

Linguistic theory

87-217 Molho, Maurice (U. of Paris IV). Grammaire analogique, grammaire du signifiant. [Analogical grammar, grammar of the signifier.] *Langages* (Paris), **82** (1986), 41-51.

The hypothesis of this article is that there cannot be two *signifiés* 'concepts signified', for a single *signifiant* 'signifier'. The system of parts of speech is a rationalisation of language which is only partly confirmed by natural language: cf. cases such as French *fort*, which is sometimes an adjective (*un homme fort* 'a strong man'), sometimes an adverb (*un homme fort agréable* 'a very pleasant man'; *parler fort* 'to speak loudly'). Following Guillaume, who termed this phenomenon 'synapse', a grammar of the signifier would identify a single *fort*, rejecting the common position that there are two distinct signified concepts.

It is proposed that natural language develops according to two axioms: (i) there is no polysemy in language, i.e. two unrelated meanings cannot respond to the same signal (apparent exceptions would have to be considered cases of analogy, despite appearances to the contrary); (ii) language works towards an economy whereby it constructs itself as a multifaceted and complex paronymic system. These two axioms are simply extensions of old philological principles.

Sociolinguistics

87-218 Berk-Seligson, Susan (U. of Pittsburgh). Linguistic constraints on intrasentential code-switching: a study of Spanish/Hebrew bilingualism. *Language in Society* (London), **15**, 3 (1986), 313-48.

In recent years, research has increasingly pointed toward the universality of three linguistic constraints on code-switching: (1) an equivalence of structure constraint, (2) a size-of-constituent constraint, and (3) a free morpheme constraint. The evidence derived from this study challenges the universality of the first two of these constraints, and argues instead that their claim to universality is largely a function of the coincidental relative similarity in the syntactic structure of Spanish and English, the two languages upon which most code-switching studies have been based. The present study breaks out of the

Spanish-English mould and draws upon data from a language contact situation in which the two languages are syntactically very different from each other, namely, Spanish and Hebrew. The evidence presented also challenges the frequently made assertion that type of code-switching, namely, intra- versus intersentential code-switching, is correlated with degree of bilingualism of the speaker. Finally, the evidence suggests that intrasentential code-switching ability cannot, as some have argued, universally be considered a measure of bilingualism nor a mark of the balanced bilingual.

87-219 Hill, Beverly and others. Universals of linguistic politeness. Quantitative evidence from Japanese and American English. *Journal of Pragmatics* (Amsterdam), **10**, 3 (1986), 347-71.

A cross-cultural study of requests for a pen in Japanese and in American English provides empirical evidence for a common factor, Discernment, which, according to the authors' hypothesis, operates in all sociolinguistic systems of politeness. A complementary factor, Volition, is also proposed,

the hypothesis being that differences in the weighting of the two factors afford one way to characterise sociolinguistic systems of politeness in different languages. The results of the study further offer empirical support for the theories of Brown and Levinson and Leech.

87-220 Hori, Motoko (Josai U.). A sociolinguistic analysis of the Japanese honorifics. *Journal of Pragmatics* (Amsterdam), **10**, 3 (1986), 373-86.

Choice of linguistic forms is not only determined by the interlocutors' sex as such, but also, and to a high degree, by social networks and social motivations, according to Brown (1980). The present study is an attempt to fill in some of the gaps in current sociolinguistic research by correlating linguistic and

sociological data along a politeness scale that is not exclusively sex-oriented. The data looked at comprise the so-called honorific forms of the verb; they were gathered during field-work in the Tokyo area among males and females of different social status.

87-221 Inoue, Fumio (Tokyo U.). Sociopsychological characteristics of users of 'new dialect forms'. *Journal of Pragmatics* (Amsterdam), **10**, 3 (1986), 327-45.

A characterisation of users of new dialect forms among pupils in metropolitan Tokyo was attempted. Some statistical methods including two multivariate analyses were used. The application of computational techniques to a large body of data of sociolinguistic research proved to be very useful.

It was found that 'new dialect forms' are mainly used by active pupils, whereas standard Japanese

forms are used by pupils with seriousness and leadership. Unserious pupils are inclined to use older, 'incorrect' words. The new dialect forms are further interpreted as a form of language change from below. Thus, the new dialect forms are found to have universal value in a sociolinguistic study of language change.

87-222 Kahane, Henry (U. of Illinois, Urbana). A typology of the prestige language. *Language* (Baltimore, Md), **62**, 3 (1986), 495-517.

The recurrent features of a 'prestige language' are broadly reviewed. The prevailing socio-political constellation provides motivations for its rise, the ways of acquiring it, the domains it transmits, and the causes of its decline. The process of its nativisation can be analysed synchronically in terms of creolisation, and diachronically in terms of stratigraphy. The linking of a native language to the dominant

culture results in either substratum or superstratum influences. Nativisation may be overt – as lexemic, morphosyntactic or phonological borrowing – or it may be covert, expressing itself in style, calques, and metaphors. The lasting impact of the prestige language consists in standardisation, the creation of a *sprachbund*, and a relatively stable culture of bilingualism.

87-223 Reagan, Timothy (Central Connecticut State U.). The role of language policy in South African education. *Language Problems and Language Planning* (Berlin, FRG), **10**, 1 (1986), 1-13.

This paper presents an historical overview of language planning activities in the educational sphere, and then a number of contemporary language policies are discussed. The 'mother tongue' principle is treated in considerable detail, and other language policies addressed include the introduction of black languages in white schools, the creation of a common sign lexicon for use in the education of the

deaf, orthographic standardisation and lexical development of the black languages, the language-related recommendations of the De Lange Commission, and, last, the possible role for 'Coloured Afrikaans' as an educational medium. The paper concludes with a perspective on the future of language planning in South Africa.

87-224 Trosset, Carol S. (U. of Texas at Austin). The social identity of Welsh learners. *Language in Society* (Cambridge), **15**, 2 (1986), 165-92.

The process of the attempted acquisition of spoken Welsh by English speakers in Wales is examined ethnographically in relation to the native association of Welsh-language speech with a Welsh cultural identity. Perceptions of Welsh learners by members

of other linguistic groups reveal the symbolic significance of the learning of a minority language, i.e. the acquisition of a Welsh identity, the possibility of 'becoming' Welsh.

The hardest thing about learning Welsh is getting

opportunities to speak it. In general, people do not talk to learners in Welsh, even when they know that someone is learning Welsh and wants to hear it spoken, probably because serious learners are rare, and because of the deeply engrained ethic of politeness which encourages the speaking of English to non-Welsh speakers. The Welsh-language learner

acts as a raiser of language-consciousness among Welsh people, a symbol indicating that Welsh is not impossible to learn. Because Welsh learners are rare, they are expected to 'perform' or demonstrate their language abilities, which can be embarrassing and frustrating.

87-225 Wierzbicka, Anna (Australian National U.). Does language reflect culture? Evidence from Australian English. *Language in Society* (London), **15**, 3 (1986), 349-74.

This paper attempts to demonstrate direct links between Australian language and other aspects of Australian culture. The existence of such links – intuitively obvious and yet notoriously hard to prove – is often rejected in the name of scientific rigor ('if they can't be proved then it is better either to assume that they don't exist or at least not to talk about them'). Nonetheless, the problem continues to exercise fascination over scholars, as it does over the general public. The author proposes ways in

which the linguist's methodological tools can be sharpened so that the apparently untractable and yet fundamental issues of 'language as a guide to social reality' can be studied in ways which are both linguistically precise and culturally revealing. Linguistic phenomena such as expressive derivation, illocutionary devices, and speech act verbs are related to the literature on the Australian society, 'national character,' history, and culture.

87-226 Wu Yi An (Beijing Foreign Studies, U. China). Code-mixing by English-Chinese bilingual teachers of the People's Republic of China. *World Englishes* (Oxford), **4**, 3, (1985), 303-17.

A study was conducted among Chinese-English bilingual teachers from the People's Republic of China (PRC) to find the sociolinguistic and social psychological factors affecting their choice of codes when interacting among themselves, and the functional and linguistic features of their code-mixing behaviour. Findings indicated that participants and their role relationship, topic, setting, the speaker's social psychological motivation, and his/her perception of his/her social reality all affected the

bilinguals' choice of codes, and that socio-cultural norms exerted an overall influence as well. Three functions of code-mixing by the subjects were identified as: (1) to achieve ease of expression, (2) to achieve articulateness and simplicity, and (3) to produce rhetorical effect. Linguistically, transfer occurred at the lexical, phrasal, clausal and sentential level, but not at the morphemic level. The code-mixed texts were all marked by textual cohesion and functional appropriateness.

Psycholinguistics

87-227 Bamberg, Michael. A functional approach to the acquisition of anaphoric relationships. *Linguistics* (Amsterdam), **24**, 1 (1986), 227-84.

To tell a coherent narrative requires the use of the appropriate linguistic means to identify the characters according to the whereabouts in the narrative. The present study investigates how German-speaking children of three age groups ($3\frac{1}{2}$ -4, 5-6, 9-10 years of age) establish reference to two main characters in the telling of a 24-page picture book, and how they linguistically follow these characters through their narrative account. Results show that children of the youngest age group, as well as some of the children of the middle age group, impose a global anaphoric strategy in the sense that they

match the main protagonist of the story with the third person pronoun, irrespective of whether this character is reintroduced into the narrative or reference to this character is maintained. At the same time however, the protagonist ranking lower in the animacy hierarchy is matched with an adultlike anaphoric strategy: this character is re-established in the textual plane by use of a nominal expression, while reference is maintained to this same character in subsequent clauses by use of third person singular pronoun. The filtering and organising processes that have given rise to this kind of global strategy are

discussed. Furthermore, it is suggested that the reorganisation process is best viewed as progressing from a global system to a local system, whereby the

local system is an amalgamation of pragmatic and grammatical factors.

87-228 Berg, Thomas (Technical U. of Braunschweig). The aftermath of error occurrence: psycholinguistic evidence from cut-offs. *Language and Communication* (Oxford), **6**, 3 (1986), 195-213.

The author uses a corpus of 4,300 German 'slips of the tongue' to analyse the nature of 'cut-off' strategies, which follow error detection and precede the initiation of linguistic repair. In particular, the paper takes issue with Levelt's Main Interruption Rule (i.e. that cut-offs are random, automatic responses stimulated by the detection mechanism). Cut-offs are seen to be somewhat independent of error detection, and the placement of interruptions is deliberated so that the resultant form meets a number of criteria of linguistic correctness or appropriacy. In other words, cut-offs are produced by a set of cognitive processes which are actually part of the overall speech output system, and aim for the achievement of linguistic orthodoxy before the recasting of the utterance takes place.

It is suggested that cut-off placement tends towards word completion and can occur not only with overt errors but with any deviation from 'perfect' language as well; the speaker may also select from various cut-off choices or decide not to interrupt at all. Moreover, there are felt to be at least two conflicting tendencies, aimed at achieving linguistic orthodoxy or ensuring that time is not wasted on the repair process. The author posits a three-phase repair model [diagrams] and believes that cutting off must be impossible at certain points (e.g. word initially) because the 'reprogramming' of the original uninterrupted utterance is first necessary.

87-229 Boutet, Josiane. Jugements d'acceptabilité et raisonnements métalinguistiques. [Judgements of acceptability and metalinguistic reasoning.] *Etudes de Linguistique Appliquée* (Paris), **62** (1986), 40-58.

The metalinguistic activity of children aged 6-11 was studied from two points of view: (i) Judgements on 13 word-strings to be accepted or rejected as sentences. There was no development in these judgements with increasing age. (ii) Justifications given for the above judgements. The relationship

between type of argument, age group and word string was studied, and this revealed three kinds of organisation of reasoning corresponding to three learning phenomena: stable system, transition from one system to another, unstable system.

87-230 Clahsen, Harald. Verb inflections in German child language: acquisition of agreement markings and the functions they encode. *Linguistics* (Amsterdam), **24**, 1 (1986), 79-121.

The paper deals with the emergence of coding devices for grammatical relations in German child language. In German there is some interaction between different sorts of surface-structure markings, such as word order, case endings, and agreement suffixes. The study focuses on the question of how children discover the (subject-verb) agreement system of German in relation to the other coding devices available in that language. It is shown that verb inflections are used quite early in children's language, without, however, encoding grammatical relations. In the early developmental phases, verb

inflections are used rather to characterise specific subsets of argument structures in terms of their degree of transitivity. The second claim deals with the way agreement markings are integrated into the children's grammar in the subsequent developmental phases. It is argued that this process can be explained in terms of the universal principles of Slobin's theory of language acquisition. However, a few revisions and adjustments of Slobin's theory are necessary in order to account for the German data. For this purpose, use is made of generative approaches to learnability theory.



87-231 Clark, Eve V. and others Coining complex compounds in English: affixes and word order in acquisition. *Linguistics* (Amsterdam), **24**, 1 (1986), 7-29.

Novel English compound nouns of the type *clock-maker* require knowledge of the appropriate affixes and their placement as well as of modifier-head word order. Children aged 3;0 to 7;0, asked to coin agentive and instrumental compounds, appear to go through three stages in learning how to produce them: (1) they combine bare verbs with head nouns denoting the pertinent category, as in *a wash-man*, *an open-machine*; (2) they construct ungrammatical compounds from verb phrases with a verb and noun combined, in that order, as in *a kick-ball*, *a build-wall*. When they add affixes like *-er* to such compounds, they add them to the head of these con-

structions, namely the verb bases in leftmost position, as in *a puller-wagon*, *a builder-wall*; and finally (3) they realise that the heads of compound nouns go in the rightmost slot, regardless of whether the head has a noun verb base. This leads them to use the appropriate compound order, as in *a water-drinker*, *a wagon-puller*. These stages in production are the outcome of reliance on certain acquisitional principles. These account both for mastery of affixes before word order, and for reliance on sentential V + O word order prior to mastery of compound, O + V, order in complex compounds.

87-232 de Bot, Kees (Catholic U., Nijmegen). Code-switching en bilinguale afasie. [Code-switching in bilingual aphasia.]. *Toegepaste Taalwetenschap en Artikelen* (Amsterdam), **24**, 1 (1986), 24-34.

In the literature on bilingual aphasia a number of patients have been described who show (spontaneous) language switching. Unfortunately, there is a lack of relevant information about the actual switching behaviour in the description of these cases. In general, the occurrence of the phenomenon is stressed rather than the linguistic characteristics of the switches in spontaneous speech.

In this article, a more detailed description is given of a patient who appeared to switch between his native language (Dutch) and several foreign languages (French, German, English) in the first post-

onset month. Transcription of spontaneous speech were analysed in order to obtain greater insight into the switching process. Many switches seem to result from word finding problems. In some cases, the word finding problems were 'solved' by using foreign words or sentences; in other cases the patient simply gave up and started a new sentence.

Data on code-switching in bilingual aphasia are compared with data on non-aphasic code-switching. The two types of code-switching appear to differ considerably with regard to structural aspects of switching behaviour.

87-233 Fabre, Claudine (U. of Perpignan). Des variantes de brouillon au cours préparatoire. [Scribbles and crossings-out in the preparatory class.] *Etudes de Linguistique Appliquée* (Paris), **62** (1986), 59-79.

One hundred examples of the work of children aged 6-7 were studied and the different types of alterations made were described and categorised, as were the linguistic processes they implied. Not all of these could be considered potentially metalinguistic. Additions were rare; changes in word order were

slightly more frequent but there were no lengthy or complex examples. Substitution and deletion strongly predominated, especially the latter. The pattern which emerged seems to indicate a progressive genetically-based emergence of linguistic awareness.

87-234 Fox, Barbara A. Local patterns and general principles in cognitive processes: anaphora in written and conversational English. *Text* (Amsterdam), **6**, 1 (1986), 25-51.

This study explores an issue that is currently fairly central in cognitive science, particularly in mental models research, namely the relationship in human cognitive processes of local patterns to general abstract principles. In particular, this study tries to determine, using the methods of discourse analysis,

whether people operate with global principles from which individual local patterns can be derived (labelled the 'abstractionist' framework), or whether they operate rather more with local patterns which are learned and stored separately and which remain unconnected by higher-level abstract prin-

principles (labelled the 'conventionalist' framework), or if there is some combination of the strategies. The specific test case examined is the use of pronouns *vs.* full noun phrases in different discourse-types in English. It concluded that the conventionalist frame-

work matches the data most closely, although in the end a dual-process model is suggested in which separation of local patterns and some higher-level abstractions work together, in something like a top-down, bottom-up model.

87-235 Furrow, David (Mount Saint Vincent U.) **and others.** Spatial term use and its relation to language function at two developmental stages. *First Language* (Chalfont St Giles, Bucks), **6**, 1 (1985/6), 41-51.

This investigation (a) looked at the relation between spatial terms and the functions of utterances and (b) documented children's use of spatial prepositions and adverbs. Ten children were studied playing with their mother and then an experimenter in two 30-minute play sessions held when the children were 2;0-2;6 and 3;6-4;0. At both ages about 30 per cent of utterances had a spatial term. Descriptions of child activity functions had the greatest percentage of terms at both ages, though this percentage

dropped from the younger to older samples while the percentage of terms in environmental references increased. The most frequent spatial terms used at 2;0-2;6 were *in, here, down, there* and *out*, whereas at 3;6-4;0 *in, there, where, here,* and *up* were most frequent. Interactions between function and term use were found. These suggested that structured tasks which do not allow for descriptions of child activity functions are limited in generalisability.

87-236 Garton, Alison F. (Murdoch U.). The production of 'this' and 'that' by young children. *First Language* (Chalfont St Giles, Bucks), **6**, 1 (1985/6), 29-39.

Many studies have considered the child's developing comprehension of the deictic terms *this* and *that*, used to refer to spatial proximity and distance. This is in contrast with the paucity of research into the child's early use of these terms. In the present study, three-year-old children produced both of these deictic terms and each was accompanied by characteristic specific gestures. *This* was accompanied by

a picking up and handling of the object being referred to, while the gestural support for *that* was either a point or a proffering of the object, depending on spatial contextual restrictions. From this evidence, it is argued that children can use a pragmatic system of deictic contrasts, integrating both verbal and gestural aspects.

87-237 Golinkoff, Roberta Michnick (U. of Delaware). 'I beg your pardon?': the preverbal negotiation of failed messages. *Journal of Child Language* (Cambridge), **13**, 3 (1986), 455-76.

This longitudinal study of how preverbal infants communicate with their mothers utilised the situation in which the infant was seated in a highchair at lunchtime. This situation predisposed infants to use communication as a means, since they were often unable to achieve their goals without assistance. It was found that infants' communicative attempts were often unsuccessful; the present study focused on how infants and mothers worked to establish the infants' intents after communication failures. In the preverbal negotiation of failed messages infants direct communicative behaviours to their mothers which their mothers fail to comprehend immediately. NEGOTIATIONS occur when mothers help infants make their intents clear. Negotiation episodes have four components: the infant's

initial signal, the mother's comprehension failure, infant repairs and episode outcome. Changes in these components provide much information about how infants' communicative skills evolve during the transition to a linguistically based communication system. Negotiation episodes are contrasted with episodes called IMMEDIATE SUCCESSES in which the mother readily comprehends the intent behind the infant's signal, and MISSED ATTEMPTS in which the mother fails to pick up on the infant's signal. Taken together these three types of communicative episode reveal a degree of persistence and creativity on the part of the preverbal infant that is surprising in the light of the prior research. Such episodes further reveal that the course of preverbal communication is not smooth.



87-238 Gombert, Jean-Emile (U. of Dijon). Le développement des activités metalinguistiques chez l'enfant: le point de la recherche. [A review of research into the development of children's metalinguistic activity.] *Etudes de Linguistique Appliquée* (Paris), **62** (1986), 5-25.

Theoretical and experimental research into the development of language manipulation activities among young children since 1968 is reviewed. A classification of types of activity is proposed, distinguishing between: epilinguistic activities which necessarily accompany language; language behaviour related to metalinguistic behaviour but where the element of conscious reflection remains unproven; metalinguistic activities which are not directly

observable but which can be deduced from other language behaviour; and metalinguistic language behaviour where deliberate reflection cannot be doubted. An appropriate terminology is suggested. It is important to distinguish metalinguistic activity, which involves conscious manipulation of the language and which does not appear before the age of five or six, from epilinguistic activity, where such manipulation does not occur.

87-239 Harder, Rita (Inst. voor Algemene Taalwetenschap, UvA/Nederlandse Stichting voor het Dove en Slechthorende Kind). Taalontwikkeling door middel van gebaren en gebarentaal. [Sign language development.] *Toegepaste Taalwetenschap en Artikelen* (Amsterdam), **24**, 1 (1986), 81-9.

In the last few years, many different studies have shed light on the cognitive and linguistic development of deaf children of deaf parents, using sign language. Since hearing loss does not influence the visual modality, it was assumed that the linguistic development of deaf children of deaf parents, in the acquisition of sign language, would be normal. Research has shown that the way deaf children of deaf parents acquire sign language is similar to the way hearing children acquire their language. Both groups use the same semantic relations first in the same syntactic structures, the vocabulary and length

of utterance expand in the same manner, and they show the same sort of overgeneralisations.

As a result of studies concerning the language development of deaf children of deaf parents, the authors of home training-programmes for deaf children of hearing parents have reconsidered their approach concerning the use of signs in their programmes. In the Total Communication philosophy, they consider signs an important part of the communication between hearing parents and their deaf children.

87-240 Hoek, Dorothy and others (U. of British Columbia). Some possible causes of children's early word overextensions. *Journal of Child Language* (Cambridge), **13**, 3 (1986), 477-94.

One child's lexical development was followed from 1;1 to 1;7 to look for possible causes of early word overextensions. Lexical acquisition was observed for comprehension and production through the use of a parental diary and systematic language sampling. In addition, 16 nonsense words were taught in 10 experimental sessions over a two-month period to control for phonological effects. The results isolated six distinct factors behind early word overextensions. These are: (1) the use of a known word for an unknown word; (2) the use of a known (older)

word for a more recently acquired word; (3) the incomplete knowledge of the defining features of two or more similar meaning words; (4) the overextension of a preferred word; (5) the use of a phonologically simple word (in production) for one that is more difficult; (6) the use of a word for a more natural class than the one in its adult meaning. It is concluded that overextensions should not constitute the primary data for the construction of theories of semantic acquisition.

87-241 Javier, Rafael Art. (Kingsboro Psychiatric Center and Downstate Medical Sch., Brooklyn, NY) **and Alpert, Murray** (New York University Medical Center). The effect of stress on the linguistic generalisation of bilingual individuals. *Journal of Psycholinguistic Research* (New York), **15**, 5 (1986), 419–35.

Spanish–English coordinate bilinguals were subjects in a GSR (galvanic skin reflex) linguistic conditioning experiment using strong and mild buzzer conditions and spoken stimuli. Each subject was randomly assigned to one of two lists of words and one of two levels of buzzer sounds. A Spanish word from the Spanish list and an English word from the English list functioned as a conditioned word (CS). The lists were Spanish and English words related semantically and phonemically and unrelated to the CS. Generalisation was studied under conscious and unconscious conditions. Both buzzer conditions resulted in significantly greater GSR responses to semantic and phonemic words than to words unrelated to the CS. Generalisation to semantic words was not significantly greater than to phonemic words. There was a tendency toward greater pho-

nemic than semantic generalisation in the strong buzzer condition. The opposite was observed regarding the mild buzzer. The results were the same in both lists and languages. Under a conscious and unstressful condition, generalisation to semantic words was found to be more prominent than to phonemic words. This suggests that under normal condition semantic generalisation is mediated by conscious cognition. It was concluded that strong emotion produces an increase in phonemic, as compared to semantic, generalisation in both languages. Hence, primitivisation of the subjects' cognitive and linguistic functioning is assumed to have occurred. These results are important in understanding the deleterious effect that stressful situations may have on linguistic functioning and cognition in bilinguals.

87-242 Johnson, Ronald E. (Purdue U., Ind). Remembering of prose: holistic or piecemeal losses? *Journal of Memory and Language* (New York), **25**, 5 (1986), 525–38.

According to Gomulicki (*Acta Psychologica*, **12** (1956), 77–94), as passages lengthen, the abstractive process in forgetting leads to deletions or 'omissions that progress from single adjectives, through short descriptive phrases, to longer phrases which are only incidental to the main theme.' Here, five experiments are reported which test the idea that the unit of omission in longer passages is the phrase rather than the individual word. Analysis of the remember-

ing of words within a phrase, as compared with word pairings drawn from two different phrases, provided evidence on the respective incidences of holistic and independent remembering of words. Independent remembering of words was evident when learners had the contextual support of surrounding text. Holistic remembering, in contrast, was evident primarily when retrieval demands were high and rememberings were scored for gist.

87-243 Juel, Connie and others (U. of Texas at Austin). Acquisition of literacy: a longitudinal study of children in first and second grade. *Journal of Educational Psychology* (Washington, DC), **8**, 4 (1986), 243–55.

The purpose of this study was to test a model of early literacy acquisition. The model focused on development in word recognition, spelling, reading comprehension, and writing, and on the interrelation of growth in each of these skills. Longitudinal data were collected as students went from first through second grade. Incoming characteristics (i.e. ethnicity, IQ, oral language) and the rate at which each child progressed through his or her reading books were related to growth in phonemic awareness, spelling–sound knowledge, and lexical knowledge. The impact of these factors on development in words recognition and spelling was explored. Additionally, the relation of word recognition and

listening comprehension to reading comprehension, and the relation of spelling and ideation to story writing, were examined. Results strongly suggest that without phonemic awareness, exposure to print does little to foster spelling–sound knowledge. The relation between word recognition and spelling was shown to be especially strong, because development of both skills appears to rely on similar sources of knowledge. The relation between reading comprehension and writing appeared less strong, because the generation of ideas involved in story production did not appear isomorphic to the processes involved in reading comprehension.



87–244 Karmiloff-Smith, Annette (Max Planck Inst. für Psycholinguistik, Nijmegen, and MRC Cognitive Development Unit, London). From meta-processes to conscious access: evidence from children's metalinguistic and repair data. *Cognition* (Lausanne), **23**, 2 (1986), 95–147.

This paper explores possible relations obtaining between unconscious meta-processes and those available to conscious access and verbal statement. It is argued that the issue of conscious access must be conceptualised within a developmental perspective, in order to understand its function in human cognition. A theoretical framework is specified in the form of a recurrent three-phase model (differentiated from stage models), which stresses the distinction between implicitly defined representations and progressive representational explicitation at several levels of processing, culminating in the possibility of conscious access. The role of conscious access, as well as that of negative and positive feedback, are discussed in the light of a distinction drawn between models of developmental sequence and models of information processing flow in real time. Prominence is given to a success-based model of representational change as opposed to a failure-based

model of behavioural change. The data consist of a detailed comparison of children's metalinguistic responses and spontaneous repairs. It is argued that metalinguistic awareness has little or no role to play in language acquisition macrodevelopmentally, a minor role to play in linguistic processing in real time, but that verbally encoded representations have an essential role to play in overall macrodevelopment. The implications of the model are briefly examined with respect to the representational status of the fluent language of some children with low IQ and that of fluent adult speakers of a non-native language. Consideration is given to the fact that some aspects of language, but not others, are available to conscious access. This leads to speculations with respect to the plausibility of considering modularity as a product of some aspects of development, rather than restricting modularity solely to innate givens.

87–245 Lucariello, Joan and Nelson, Katherine (City U. of New York Graduate Center). Context effects on lexical specificity in maternal and child discourse. *Journal of Child Language* (Cambridge), **13**, 3 (1986), 507–22.

Mother-child (two-year-old) object labelling was studied in three natural discourse settings: (1) routine, caretaking; (2) free play; and (3) novel. Object labelling was found to be considerably more varied in these natural discourse settings than in experimental situations. While basic level tokens predominated in the free play context, they were significantly less prevalent in the routine and novel contexts. Additionally, subordinate level term usage

was more common in the routine and novel contexts. The relation between mother and child labelling was also investigated and results indicated that context may be more important in determining level of labels than maternal modelling. Analyses of the discourse uses of non-basic level terms revealed that mothers were organising the social-interactive context in ways that may facilitate the child's category formation.

87–246 Masson, Michael E. J. (U. of Victoria, British Columbia). Comprehension of rapidly presented sentences: the mind is quicker than the eye. *Journal of Memory and Language* (New York), **25**, 5 (1986), 588–604.

Immediate comprehension of single sentences during rapid serial visual presentation was investigated by assessing sentence context effects on word identification. In a lexical decision task target words that formed congruent endings for sentence contexts were identified more quickly than incongruent targets. This effect was stronger with normal than with scrambled sentences. When a word-naming task was used a similar result was found except that there was no context effect for scrambled sentences

and the effect for normal sentences was due to inhibition without facilitation. Incongruent targets appear to cause a failure in sentence integration processes which is immediately detected and interferes with conscious word identification. These results were taken as evidence that sentence integration processes operate even when words are available for much less than an average eye fixation duration. Implications for comprehension models based on reading time effects are considered.

87-247 Meisel, Jürgen M. Word order and case marking in early child language. Evidence from simultaneous acquisition of two first languages: French and German. *Linguistics* (Amsterdam), **24**, 1 (1986), 123-83.

Based on two case studies of children (age 1;0 to 4;0), acquiring two first languages simultaneously (French and German), this paper describes the development of word-order regularities and case markings, and it discusses possible explanations for the discovered developmental patterns. In order to do so, findings regarding both French and German as L1 (monolinguals) are summarised. As for the bilingual children, the results of the word-order analysis show that right from the beginning bilinguals, unlike monolinguals, strongly prefer SVO order. More importantly, certain word-order patterns only appear in one or other of the two languages. This can be taken as an indication that bilingual children are able to differentiate between grammatical properties of the two languages as soon as they begin to use multiword utterances. Similarly, case markings appear earlier in the speech of bilinguals than has been reported of monolinguals. In

addition, it can be observed that during one and the same period the children begin to use case markings, pronominal subjects, and verb inflection. This is interpreted as evidence in favour of the claim that these children already make use of morphological means to encode syntactic functions. Comparing the developmental patterns of functionally related means of expression in both languages, it can be concluded that new devices (such as case markings) are not acquired in order to remedy functional deficiencies of previously acquired ones; nor can new functional needs explain the observed developmental patterns. Instead, the acquisition of grammatical means is an autonomous area of cognitive development. Availability of new devices is the necessary condition for – but not the result of – an increasing range of communicative functions to be expressed by the children.

87-248 Meline, Timothy J. (U. of Montevallo). Referential communication skills of learning disabled/language impaired children. *Applied Psycholinguistics* (Cambridge), **7**, 2 (1986), 129-40.

Communicative behaviours used in encoding new information were examined. Eighteen learning disabled/language impaired (LD/LI) children were compared with two matched groups of normally developing children: age-mates and language-mates. Behaviours studied included measures of communicative effectiveness, communicative effi-

ciency, verbal output, and referential strategies. LD/LI children did not differ significantly from age-mates. However, they did significantly outperform language-mates. Deficient lexicon and deficient comparison activity hypotheses are discussed in light of the results.

87-249 Mills, Anne E. Acquisition of the natural-gender rule in English and German. *Linguistics* (Amsterdam), **24**, 1 (1986), 31-45.

Arguments have been presented both for the hypothesis that children use semantic notions as a basis for acquisition and for the hypothesis that they will first learn formal rules. Data were collected from English and German three- and four-year-olds in the area of gender which show that despite the same cognitive notion the gender-marking forms are acquired quite differently in the two languages. English children are later in their acquisition than

German. Relevant factors are the extent of the gender system, the phonetic shape of the forms, and the task the child is engaged in: production or comprehension. These results show that the course of acquisition is linked closely to the structural properties of the language concerned and that children can use both semantic and structural properties depending on their clarity in the system.

87-250 Peterson, Carole (Memorial U. of Newfoundland). Semantic and pragmatic uses of 'but'. *Journal of Child Language* (Cambridge), **13**, 3 (1986), 583-90.

All uses of the connective *but* by narrating children 3;6 to 9;6 were classified as having primarily

semantic function, pragmatic function, or as errors. The youngest children make the majority of errors,

mistakenly using *but* when causal or pre-causal relationships exist. All children most commonly use *but* to signal semantic relationships such as semantic opposition or violation of expectation, although the oldest children use *but* proportionately more to encode more complex contrasts. However, children

at all ages also use *but* for primarily pragmatic functions, to interrupt the flow of their narrative in order to insert relevant comments, monitor the listener's attention, or change topic. If discourse can be conceptualised as having multiple levels, *but* signals a change in level within a speaker's turn.

87-251 Power, M. J. (Inst. of Psychiatry, London). A technique for measuring processing load during speech production. *Journal of Psycholinguistic Research* (New York), **15**, 5 (1986), 371-82.

A technique is presented for the measurement of fluctuations in processing demands during spontaneous speech. The technique consists of the analysis of errors on a secondary tracking task. Data are presented from illustrative samples of spontaneous speech; thus, evidence was found to suggest that one level of planning in speech is clauses that contain a

single main verb. Evidence was also obtained that there is an increase in processing demands at the gap in subject relative and object relative clauses. It is concluded that the secondary tracking task is a useful technique that could be extended to studies of reading and speech comprehension.

87-252 Schwanenflugel, Paula J. (U. of Georgia) and **Rey, Mario** (Florida Atlantic U.). Interlingual semantic facilitation: evidence for a common representational system in the bilingual lexicon. *Journal of Memory and Language* (New York), **25**, 5 (1986), 605-18.

Two experiments were performed to examine the representation of semantic information in the bilingual lexicon. The influence of cross-language priming on lexical decisions in Spanish-English bilinguals was tested at a 300 ms (Experiment 1) and 100 ms (Experiment 2) stimulus onset asynchrony. Experiment 1 showed that the benefit derived from a same language prime was not greater than that

derived from a cross-language prime. The recognition of words following the other language primes was not slowed in comparison to that following the same language primes. This was true regardless of the semantic distance from the prime. Experiment 2 found similar results. These results are consistent with the view that the bilingual lexicon is connected via a language-independent representational system.

87-253 Silva-Corvalán, Carmen (U. of Southern California). Bilingualism and language change: the extension of 'estar' in Los Angeles Spanish. *Language* (Baltimore, Md), **62**, 3 (1986), 587-608.

Among the important issues dealt with in studies of languages in contact have been the universality of the linguistic processes characteristic of these situations, and the role that a primary language may play in the shaping of the secondary language – as against the possibility of autonomous developments constrained by the linguistic system of the latter. This paper addresses these issues through an examination of the extension of *estar* in the speech of 27 bilinguals who represent different generations and degrees of Spanish language loss. It focuses mainly on three

questions: (a) the path followed by the innovation; (b) the possible changes in the meaning of the form; and (c) the effect of bilingualism on the actuation of the change. The major results of the study are that language contact tends to accelerate internally motivated changes in the system of the less-used language; that direct influence from English is difficult to posit; and that syntactic/semantic changes proceed step by step, in a manner reminiscent of the lexical diffusion of phonological change.

87-254 Van Geert, Paul (Groningen U.). 'In', 'on', 'under': an essay on the modularity of infant spatial competence. *First Language* (Chalfont St Giles, Bucks), **6**, 1 (1985/6), 7-28.

According to current standard theory, children acquire a preverbal conceptual organisation of spatial

relations. In learning spatial relations words, children are assumed to employ their spatial relational con-

cepts in order to fill in the meaning of the words. The present paper offers an alternative, modular conception. The content, form and manifestation of spatial knowledge are different for the three main cognitive modules, namely perception, action and language. An overview of experimental research on early space perception and action is presented, showing that knowledge in one module cannot

account for knowledge in the other. Finally, a longitudinal study of *in*, *on* and *under* use in one child between the ages of 1;9 ms and 2;9 ms is presented. It is argued that the data support a modular view according to which the child learns language specific rules for the lexical distribution of the prepositions. These rules are not based on simple preverbal spatial relations concepts.

87-255 Werker, Janet F. (Dalhousie U. and U. of British Columbia). The effect of multilingualism on phonetic perceptual flexibility. *Applied Psycholinguistics* (Cambridge), **7**, 2 (1986) 141-56.

This research was designed to explore whether maintenance of the ability to discriminate phonetic distinctions requires specific linguistic/perceptual experience, or whether broadened but nonrelevant linguistic experience can result in generalised perceptual flexibility. To explore this question, bilingual and trilingual adult subjects were compared

to monolingual English adults on their ability to discriminate phonetic distinctions that are not used in (any of) their native language(s). Results suggest that broadened, nonspecific linguistic experience does not contribute to increased perceptual flexibility.

87-256 Waller, Glenn (U. of Oxford). Linear organisation of spatial instructions: development of comprehension and production. *First Language* (Chalfont St Giles, Bucks), **6**, 1 (1985/6), 53-67.

Spatial instructions can be linearly ordered so that the sequence in which landmarks are mentioned corresponds to the spatial ordering of those landmarks en route. Two experiments were performed to investigate the ability of children to utilise and to produce such linearity in receiving and giving spatial instructions. Children were shown to be able to use highly linear instructions by four years, but were able to reorganise less orderly input only by seven

years. This ability may be related to the ability to identify relevant locative prepositions. There was also a development in the ability to 'make allowances' for the ability of the listener, with older children (eight years) producing instructions that were suited to the skills of the other child. It is suggested that this demonstrates a development of comprehension of the cognitive and linguistic skills of others.

87-257 Waller, Glenn (U. of Oxford). The use of 'left' and 'right' in speech: the development of listener-specific skills. *Journal of Child Language* (Cambridge), **13**, 3 (1986), 573-82.

Two experiments are reported, where the development of pragmatic communication skills was assessed in a simple but realistic setting, so that even the youngest speakers could construct consistently accurate messages. It was shown that children of up to six years are specifically hampered by the speaker's use of *left* and *right*, but not by the use of named landmarks. Children were also allowed to create

their own messages. The ability of the speaker to use language which would be valuable to a particular listener could then be measured. The results show a development between six and seven years in speakers' ability to select and use linguistic forms which are appropriate to listeners' receptive skills, though speakers could use objectively accurate information at an earlier age.

Pragmatics

87–258 Alber, Jean-Luc and Py, Bernard (U. of Neuchâtel). Vers un modèle exolingue de la communication interculturelle: interparole, coopération et conversation. [Towards an exolinguistic model of intercultural communication: interlanguage, co-operation and conversation.] *Etudes de Linguistique Appliquée* (Paris), **61** (1986) 78–90.

The traditional model of communication presupposes that both parties have full mastery of the code they are using. However, when a native speaker is conversing with someone, perhaps a learner, who is not fully competent in their supposedly common language, the non-native speaker falls back upon an interlanguage (which should not be taken as a

simple distortion of the language itself) and both speakers adopt strategies – repetition, rephrasing, translation – with the aim of facilitating communication and preventing misunderstandings (which may be as much cultural as linguistic). Research is needed into the role and use of such strategies in the language classroom and in language teaching.

87–259 Blum-Kulka, Shoshana (Hebrew U.) and **Olshain, Elite** (Tel Aviv U.). Too many words: length of utterance and pragmatic failure. *Studies in Second Language Acquisition* (Bloomington, Ind), **8**, 2 (1986), 165–80.

This paper investigates the theoretical and applied domains of pragmatic failure. With respect to theory, it further clarifies pragmatic failure both in native and non-native speech, and with respect to the applied domain compares request realisations of native and non-native speakers in terms of length of utterance. In discussing the results of this comparison, a number of hypotheses are put forward concerning the ways in which deviation from native norms of utterance length might be a potential cause for pragmatic failure.

The data were collected within the CCSARP

(Cross-Cultural Speech Act Realisation Pattern) project involving seven different languages and dialects (Blum-Kulka & Olshain, 1984). The data were collected from both native and non-native speakers of each of the languages. The analysis of responses across several languages revealed a systematic difference in length of utterance used to realise speech acts by non-native speakers as compared to native speakers. The types of pragmatic failure that might be linked to being a non-native speaker are examined: they are verbosity, overinformativeness and giving double (conflicting) messages.

87–260 Cicurel, Francine (U. of Paris III). Le discours en classe de langue, un discours sur mesure? [Discourse in the language class – made to measure?] *Etudes de Linguistique Appliquée* (Paris), **61** (1986), 103–13.

Even in the interactive type of language class where the teacher does not have a monopoly of speech, the pupils' freedom, as regards both what they say and when and how they say it, is severely limited by the institutional framework. The teacher too operates under a number of constraints. Moreover, classroom language is artificial; the responses called for are not those of real life. Nevertheless there is scope for

invention and improvisation – indeed it is positively required of both teacher and taught in certain situations. The conventions are understood and accepted by both parties and the language of the classroom oscillates between the two poles of ritual and improvisation. [Transcript of classroom dialogue.]

87–261 Doughty, Catherine and Pica, Teresa (U. of Pennsylvania). 'Information gap' tasks: do they facilitate second language acquisition? *TESOL Quarterly* (Washington, DC), **20**, 2 (1986), 305–25.

This article reports the findings of the latest of a series of studies conducted to determine the effects of task type and participation pattern on language classroom interaction. The results of this study are

compared to those of an earlier investigation in regard to optional and required information exchange tasks across teacher-directed, small-group, and dyad interactional patterns. The evidence

suggests that a task with a requirement for information exchange is crucial to the generation of conversational modification of classroom interaction. This finding is significant in light of current theory, which argues that conversational modification occurring during interaction is instrumental

in second language acquisition. Furthermore, the finding that group and dyad interaction patterns produced more modification than did the teacher-fronted situation suggests that participation pattern as well as task type have an effect on the conversational modification of interaction.

87–262 Gadamer, Hans Georg. Der 'eminente' Text und seine Wahrheit. [The 'eminent' text and its truth.] *Sprache und Literatur* [formerly *Linguistik und Didaktik*] (Munich, FRG), **57** (1986), 4–10.

Poetry which has been transmitted via a literary tradition consists of texts which have been separated from their origins. They are said to possess value in themselves. Poetic texts, unlike statements with their relations to truth, have no referential relationship to 'reality'. A text is poetic if it allows of no such truth relation at all or the most in a secondary sense. What does it mean to enquire about the truth of such texts? What relation to truth do literary

texts manifest? What indeed is a poetic text? How does a text become literature? The understanding of a poetic text can never been reduced to an exposition of the 'idea' of the text. A poetic text is an entity in which form and meaning are intrinsically tied up together. It can be read time and time again and interpreted differently by different readers at different times.

87–263 Hunt, Russell A. and Vipond, Douglas. Evaluations in literary reading. *Text* (Amsterdam), **6**, 1 (1986), 53–71.

Evaluations are the means by which tellers of conversational stories, and, by analogy, narrators of literary texts, convey their beliefs, values, and attitudes. From the listener's or the reader's point of view, evaluations are usually signalled by a sense of incongruity between a given element and the local norm of the text. Three types found in literary narratives are distinguished 'discourse evaluations' which can occur when something is expressed in a distinctive way; 'story evaluations' which can

occur when something unexpected happens in the storyworld; 'telling evaluations' which can occur when the fact that the narrator mentions something at all, or mentions it at a particular moment, is surprising. Texts appear to have redundant patterns of evaluation, and thus core perceptions tend to be shared among authors, narrators, and 'point-driven' readers. A modern short story is used to illustrate some of these ideas.

87–264 Keller, Rudi. Interpretation und Sprachkritik. [Interpretation and language critique.] *Sprache und Literatur* [formerly *Linguistik und Didaktik*] (Munich, FRG), **57** (1986), 54–61.

Interpretation and language critique are related activities. Language critique is analytical interpretation, the purpose of which is enlightenment. Language critique aims to make people better listeners. To be a careful listener is to be a responsible citizen. In view of the flood of persuasive language we are confronted with today, engaging in language critique is part of our general communication faculty. Interpretation aims to facilitate understanding. Interpretation is to understanding as seeking is to finding. A distinction can be made between the sense (*Sinn*) and the meaning (*Bedeutung*) of expressions. Knowledge of the meaning of an expression does not guarantee understanding of the sense of its utterance. Interpretation serves to close the gap between the two. The sense of an utterance includes the sum of the intentions, including the hidden ones, of the speaker. There are two levels of interpretation.

The first is what the speaker intends by the utterance; this normally suffices for unthinking everyday communication. The second level may involve uncovering intentions which the speaker does not desire to be recognised. It is this kind of interpretation which is provided by language critique. There are two corresponding levels of understanding: that of everyday linguistic understanding and that of language critical understanding.

Two examples of language which is used to influence other users of language are discussed. The first is the cigarette advert (1) '*Keine schmeckt besser*' (None tastes better) and (2) the comment made by Willy Brandt on Heiner Geissler to the effect that the latter was '*der größte Hetzer seit Goebbels*' (the biggest rabble-rouser since Goebbels). Both utterances play on two possible interpretations. The first interpretation of (1) while remaining within the

bounds of German law, which does not allow comparative advertising, is the least likely to have been intended. Similarly, in the case of (2) the overt interpretation means that Brandt could not be

accused of slander, but the interpretation which suggests that Geissler was as great a, if not a greater, rabble-rouser than Goebbels is the reasonable one in terms of discourse logic.

87-265 Kerbrat-Orecchioni, Catherine (U. of Lyon II). 'Nouvelle communication' et 'analyse conversationnelle'. [The new communication and analysis of conversation.] *Langue Française* (Paris), **70** (1986), 7-25.

Linguistics has come to accept that language of its very nature is communication. Speech implies a listener as well as a speaker; it is an interactional, two-way process. Dialogue is the primary form of speech; the monologue is secondary and derived from it. Beneath the apparent disorder of natural conversation lies an equilibrium which a set of unavowed rules and a series of mechanisms such as

anticipation, co-ordination, harmonisation and synchronisation help to maintain. Although speech comprises both conflict and co-operation, it is co-operation which predominates; non-cooperation is by definition impossible since the decision to converse is a tacit contract to co-operate. Some element of conflict is nevertheless essential reflecting the separate identities of the partners.

87-266 Moirand, Sophie (U. of Paris III). Décrire les discours d'une revue sur l'enseignement des langues. [Discourse of a language teaching review.] *Etudes de Linguistique Appliquée* (Paris), **61** (1986), 27-37.

Two distinct types of discourse can be observed in the journal *Le Français dans le Monde*. One is homogeneous, centred on the classroom, giving advice on how and what to teach. The other kind is highly diverse and relates to wider issues – language needs, motivation, evaluation, etc. From the use

made of different types of discourse, it is possible to deduce the author's conception of the field of language teaching and by extension the place allocated to the reader, and indeed the author, within that field.

87-267 Myllyniemi, Rauni (U. of Helsinki). Conversation as a system of social interaction. *Language and Communication* (Oxford), **6**, 3 (1986), 147-69.

Conversation (defined in social psychological rather than linguistic terms) is a means of evoking shared mental perspectives and developing these toward mutually acceptable forms. Previous efforts to uncover the structure and constituent parts of conversation are discussed (e.g. Austin's classifications) as are four different systems of social interaction: hierarchial interaction, collectively-conformist interaction, organised co-operation and conversation. The first involves a complex process of defiance, dominance, submission and affiliation between individuals, whilst conformist interaction evinces a deviance, punishment, conformity, acceptance pattern within closed social groups. Organised co-operation consists of role performances (and allied role demands) and the regulation

of concerted action by some practical verbal means.

Conversation maps individual mental perspectives, and consists of a variety of utterance types, e.g. opening, complete and incomplete (both with/without denial). These in turn can involve comment/contribution by speakers. A common incomplete utterance would involve accepting much of what has been said, but expressing doubts about some points.

Conversational standards can be expressed with reference to Grice's maxims, but reciprocal speaking may be distorted by the intrusion of hierarchial (superior/subordinate) or conformist influences. Organised co-operation can also impose a need for directed, succinct and cogent discourse.

87-268 Ryan, Marie-Laure. Embedded narratives and the structure of plans. *Text* (Amsterdam), **6**, 1 (1986), 107-42.

This paper defends the thesis that narrative plots are layered entities, made up not only of a linear sequence of factual events, but also of the projections,

wishes, plans, and interpretations produced by the characters as they reflect upon the world of which they are members. Insofar as they link events and

states in a causal chain, these mental constructs present and structure a story, and may therefore be called 'embedded narratives'. The plans of characters are particularly rich in embedded representations. Within plans, embedding is produced by transfers of control, i.e. by projected episodes in which the planner depends on the participation of a sub-agent to achieve his own goal. Three types of constructs are shown to be necessary to the understanding of plans: (a) the actual plan of the main agent, i.e. the events he really wants to make happen; (b) the projected plans for the sub-agents, i.e. the

plans by which these sub-agents, in the projection of the main agent, will be seeking to fulfill their own goal; and (c) the virtual plans of the main agent, i.e. what he presents to the sub-agents as being his intent, in order to secure their participation. Depending on the relations among these constructs, the attitude of the main agent towards the sub-agents is sincere, deceptive, or doubly deceptive.

The last section of the paper describes an attempt to simulate by computer the generation of plans with actual, projected and virtual components.

87-269 Spielmann, Roger, W. (U. of British Columbia). Linguistic discourse analysis and conversational analysis. *Journal of Literary Semantics* (Heidelberg, FRG), **15**, 2 (1986), 98-127.

The author makes methodological comparisons between linguistic discourse analysis (LDA), as perceived by the text grammarian school of Longacre, and conversational analysis (CA), with regard to the work of Sacks and his followers. LDA is seen to be attempting to extend beyond the sentence level the procedures and analytical categories used in descriptive linguistics. Its goals are the isolation of basic discourse units, the formulation of rules differentiating, for example, coherent, well-formed or incoherent discourse, and the complete structural analysis of given texts. The aim is to adduce various types of discourse (e.g. narrative, explanation, conversation).

CA, on the other hand, evinces an ethnographic dimension missing in LDA, and examines real world interaction (as opposed to the edited 'monologue' passages used by text grammarians) to find recurring patterns/organisational features, with reference to participant information (e.g. speaker/hearer 'membership'). CA attempts to discover empirically the nature of conversations, whereas LDA looks for rules and constructs theories with reference to a concept of linguistic competence. LDA lacks the analytical tools for dealing with contextualised interactions, and could therefore benefit from CA perspectives.

87-270 Tannen, Deborah (Georgetown U.) and **Wallat, Cynthia** (Florida State U.). Medical professionals and parents: a linguistic analysis of communication across contexts. *Language in Society* (London), **15**, 3 (1986), 295-312.

The study is based on analysis of videotaped conversation that occurred in five different settings involving various family members and medical professionals in a single pediatric case. It examines (1) the elaboration and condensation of information through spoken and written channels; (2) the negotiation of information exchanged in interactions characterised by different participant structures; and (3) the methodological benefit of examining inter-

action across contexts. Findings are that (a) information is negotiated, as well as discovered, during the medical interviews; and (b) information exchanged is often less resilient than participants' cognitive schemas which precede and apparently outlive the exchange of information in the interaction. These findings contribute to an understanding of the negotiation of meaning as well as the creation of context in interaction.

87-271 Taylor, Talbot J. (College of William and Mary, Williamsburg, Va). Do you understand? Criteria of understanding in verbal interaction. *Language and Communication* (Oxford), **6**, 3 (1986), 171-80.

The author questions the Lockean philosophical tradition (wherein semantic understanding is a private, mental event) and the belief that 'intersubjectivity' between speakers implies differing perceptions of word meanings. It is maintained, by recourse to invented examples, that speakers are

commonly able to infer from verbal/non-verbal cues whether or not utterances are being understood. However, natural speech should also be scrutinised, given the pivotal importance of the actual nature of comprehension to Western linguistic thought.

The assertion-conditions of understanding checks



are felt to depend a great deal on factors in the interactional context (e.g. speaker relationships), and cannot really be explained in universal terms. This does not prove that no two speakers would understand the same words in the same way. Rather, since ordinary speakers/hearers do not harbour

doubts that a common lexicon is in operation (and that their utterances are correctly perceived), the communality of understanding is adequately established by public and observable communication practices.