instructions for the possible interpreters, which state how they are supposed to *build* the senses of the possible utterances of that sentence, using their beliefs, knowledge and points of view about the situation of utterance. According to the second hypothesis, these instructions are concerned, at least partially, with the point of view required in order to be able to interpret the possible utterances of that sentence. The third hypothesis postulates that these points of view can be described using gradual fields (*topical fields*), monotonic relations between those fields (*topoi*), and constraints on those fields and relations (*topical constraints*). Finally, according to the fourth hypothesis, the words of a natural language are conventionally associated to topical fields, topoi and/or topical constraints; these associations are claimed to be responsible for the fact that the use of such or such word reflects an ideology, a belief or, simply, a particular competence.

96–260   Tyler, Andrea (Georgetown U.). The co-construction of cross-cultural miscommunication: conflicts in perception, negotiation, and enactment of participant role and status. *Studies in Second Language Acquisition* (Bloomington, IN), **17**, 2 (1995), 129–52.

This paper examines the sources of miscommunication in a videotaped tutoring session involving a native speaker of Korean and a native speaker of US English. Analysis revealed an initial non-mutual interpretation of participant role and status. These divergent interpretations appear to

have resulted from the Korean tutor's transfer of a Korean conversational routine, which he defined as involving polite speaker modesty, to the US English context. The initial conflicting interpretations are maintained and solidified by additional mismatches in discourse management strategies, schemata and contextualisation cues. The cumulative effect of these mismatches was the judgement on the part of each of the interlocutors that the other was uncooperative.

96–261   Whyte, Shona (U. Lumière Lyon 2). Specialist knowledge and interlanguage development: a discourse domain approach to text construction. *Studies in Second Language Acquisition* (Bloomington, Ind), **17**, 2 (1995), 153–83.

This study investigates learners' construction of oral texts on topics of specialisation. Using the framework of the discourse domain hypothesis, which holds that second language proficiency is acquired with reference to individual, specialised contexts of production, termed 'discourse domains', the study tests the prediction that learners will construct more independent and coherent texts on such topics. Data were elicited from advanced ESL learners at a US university. Discourse domain talk on academic major topics by five *invested* subjects is compared with the performance of the same subjects on a general topic and with a control group who talked on two comparable general topics. Analysis focuses on discourse organisation, including turn-taking patterns and episode structure. Results suggest that text construction is facilitated by learners' expertise and investment in the topic of conversation. Invested subjects constructed more coherent episodes and, in some cases, more independent turns on their topics of specialisation. In the absence of such expertise, however, recent rehearsal of topics by some control subjects appeared to permit similarly enhanced discourse organisation. Thus, the study reveals a complex relationship between specialised knowledge and text construction that suggests new avenues for future research into topic-related interlanguage variation.

96–262   Kirkpatrick, Andy. Chinese rhetoric: methods of argument. *Multilingua* (Berlin, Germany), **14**, 3 (1995), 271–95.

In this paper the way information is sequenced in rhetoric (persuasive argument) in Chinese is considered. After a brief review of the way certain scholars have classified persuasive argument in a number of Asian languages and cultures as somehow 'inductive', or 'indirect', persuasive argument in Chinese is then examined. This includes a discussion of methods of argument and persuasion common in Classical and Modern Standard Chinese. While some examples are taken from Modern Standard Chinese, the majority of the examples are taken from Chinese of earlier periods. For ease of reference the name 'Classical Chinese' is here given to all these periods. In conclusion, it is suggested that societal influence and the nature of the audience have a direct bearing upon the way persuasive argument is structured.

96–263   Ahula, Samuel. Hybridised English in Ghana. *English Today* (Cambridge), **44** (1995), 31–6.

In recent decades a 'hybridised' form of English has begun to develop in Ghana. The occurrence of this predominantly oral speech form began amongst university students in the late 1950s but has widened to include other areas of Ghanaian society. It is a composite form taken from Standard English, pidgin English, broken English and the vernaculars. It has notable features of lexis and grammar which include borrowing and mixing of lexical items and combinations of syntactic patterns from the vernacular, Standard English and pidgin. The question of the exact origin of certain aspects of lexical and grammatical features is an area for discussion but it is clear that 'Hybridised English in Ghana' (HEG) is an entity distinct from pidgin forms, if only in the fact that it is used by groups of people who already have two languages (English and the vernacular) in common.

Because HEG is made up of features from three different speech forms it has been perceived in a variety of ways ranging from an undesirable pidginisation to an example of linguistic ingenuity.

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96–264   Hartford, Beverly S. (Indiana U.). Zero anaphora in non-native texts: null-object anaphora in Nepali English. *Studies in Second Language Acquisition* (Bloomington, IN), **17**, 2 (1995), 245–51.

This paper investigates the occurrence of null objects in a stable non-native variety of English spoken in Nepal. Previous studies of zero anaphora with second language learners have assumed that advanced learners of English will acquire the native target norms, which highly constrain null object occurrences. This paper shows that in the construction of text speakers of Nepali English may omit both direct and indirect objects in contexts where native speakers may not. Pragmatic principles govern these occurrences although they differ for the two types of objects. Null direct objects are part of discourse topic chains and their referents are recoverable within the text, even across speakers. Null indirect objects, on the other hand, refer primarily to discourse participants and do not generally need textual coherents. The resultant discourse organisation for this variety of English is one that requires greater addressee participation than native English discourse. The paper shows that when learners are confronted with input from two typologically distinct discourse traditions they may develop a third framework that utilises compatible features for each.

96–265   Sereno, Joan A. and Jongman, Allard (Cornell U.). Acoustic correlates of grammatical class. *Language and Speech* (Hampton Hill, Middx), **38**, 1 (1995), 57–76.

This experiment investigates acoustic correlates of grammatical class in English. Results of previous studies examining the acoustic correlates of stress have established that variations in duration, amplitude and fundamental frequency are cues to lexical stress. The present study investigates whether systematic acoustic difference would also be observed in words which maintain a constant stress pattern across syntactic function. In this experiment, five speakers were recorded producing 16 grammatically ambiguous lexical items such as *answer* or *design*. Stimuli were read either as a noun or a verb. Measurements for each stimulus consisted of a ratio of the first to the second syllable for the three acoustic parameters: duration, amplitude and fundamental frequency. The data show slight but consistent acoustic differences in speakers' production of syntactically ambiguous words contingent upon their production as a noun or as a verb. Duration and amplitude cues appear to be the most robust cues for signalling these differences in grammatical function. These results are in accord with recent evidence documenting the paradigmatic stress pattern for grammatical class in English.

96–266   Smith, Ross (Coopers and Lybrand, Madrid). Single market, single currency ... single language. *Linguist* (London), **34**, 4 (1995), 126–9.

With the increase in member states in the European Union (EU), the number of official languages has also increased, and with still more states (and thus languages) waiting to join, the range of languages in the EU is becoming both clumsy and expensive. The idea of reducing these languages to a chosen few would be controversial for those languages not selected and thus it is suggested that Europe should adopt a single common language. In choosing a single language, the options of an existing natural language, an existing artificial language (such as Esperanto) or a specially created artificial language are proferred. The most practical option appears to be the adoption of an existing natural language and due to the fact that English is already the world's language of international and business communication, it is recommended that the single language of the EU be English.

It is accepted that there would be some opposition to this, not least that it would give English speakers, who are not even the most enthusiastic supporters of the EU, and unfair advantage. Despite this, the introduction of a single European language is seen to be both possible, through the use of modern telecommunications, and desirable for the improvement of global communication.

96–267   Bossé-Andrieu, Jacqueline (U. d'Ottawa). De l'usage de *chez* en français contemporain. [The use of 'chez' in contemporary French.] *Journal of the CAAL* (Montreal, Canada), **17**, 1 (1995), 23–34.

This article examines the use of *chez* in contemporary French, especially in Canadian French. A study of numerous real-life examples shows that there is a tendency in certain texts for *chez* to replace *à*, which some French speakers consider a less 'colourful' preposition. Possible

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explanations are suggested for the use of *chez* before corporate names, even those that do not contain a proper name, for the indiscriminate use of either *à* or *chez* before some proper nouns, and for the frequent occurrence in Canadian French of *chez* before collective common nouns for people.

96–268 Rüschoff, Bernd. Technologiegestützte Lernsysteme und Datenbanken und Untersuchungen zu Spracherwerbs- und Sprachverstehensstrategien. [Technological learning systems and databanks and research into strategies for foreign language acquisition and learning.] *Die Neueren Sprachen* (Frankfurt-am-Main, Germany), **94**, 5 (1995), 555–75.

This paper describes ways in which technology-enhanced tools can be used for research into learning and acquisition strategies in foreign-language learning, with an emphasis on comprehension tasks. In part one, some general principles of a process-oriented and project-based methodology for foreign language learning are put forward, based on a cognitivist and constructivist approach. Issues concerning the use of new technologies in foreign language learning are also discussed Subsequent to these theoretical considerations, examples are provided of ways in which concordancing tools and concordance-generated materials, as well as CD-ROM databases and multimedia listening comprehension software, can be used in the context of language-acquisition research.

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