Research in the supporting sciences

LINGUISTIC THEORY

85–401   Chilton, Paul (U. of Warwick). Orwell, language and linguistics. *Language and Communication* (Oxford), **4**, 2 (1984), 129–46.

Informal and imaginative writings, such as Orwell's, can contain conceptions of language which are capable of theoretical exploration. Specifically, such exploration leads to the following points, which are either contrary to or neglected by the main trends in linguistics. (1) There are family resemblances between Utopian language schemes, the ideal language movement in philosophy, and technical sublanguages. Orwell's novel *1984* relates such language theories and practices to social and political context. Questions of value are not suppressed; the notion of an 'objective' or 'scientific' view of language is itself set in question. (2) Whereas a transformationalist account fails to capture the Orwellian fictions (and thus any real-life counterparts they might have), and whereas the Saussurean framework similarly fails (because of the assumption of (Utopian) homogeneity, convention, synchronicity, etc.), the formal concept of sublanguage enables us to characterise Orwell's hypothetical newspeak, but also to pursue the other crucial Orwellian notion that language can be controlled and that language can control. (3) Theories of language may be construed as modes of language practice, characterising the language practice of social forms or social groups, and may correlate with political theories and beliefs. (4) Interpreting newspeak as sublanguage raises the problem of determinacy and closure, which are postulated not as properties of language, but (in accordance with (3)), as characteristics of the behaviour of users in particular social and political settings. (5) The question of the linguistic determination of thought emerges as twofold. On the one hand, there is the possibility of structural determination (morphological and lexical structure determine corresponding concepts); on the other, there is the possibility of inhibitions and constraints on productive language use, such inhibitions and constraints being not necessarily linguistic in nature, but dependent on coercion and/or socialisation. The emphasis in this perspective is on people's variable use of language (rather than on the influences to which they may or may not be exposed through the reception of messages). For Orwell it is not a choice between theories as to whether language determines thought or vice versa; it is a choice of practices. It is because of this that he can quite sensibly talk about the 'decline', 'decadence', 'perversion', etc. of English. Language is seen not as a natural system, but as an artefact that can be extended or restricted in ways dependent on the choices or habits of users.

85–402   Hopper, Paul J. (State U. of New York, Binghamton) **and Thompson, Sandra A.** (U. of California, Los Angeles). The discourse basis for lexical categories in universal grammar. *Language* (Baltimore, Md), **60**, 4 (1984), 703–52.

Most linguists who have investigated linguistic categories from a universal viewpoint have accepted the existence of two basic parts of speech, NOUN and VERB. Other

categories are found to be only inconsistently represented; thus ADJECTIVE is manifested in many languages as a class of stative verb. Furthermore, individual languages often have intermediate categories such as GERUND, which cannot be unambiguously assigned to a single category. It is suggested here that the basic categories N and V are to be viewed as universal lexicalisations of the prototypical discourse functions of 'discourse-manipulable participant' and 'reported event', respectively. The grammars of languages tend to label the categories N and V with morphosyntactic markers which are iconically characteristic of these categories to the degree that a given instance of N or V approaches its prototypical function. In other words, the closer a form is to signalling this prime function, the more the language tends to recognise its function through morphemes typical of the category – e.g. deictic markers for N, tense markers for V. The authors conclude by suggesting that categoriality itself is another fundamental property of grammars which may be directly derived from discourse function.

85–403   Lutzeier, Peter Rolf. The relevance of semantic relations between words for the notion of lexical field. *Theoretical Linguistics* (Berlin, FRG), **10**, 2/3 (1983), 147–78.

The aim of this paper is to evaluate the importance of semantic relations between words for the structure of a field. In order to do this, three notions, 'lexical grouping', 'lexical field' and 'lexical net' are introduced. Each one of them can be seen as a candidate for the intuitive idea of lexical field. The three notions differ with respect to the weight they put on semantic relations between words as part of their semantic structure. Several relations between the three notions are investigated. This leads to the conclusion that a notion which employs dimensions as well as semantic relations is best for capturing the ground which intuitively a notion of lexical field should cover.

85–404   Sag, Ivan A. and Hankamer, Jorge (Stanford U.). Toward a theory of anaphoric processing. *Linguistics and Philosophy* (Dordrecht), **7**, 4 (1984), 325–45.

This is a revision of an earlier account of the dichotomy between deep and surface anaphora (Hankamer & Sag, 1976). The original proposal derived surface anaphora by rules of deletion under syntactic identity, while deep anaphoric expressions were assigned interpretation by rules of semantic interpretation; the latter were taken to refer either to linguistic objects or to extralinguistic objects. In the present paper the distinction between deep anaphora (here called 'model-interpretive anaphora') and surface anaphora (here called 'ellipsis') is said to be understandable only in terms of a performance model: a model of how discourses are represented, produced and comprehended.

A model of discourse comprehension is proposed which entails two sorts of psychological objects: propositional representations (of the sentences of the immediately prior discourse) and discourse models (of the broader discourse context). Elliptical elements are interpreted in terms of propositional representations; model-interpretive anaphora in terms of discourse models. The arguments presented claim to provide support for a theory of language understanding following Johnson-Laird (1980).

85–405   Sanford, A. J. and others. Pronouns without explicit antecedents? *Journal of Semantics* (Nijmegen), **2**, 3/4 (1983), 303–18.

Yule (1982) has argued that examples from speech show that pronouns may be interpreted nonreferentially. In this paper it is argued that pronouns elicit procedures for the identification of referents which are in explicit focus (Sanford & Garrod, 1981). Three experiments are offered in support of this view. The discussion centres on the need for carefully assessing the knowledge-states of listeners when pronouns are used in the absence of antecedents. Felicitous use of pronouns without antecedents can occur only when listeners have particular things in mind which serve as 'effective antecedents'. If the listeners do not have these in mind, then such usage is infelicitous. Speakers may have particular antecedents in mind even if listeners do not.

85–406   Soames, Scott (Princeton U.). Linguistics and psychology. *Linguistics and Philosophy* (Dordrecht), **7**, 2 (1984), 155–71.

Linguistic theories are conceptually distinct from psychological theories of language acquisition and linguistic competence. The two kinds of theory are concerned with different domains, make different claims and are established by different means. For example, there are linguistic facts which are not psychological in nature (e.g. semantic facts about the truth conditions of sentences) and there are psychological facts which are not linguistic (e.g. chronometric data about reaction time, error rates and developmental aspects of the learning process).

Linguistic and psychological theories are also empirically distinct in the sense that the formal structures utilised by optimal linguistic theories are not likely to be isomorphic with the internal representations posited by theories in cognitive psychology.

85–407   Trocmé, H. (IUT, La Rochelle). Sémantique général et programmation neurolinguistique. [General semantics and neurolinguistic programming.] *Cahiers de l'APLIUT* (Paris), **3**, 3 (1984), 29–40.

Research into language learning has explored phonetics, syntax, morphology and semantics, but has had little to say about the fundamental question of the way words link to the concepts behind them, and thence to the perceived reality they describe. Taking initially a Whorfian perspective of the way languages filter our perception of reality, techniques are introduced which can help both learner and teacher to have a better understanding of the nature of communication and to avoid the naïve perception of an L2 as grammar + vocabulary.

LINGUISTIC DESCRIPTION AND ANALYSIS

85–408   Davison, Alice (U. of Illinois). Syntactic markedness and the definition of sentence topic. *Language* (Baltimore, Md), **60**, 4 (1984), 797–846.

Sentence topics are linguistic constituents, with syntactic and semantic properties which single them out for a linking function in the process of relating a sentence to its discourse context. This paper explores the relation between the linguistic properties of sentence topics and their use as discourse links in sentence processing. It proposes a set of criteria for distinguishing relatively weak or strong topic NPs, based on syntactic and semantic/pragmatic properties. Syntactically defined topics include subjects and those in 'marked' NP positions, where the surface features define grammatical function in an ambiguous or indirect way. Implications of this proposal are drawn for several languages, and for various models of language processing.

PHONETICS AND PHONOLOGY

85–409   den Os, Els. Relations between tempo and duration of syllables and segments in Dutch and Italian. *PRIPU* (Utrecht), **9**, 1 (1984), 41–59.

Durations of syllables, segments and pauses of comparable texts in two rhythmically different languages, Dutch and Italian, were compared at three speech rates: slow, normal and fast. The texts were spoken by one native speaker of each language. The greatest difference between the languages was found at the fast speech rate; in Dutch many unstressed syllables were not realised, whereas in Italian they nearly always were. In both languages, shortening of the major segment categories with faster speech rate was comparable, on average 16 per cent per syllable per second. There was a tendency to shorten longer segments and stressed syllables most.

85–410   den Os, Els. Perception of speech temp. *PRIPU* (Utrecht), **9**, 2 (1984), 55–75.

Factors possibly determining the perception of speech rate in short Dutch utterances, which differ in objective rate, were investigated. In a number of paired-comparison tests the influence of intonation, intelligibility, and mean fundamental frequency on the perception of speech rate was determined. The question of whether speakers of a stress-timed language (Dutch) make the same judgements about rates of Dutch utterances as speakers of a syllable-timed language (Italian) was investigated. It turned out that lack of intonation and of intelligibility did not dramatically influence tempo perception for either of the two groups of listeners. The cue which did seem effective for judgements about tempo was the alternation of sounds per unit of time. For the lower rates only, the two groups of subjects seem to use other cues.

85–411   Hirst, Daniel and di Cristo, Albert. French intonation: a parametric approach. *Die Neueren Sprachen* (Frankfurt am Main, FRG), **83**, 5 (1984), 554–69.

Proposals made within a generative grammar framework for the phonological representation of intonation generally are exemplified by a tentative description of French

intonation in particular. The procedure involves the successive application of rules for the division and subdivision of utterances into 'intonation units' and 'tonal units' respectively, followed by the assignment of 'tonal segments' to each. A comparison of French and English intonation based on the proposed procedure reveals surprising similarities. The intonation templates were identical; the most important difference was that the tonal unit templates were exactly reversed for French and English, since French has the prominent syllable at the end of the tonal unit, whereas English has it at the beginning.

85–412   Lonchamp, F. (U. of Nancy II). Session report on the 11th international congress on acoustics' satellite symposium on 'The processes for phonetic coding and decoding of speech', Toulouse, 15–16 July 1983; theme II: perceptual cue validation. *Speech Communication* (Amsterdam), **3**, 1 (1984), 17–27.

The papers presented are put into their proper scientific background. Research focuses on an integrated model of perception but few facts can be taken as well established; rather, the same fundamental issues and problems are constantly raised. Various areas of investigation are summarised. Detection of sinusoids is associated with findings on hair-cell selectivity and information-processing at the auditory nerve level. Perception of isolated vowels is thought not to depend on formant detection; other cues are investigated. The roles of gross spectral shape on onset, of burst characteristics and of formant transitions are evaluated for perception of the place of articulation of plosives. For diphones, fricative place cues are 'separable' from vocalic accompaniment, while cues for plosives are 'integral' to it. The contribution of auditory and other factors to the division of the acoustic continuum into discrete phonetic categories is discussed. The possibility of compensatory factors in the presence of simultaneous cues and of the transformation of acoustic into articulatory information (through left-hemisphere control) is investigated. Diphones are shown to be the most suitable units for template matching, while syllables are proposed as the preferred units for accessing the lexicon (at least in certain languages). Two perceptual strategies are suggested: one, non-phonetic, looks for single cues along a continuum; the other, phonetic, looks for several (asynchronous?) cues which are analysed and compared with stored templates. [A few studies on the relationship between duration and perceived loudness and pitch are also reported.]

85–413   Mariani, J. (LIMSI, Orsay). Session report on the 11th international congress on acoustics' satellite symposium on 'The processes for phonetic coding and decoding of speech', Toulouse, 15–16 July 1983; theme III: cue identification (recognition). *Speech Communication* (Amsterdam), **3**, 1 (1984), 29–37.

A phonetic recognition rate of 85 per cent seems necessary to obtain correct results for sentences of a fairly elaborate language referring to an expanded semantic universe. Problems in phonetic decoding relate to co-articulation, positional and prosodic deformation, inter- and intra-speaker variation and interference of non-linguistic sounds. Successful recognition involves bottom-up and top-down processes that

11

employ both heuristics and metrics. Various methods for phonetic decoding are presented: non-linear program-structures deriving from knowledge-based or expert systems, automatic segmentation and labelling (of phonemes or of units of smaller or larger size), the use of particular cues and features and lexical access by simultaneous global and analytic decoding.

85–414   Schotola, Thomas (Inst. für Informationstechnik, Fachbereich Elektrotechnick, Munich). On the use of demisyllables in automatic word recognition. *Speech Communication* (Amsterdam), **3**, 1 (1984), 63–87.

This paper describes experiments on automatic speech recognition using demisyllables as segmentation units and the consonant clusters contained therein as decision units for classification. As compared to the large number of different demisyllables, the use of consonant clusters reduces the class inventory considerably. In order to test the method, three experiments dealing with isolated German words were carried out. In the first experiment the syllabic segmentation of words was investigated; in the second experiment the methods for classification of consonant clusters were tested. In the third experiment a complete 1000-word recognition system was developed which performed the segmentation, the classification of consonant clusters and vowels, and a correction of recognition errors by use of a phonetic lexicon. Demisyllable segmentation and processing have proved suitable, especially for large vocabularies.

85–415   Scully, Celia (U. of Leeds). Session report on the 11th international congress on acoustics' satellite symposium on 'The processes for phonetic coding and decoding of speech', Toulouse, 15–16 July 1983; theme I: the search for cues (acoustic and articulatory analysis). *Speech Communication* (Amsterdam), **3**, 1 (1984), 5–15.

New methods for investigating speech production and acoustics provide powerful tools for the quantitative investigation of such concepts as ease of articulation, degradation-resistant transmission and perceptual contrast. Papers were presented on a wide area of investigation: the choice of linguistic unit, the status of established and newly proposed phonetic features, problems and techniques of segmentation, the properties of the speech-producing systems, neuromuscular factors and the relationship between diverse articulatory configurations and the kinematics of their execution, and the effects of speech rate on articulation.

85–416   Stemberger, Joseph Paul (Carnegie-Mellon U.). Length as a supra-segmental: evidence from speech errors. *Language* (Baltimore, Md), **60**, 4 (1984), 895–913.

Segmental length can be analysed in one of three possible ways: as a segmental feature, as gemination, or as a suprasegmental. These three analyses make different predictions about how length should behave in language production. Treating length as a suprasegmental predicts that it will frequently be dissociated from a segment, while the other analyses predict it will usually not be. Speech error corpora in German, Swedish and English are examined. The data suggest a suprasegmental analysis, most

probably along the lines of recent autosegmental descriptions: long segments are associated with two positions in the syllable structure. A vowel and its associated structure show different degrees of cohesiveness in different languages, so that they behave quite differently in errors in the different languages.

85–417 Traunmüller, Hartmut (Stockholm U.). Articulatory and perceptual factors controlling the age- and sex-conditioned variability in formant frequencies of vowels. *Speech Communication* (Amsterdam), **3**, 1 (1984), 49–61.

Speech sounds, as heard by listeners, contain phonetic, personal and transmission information. The differences between the formant frequencies of vowels spoken by man, women and children show a fairly uniform tendency in several studies and languages, and they are regarded as personal quality differences. The differences between the sexes are mainly due to the descent of the larynx in males during puberty. The observed tendency in female/male formant frequency ratios is reproduced in a calculation taking into account the physiological consequences of larynx descent and assuming that the vowel-specific neural commands to the articulators remain unchanged. The perception of phonetic quality is seen as a process of tonotopic gestalt recognition. The tonality (= critical-band rate) distances between the formants in phonetically identical vowels are claimed and shown to be invariant as long as they are smaller than 6 Bark. The absolute position of the formants allows personal variation. The tonality distance between the first formant and the fundamental is smaller in most vowels spoken by women than in those by men and children. As for the role of the fundamental in this connection, some alternative hypotheses are discussed.

85–418 Wells, W. H. G. and Local, J. K. Deaccenting and the structure of English intonation. *Linguistics* (The Hague), **21**, 5 (1983), 701–15.

While acknowledging the role of discourse/information focus considerations in English accent placement, generative grammarians have continued to formulate their explanations in syntactic terms. A recent example is found in Zwicky and Levin (1980), which considers some apparent peculiarities of 'sentence stress' location before verb-phrase deletion sites. An alternative account of the phenomena is presented, which relies upon semantic notions of information focus, co-reference, sense identity, and anaphora, rather than syntactic movement rules.

SOCIOLINGUISTICS

85–419 Abuhamdia, Zakaria A. (U. of Jordan). English departments at Arab universities: toward a 'planning-based model'. *Language Problems & Language Planning* (Berlin, FRG), **8**, 1 (1984), 21–34.

An evaluation of the foreign (English) language planning of English departments in the Arab world, based on the problems faced by the departments, reveals that these problems are essentially symptoms of the failure of the policy from which their plans evolve, rather than a failure of the implementation of these plans.

11-2

In the formulation of the policies of English departments, major factors that infuse the policies have been ignored or downgraded. These factors include (1) the sociolinguistic setting of the foreign (English) language, which defines both the place of English in the school system and the projected (expected) proficiency level of potential entrants in the department, and which also defines the status of English *vis-à-vis* the native language at each educational stage and each domain of use; and (2) the fit between department goals, programmes, and curricula on the one hand and community needs on the other, with what this entails as to the parties that need to be involved in setting the goals.

Current attempts to solve the problems would not work effectively because the roots of the problems have not been properly identified. This paper indirectly favours the planning model, that is, anticipatory and pre-emptive resolution of problems over the problem-solving initiated planning model. It concludes with a model for the English departments in the Arab countries based on the parameters of policy formulation in language planning.

85–420   Beebe, Leslie M. (Columbia U.) **and Giles, Howard** (U. of Bristol). Speech-accommodation theories: a discussion in terms of second-language aquisition. *International Journal of the Sociology of Language* (The Hague), **46** (1984), 5–32.

Two hypothetical groups of second-language learners are compared: group A, for which certain tenets of speech accommodation theory are held to be true; and group B, for which these tenets are held to be false. (For example, tenet (1) states that people will attempt to converge linguistically toward the speech pattern of their recipients when they (*a*) desire their social approval, and/or (*b*) desire a high level of communicative efficiency, and (*c*) social norms are not perceived to dictate alternative strategies.)

Speech accommodation theory is extended to take into account linguistic considerations such as linguistic environment, input, repertoire and background. It is argued that group A individuals are only likely to achieve proficiency in classroom aspects of L2, whereas members of group B would be more likely to approach native-like proficiency, gaining a high oral competence and sociolinguistic mastery of L2.

85–421   Bourdieu, Pierre. Capital et marché linguistiques. [Linguistic capital and market.] *Linguistische Berichte* (Braunschweig), **90** (1984), 3–24.

Within the concept of the linguistic market, to take a criticism of Chomsky's concept of linguistic competence as a starting point, language and linguistic variation are measured in terms of their social content. Use of language is subject to market rules according to which the value of a linguistic variant may be defined. Thus, speech must be seen not only as communication but also as behaviour which makes fine social distinctions associated with phonetic, lexical, grammatical and even stylistic variation. The adequate use of linguistic variants in specific linguistic markets is conditional upon two factors: knowledge (linguistic capital) of how a social surplus value may be

achieved by the appropriate use of language, and a feeling for what is legitimate or not within a certain linguistic market. Linguistic capital, by means of which a profit or surplus of distinctions may be achieved, is identical to the 'linguistic disposition' which is both the principle governing the creation of objectively classifiable forms of linguistic practice and the system of classification of these forms. Linguistic disposition and the linguistic market are complementary concepts: the market prescribes what is linguistically and socially acceptable, while the achievements of the acquired, incorporated linguistic disposition are reflected in the ways that classifiable forms in linguistic practice are expressed, distinguished and evaluated.

Pricing in the linguistic market consists in the juxtaposition of legitimate and non-legitimate language. The value of legitimate language depends on a certain *distance* as, for example, that between the logic of academic language and everyday language. The system of social weighting produced and reproduced in the concrete use of language is to be seen within the context of a hierarchical structure. The use of specific variants, in other words linguistic practice, constitutes a cultural field in the same way as other factors such as certain clothing or a specific gesture. This field produces social categories and social differences. Language therefore represents a 'particle technology' and speech practical behaviour. These in turn reflect the structuring and evaluation within the social world.

85–422   Craig, Dennis R. (U. of the West Indies). Communication, creole and conceptualisation. *International Journal of the Sociology of Language* (Amsterdam), **45** (1984), 21–37.

Speakers of a language may use different communicative styles or 'formats' to communicate the same meanings. A variety such as a creole, for example, may utilise verbal forms to encode notions that in the standard language may be expressed with abstract nouns; this shows that conceptualisation is independent of linguistic form, and that conceptual differences in the minds of speakers cannot be inferred from morphosyntactic differences in their languages. Bickerton's arguments concerning language acquisition are thus supported only if they are taken to refer to 'cultural' and not 'biological' development. A suitable metalanguage for the description of meanings employs conceptual primitives rather than a logical notation, which distorts the determination of primitives. An illustration of such a metalanguage is given, using the verb *hand*, and is compared with the equivalent analysis using symbolic logic.

85–423   Daan, Jo. Taalnormen. [Language norms.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **16A**, 2A (1983), 114–25.

Norms are not immutable, but are determined by the relations in society. Changes in society are followed from afar and hesitantly. Establishing norms only makes sense when they are rooted in reality, i.e. when they are in accord with social relations. Norms for the standard language are determined by various factors, intelligibility, comprehensibility, solidarity and status being among the most important ones. Intelligibility is dependent especially on pronunciation, comprehensibility especially on linguistic form and usage. In oral communication, intelligibility is the most important factor, often being a prerequisite for comprehensibility.

Whenever conveying linguistic contents is the prime objective in speaking, one must make high demand upon pronunciation, linguistic form and usage, so that phonemes and concepts will not be misunderstood. In this case the room for variation from person to person is limited. Norms related to solidarity and status may allow a much greater variation from group to group and from person to person.

Each form of education in a standard language or in another first language will have to consider and will have to teach the importance of the influence of social factors on language norms, as well as the right of each individual and each group to determine one's own position in the 'norm space' as defined by social factors. School and society can and should pay much more attention to language as a social skill.

85–424   Escarpit, Robert. Geste, langage et communication en France et en Gascogne. [Gesture, language and communication in France and Gascony.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **83**, 5 (1984), 584–98.

Informal comparison indicates that the language of Gascony is much richer in elements of unambiguous verbal and intonational deixis than French, which often requires elaborate supplementary gesture to make reference clear. It is suggested that the extent to which gesture is an integral feature of a spoken language system is related to its status within the ethnic and cultural community in which it is used. Thus the deictic deficiency of French as against Gascon may result from its role as a *lingua franca* only recently superimposed on the autochthonous culture: it lacks the sense of space, movement and interpersonal relations of a language which has evolved naturally in the day-to-day community.

85–425   Hansen, Lynn and Robertson, Linda (Brigham Young U.). Influences in the development of children's language attitudes. *ITL* (Louvain), **65** (1984), 93–105.

The study focuses on factors which influence the attitudes of children toward standard and nonstandard language varieties. In a multicultural rural community in Hawaii where communicative competence includes to varying degrees a knowledge of both standard English and Hawaii Creole English, data were collected to measure the following: (1) language attitudes of 68 kindergarten and first-grade children, (2) the fluency of these children in standard English and Hawaii Creole English, and (3) language attitudes of the parents of the children. Multiple regression analyses of the data indicates the following: no significant effect of parent attitudes on those of a child; the relative importance of ethnic background and length of residence in the speech community; sex as an important variable in determining language perceptions; a tendency to greater preference for a dialect as proficiency in it increases.

85–426   Harrison, Godfrey J. (National U. of Singapore). The place of English in Macau and a theoretical speculation. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **5**, 6 (1984), 475–89.

Macau has been under Portuguese control for over four centuries. Today, English is the second most useful language in Macau (after Cantonese). This claim is supported by considering the place of English in Macau's modernisation and development over

the last decade. The demand for English is indicated and provision for acquiring it is described. The importance of Hong Kong for Macau is discussed both linguistically and also more generally to show the circumstances in which that linguistic relevance arises. Macau media employ English fairly widely and their role is reviewed. The possibility that English has a social identity role is introduced. After an overview section it is argued that Macau, being small and modernising, is particularly open to English, currently the major world language, and that acquiring such a language may usefully be seen by prospective bilinguals as giving more access to various aspects of modern life. Accordingly, a proposal is made to acknowledge the very width of possibilities that a world language offers and so to augment Lambert's very useful distinction between integrative and instrumental motivations in language learning.

85–427   Hoffer, Bates L. English sociokinesics. An outline of the study. *Die Neueren Sprachen* (Frankfurt am Main), **83**, 5 (1984), 544–54.

The study of the sociokinesics of English speakers is now several decades old. In terms of results which are valid within an overall system and which have an impact on such studies done across cultures, the primary sub-areas consist of the study of facial expressions, including basiones, masking, dual expressions, and so on, and the study of gestural behaviour, including emblems, illustrators which accompany speech in natural conversation, and a few sub-areas within other aspects of sociokinesics. The sociokinesic behaviour of Americans and Germans is compared and contrasted within this framework.

85–428   Hook, Donald D. (Trinity Coll., Hartford, CT). First names and titles as solidarity and power semantics in English. *IRAL* (Heidelberg), **22**, 3 (1984), 183–9.

Since the eighteenth century English has only had one pronoun of address, *you*. This reduction to a single form means that in modern standard English the semantics of solidarity and power now lie elsewhere than in the realm of pronoun usage. English relies on the use of first names and titles to accomplish the same goal [charts of the hierarchies involved].

In American society there is now a greater use of first names (FN) than ever before, with some restrictions. One may readily use FN with everybody except: with an adult (if one is an unrelated child); with an old adult (if one is markedly younger); with a teacher (if one is a student); with a clergyman or religious (particularly Roman Catholic and Orthodox); with a physician. If one is a mature adult, one may use FN with everybody except: a markedly older person; a clergyman; a physician. If one is an elderly person, one may use FN with everybody except a clergyman; a physician. If one is a physician, one may use FN with everybody. These rules may be broken for the purpose of exercising power, but only at the risk of censure.

85–429   Khan, Verity S. (Inst. of Ed., U. of London). Linguistic minorities in England: a short report on the Linguistics Minorities Project. *Multilingua* (Amsterdam), **3**, 3/4 (1984), 163–73.

The 1977 Directive of the Commission of the European Communities requires member states to provide support for the teaching of 'mother tongue and culture'. There is still no comprehensive data on the numbers of bilingual or multilingual people in England, on their patterns of language use, on the extent of mother tongue teaching, or on the national distribution of the different languages in the schools. Minority languages are neglected, not only as potential individual assets, but also as a societal resource. Recognition of the extent and importance of bilingualism in our society offers the possibility of developing language policies which will recognise the need to move away from existing narrowly monolingual perspectives.

The Report presents the basic findings of the Linguistic Minorities Project. The interdisciplinary research team aimed to gather information about linguistic diversity in the school system, and about patterns of language use in different social contexts. Its work covered a range of linguistic minorities from Southern and Eastern Europe, as well as from South and East Asia. The research has encouraged the movement away from an exclusive preoccupation with state schools by asking questions about language use and learning in the local communities, among adults as well as children. Better understanding of patterns of adult bilingualism, and of the social context within which bilinguals operate, are crucial for the development of appropriate social and educational policies.

85–430   Klein, Wolfgang. Von Glück des Missverstehens und der Trostlosig-keit der idealen Kommunikationsgemeinschaft. [On the blessings of misunder-standing and the dreariness of ideal communication.] *LILI: Zeitschrift für Literaturwissenschaft und Linguistik* (Göttingen, FRG), **50** (1983), 128–40.

Human communication, as opposed to mind-reading, is bound to involve lying, misunderstanding and refusal of communication. Philosophers such as Habermas, Apel and Alexy introduced the concept of an ideal communication community free from these and similar features. In this paper, it is argued that they are more than a source of nuisance: the possibility of lying, misunderstanding and refusal of communication is viewed as a practical condition of freedom, happiness and social life.

85–431   Kuijper, Henk and Münstermann, Henk (Katholieke U. Nijmegen). Verandering van taalattitudes in het onderwijs: enkele bevindingen in onderzoek en praktijk. [Change in language attitudes in schools.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **16A**, 2A (1983), 126–47.

A positive attitude of teachers towards non-standard varieties and speakers of non-standard varieties is an important prerequisite in handling the problems involved with language variation in school. This paper presents some results of two studies of language attitude change of student teachers, teachers and children in primary schools. The first study is an inquiry into the nature of language attitudes of students in teacher

training colleges. The second study is a case study carried out in the innovation stage of the Kerkrade-project, a sociolinguistic project intended to improve language education of children who originally speak dialect.

Results of the first study suggest that grade, experience in teaching dialect-speaking children and knowledge of and information received about language variation in school have a positive effect on the language attitudes of student teachers as well as on their judgements of the appropriateness of dialect in several educational situations.

Results from the second study indicate that introducing dialect in the verbal interaction in the classroom has a positive effect on the beliefs of teachers about the usefulness of the children's mother tongue in educational situations. Furthermore children saw that their own language was accepted by their teachers, as a language that was no longer inferior to the standard variety. A comparison with results from pupils of schools not participating in the project reveals that children who did participate no longer think of the school as a pure standard language environment. Finally, observations of classroom interaction indicate that the use of dialect has a beneficial influence on the participation of dialect-speaking children.

85–432   Laks, B. (CNRS, Paris). Le champ de la sociolinguistique française de 1968 à 1983, production et fonctionnement. [French sociolinguistics from 1968 to 1983, an overview.] *Langue Française* (Paris), **63** (1984), 103–28.

This is a systematic account of the development of French sociolinguistics, based on an analysis of (*a*) numbers and types of research projects and (*b*) quantities and types of published material. The overall impression is of a profoundly heterogeneous field, where the vast increase in the amount of work being done has not been accompanied by a corresponding homogenisation of research or theoretical approaches. A categorisation of 14 different perspectives is proposed, with several examples given for each.

85–433   Moeran, Brian (School of Oriental and African Studies, London). Advertising sounds as cultural discourse. *Language and Communication* (Oxford), **4**, 2 (1984), 147–58.

Advertising slogans can be regenerated to form a language of their own. Not only do slogans become popular sayings, but popular sayings can themselves become slogans, e.g. *We aim to please*. Thus there is a continual two-way process by which the language of advertising infiltrates the language of communication as a whole. Advertisers in the United Kingdom generate a form of discourse by creating continuity in advertising slogans. This continuity is attained by playing on an idea or phrase, and can be compared to a form of verbal play known as 'sounding', which is practised in American Black communities. Sounding is based on palpable untruths – a form of ritual insult. In the advertising context, the more unlikely the message of the slogan, the more likely it is to become the object of sounding (*Heineken refreshes the parts other beers cannot reach*, echoed in *Renault reaches the parts other cars cannot reach*, etc.). Consumer in-groupism is encouraged by sounding in advertising, a similar role to that played by sounding in American Black communities. Advertising has come to form a vast mosaic with the media; the interplay between the two is most obvious in the

way journalism headlines news reports and articles. One way we can participate actively in the verbal play is by means of graffiti, though advertisers do not anticipate what the public might say in reply.

85–434   Philips, Susan Urmston. The social organisation of questions and answers in courtroom discourse: a study of changes of plea in an Arizona court. *Text* (The Hague), **4**, 1/3 (1984), 225–48.

The purpose of this paper is to describe and explain some features of responses to questions to and from judges, lawyers and defendants in a Arizona criminal procedure called the Change of Plea. The greater the status and authority of the respondent in relation to the questioner, the less the response to the question is constrained by the syntactic and semantic form of the question, for both *Yes–No* questions and *Wh*-questions (*who*, *what*, *where*, etc.). Relative constraint is measured by whether or not the form of the question is copied (deleted or not) in the answer, and whether or not the answer goes beyond a single utterance. There is less copy and more elaboration as one moves from the responses of defendants to those of lawyers to those of judges. These differences in response forms are explained in part by respondents' recognition of response to different social uses of the same question forms in the different courtroom role relations – uses which are themselves status-differentiated. But even where function is held constant, those in lesser-status roles display more question copy and less elaboration, suggesting that the form of response marks or conveys the respondent's view of his status relative to the questioner, regardless of question function. Thus, persons of relatively lower status exert less influence over the negotiation of social reality through the ways in which one speaker builds on another's turn at talk, and social order is manifest in utterance interdependence.

85–435   Putnam, William B. and Street, Richard L. (Texas Tech. U.). The conception and perception of noncontent speech performance: implications for speech-accommodation theory. *International Journal of the Sociology of Language* (The Hague), **46** (1984), 97–114.

A report of the results of experiments which substantiate accommodation-theory predictions concerning noncontent speech behaviour (i.e. speech rate, pause duration, vocal intensity, etc.). First, it was found that interviewees significantly converged speech rate toward that of the interviewer when trying to be likeable, and slightly diverged when seeking to be not likeable. Secondly, it was found that speech convergence generates more favourable interlocutor responses than does divergence. Thirdly, the findings for the interviewees' turn durations appear to support the notion of speech complementarity – the more the interviewees talked, the more they were perceived as socially attractive and competent.

85–436   Rindler-Schjerve, Rosita and Di Francesco, Christiane. Ergebnisse einer soziolinguistischen Untersuchung des Regionalfranzosischen im Elsaß. [Results of a sociolinguistic investigation of regional French in Alsace.] *Wiener Linguistische Gazette* (Vienna), **33/4** (1984), 35–50.

Until the early 1960s, the situation of diglossia in Alsace was relatively stable. Since then, French educational policy in particular has caused a shift towards the use of French. Informal observations by one of the authors suggested that sex, age and education are significant sociological variables in the patterning of the change. This is tested by analysis of spontaneous speech, newspaper articles, normative didactic texts and test sheets, investigating specific syntactic and lexical questions in the French of this area. The general pattern of results is that sex, while showing a difference in language attitudes (females feel more strongly in favour of French), does not result in a contrast in usage; that older speakers use more non-standard forms; and that the use of such forms diminishes with increasing educational standard. The overall picture is of a transitional grammar, moving rapidly towards a normal (French) standard.

PSYCHOLINGUISTICS

85–437   Arndt, Horst and others. Trimodale Interaktion: Grundlagen zur integrierten Interpretation von Sprache, Prosodie und Gestik. *Die Neueren Sprachen* (Frankfurt am Main, FRG), **83**, 5 (1984), 489–512.

Based on an overview of various types of interpretation of verbal, prosodic and kinesic behaviour, an interpretative strategy is suggested which will shift the focus of meaning away from intrinsic properties of cues to inferences drawn by the observer. In accordance with standard ethnomethodological theory, deviations from expected behaviour will tend to be interpreted attitudinally. These interpretations will fall into one of two general categories, (1) speaker-state interpretations, and (2) interpersonal interpretations, and will be coloured either positively or negatively. It is assumed that the interpreter will follow a strategy of abductive reasoning rather than any formal hierarchy of weighing cross-modal cues.

85–438   Bizzarri, Helen Herbig. Language and thought in bilingual children. *Rassegna Italiana di Linguistica Applicata* (Rome), **15**, 2/3 (1983), 223–33.

A summary of a longitudinal research project dealing with the language development of two children, Italian–English bilinguals from birth. (1) Propositions: implicit expression (e.g. *Daddy car*) precedes explicit expression (*Daddy in car*). Those prepositions expressed implicitly are the first to appear explicitly; most appear first in Italian, several almost simultaneously in both languages. Use is not consistent; *to* is greatly overgeneralised; test results often differ from actual performance. (2) Possessives: implicit expression precedes explicit expression; the elliptic possessive (*that('s) Nicola('s)*) appears early and is more common than the complete form. Once the possessive inflection appears, it is over-generalised for a short time, the Italian

form appearing later. The contrasting word order in Italian and English presents no problem. (3) Temporal concepts and the development of verb forms in Italian: the evolution of 'correct' adults forms takes years. Many examples of hyper-generalisation are recorded at different stages of development. (4) English verbs: appearance and use of individual verbs is a long process with these children, for whom English is the non-dominant language. As soon as the children learn to express a temporal concept in one language, they try to express it in the other language. (5) Negation, (6) Question words, (7) Pronouns and (8) Metalinguistic aspects, development of language awareness, creativity, code-switching, etc.

85–439   Dromi, Esther (Tel-Aviv U.). On the identification of the extensional behaviours of new words. *Rassegna Italiana di Linguistica Applicata* (Rome), **15**, 2/3 (1983), 235–46.

It is generally assumed that the child's early semantic development is closely related to his/her growing conceptual abilities and that there are complex interactional processes between cognitive development and language acquisition. The models of Clark, Bowerman and Schlesinger are briefly reviewed. While Clark predicts that children initially overextend the meanings of words, Schlesinger and Bowerman propose that new words may initially be referring to a single referent or a few closely related referents. That is, competing models make contradictory predictions as to whether meanings develop from general-to-specific or vice versa.

The author decided to generate a comprehensive and non-selective database on the early uses of words by one subject, her daughter, taking the one-word stage as the period of data collection. The child's linguistic development was observed for eight months from the emergence of her first meaningful word. Each word was assigned to one of four mutually exclusive classes: underextension, regular extension, over-extension and unclassified.

Tables summarise the findings on: (*a*) the relative distribution of the child's words in each of the extension classes, (*b*) the time of recording of each behaviour relative to the history of the word, (*c*) the length of time over which the different extensional behaviours persisted, and (*d*) the changes over time in the way a particular word was extended. All four categories of extension were represented in the data. Most words were used regularly by the child from the first week of recording. This finding shows that in many instances the child attaches a new word to a well-defined concept. The relatively high prevalence of underextension during the first week of use is in accord with the suggestions made by Bowerman and Schlesinger. Clark's model is not strongly supported by the findings of this study. the identification of 58 different combinations of extension classes indicates that different words in the child's early lexicon take different routes as their meanings develop. It seems therefore that the one model of the three outlined is comprehensive enough to deal with the diversity of the findings. What is needed is a multifaceted model that can encompass the many optional paths taken by the child to adult conventional meaning.

85–440 **Friederici, Angela D**. Children's sensitivity to function words during sentence comprehension. *Linguistics* (The Hague), **21**, 5 (1983), 717–39.

The development of lexical and structural information processing during sentence comprehension was investigated in children between the ages of 5 and 11. A word-monitoring task was designed which varied the target's word class (open and closed) or word category within the closed class (lexical, syntactic prepositions, and verb particles). Different context sentences (related and unrelated) were used to estimate the effect of semantic and/or syntactic information on the recognition of different word types. The combined results from monitoring reaction times and error analysis suggest that younger children are not very sensitive to closed-class items and the structural information given as they listen to a sentence, but rather focus on a sensible representation of meaning. Later in development children react more sensitively to structural information, but only as long as meaningfulness survives. As development proceeds, children's ability to process closed-class items, however, becomes more and more autonomous from possible semantic interpretations. The capacity automatically to process syntactic information independent of semantic context, as adults do, seems to be acquired very late.

85–441 **Herman, Louis, M. and others** (U. of Hawaii). Comprehension of sentences by bottlenosed dolphins. *Cognition* (Lausanne), **16**, 2 (1984),

The ability of two bottlenosed dolphins (*Tursiops truncatus*) to understand imperative sentences expressed in artificial languages was studied. One dolphin (Phoenix) was tutored in an acoustic language whose words were computer-generated sounds presented through an underwater speaker. The second dolphin (Akeakamai) was tutored in a visually based language whose words were gestures of a trainer's arms and hands. The words represented agents, objects, object modifiers, and actions and were recombinable, according to a set of syntactic rules, into hundreds of uniquely meaningful sentences from two to five words in length. The sentences instructed the dolphins to carry out named actions relative to named objects and named modifiers; comprehension was measured by the accuracy of response to the instructions and was tested within a format that controlled for context cues, for other nonlinguistic cues, and for observer bias. Comprehension, at levels far above chance, was shown for all of the sentence forms and sentence meanings that could be generated by the lexicon and the set of syntactic rules, and included the understanding of: (*a*) lexically novel sentences; (*b*) structurally novel sentences; (*c*) semantically reversible sentences that expressed relationships between objects; (*d*) sentences in which changes in modifier position changed sentence meaning; and (*e*) conjoined sentences (Phoenix). Additional abilities demonstrated included a broad and immediate generalisation of the lexical items to different exemplars of objects; an ability to modulate the form of response to given action words, in order to apply the action appropriately to new objects, to different object attributes, or to different object locations; an ability to carry out instructions correctly despite changes in the context or location in which a sentence was given, or in the trainer providing the instructions; an ability to distinguish

between different relational concepts; an ability to respond correctly to sentences given with no object present in the tank until 30 seconds after the instruction was given (displacement tests); and an ability to report correctly that the particular object designated in a sentence was in fact not present in the tank, although all other objects were (Akeakamai). These various abilities evidenced that the words of the languages had come to represent symbolically the objects and events referred to in the sentences. The successful processing of either a left-to-right grammar (Phoenix) or of an inverse grammar (Akeakamai) indicated that wholly arbitrary syntactic rules could be understood and that an understanding of the function of words occurring early in a sentence could be carried out by the dolphin on the basis of succeeding words, including, in at least one case, non-adjacent words. The comprehension approach used was a radical departure from the emphasis on language production in studies of the linguistic abilities of apes; the results obtained offer the first convincing evidence of the ability of animals to process both semantic and syntactic features of sentences. The ability of the dolphins to utilise both their visual and acoustic modalities in these tasks underscored the amodal dependency of the sentence-understanding skill. Some comparisons were given of the dolphins' performances with those of language-trained apes and of young children on related or relevant language tasks.

85–442 Hladik, Ellen G. and Edwards, Harold T. (Wichita State U.). A comparative analysis of mother–father speech in the naturalistic home environment. *Journal of Psycholinguistic Research* (New York), **13**, 5 (1984), 321–32.

The purpose of this study was to compare qualitatively and quantitatively the communicative interactions of fathers and mothers with their young child in the naturalistic home environment. Ten couples of similar background served as subjects. Three different settings – (*a*) mother and child, (*b*) father and child, and (*c*) mother and father with child – were arranged and 30-minute tape-recordings were made in the homes with the use of wireless recording equipment. Although differences were found as mothers and fathers interacted alone with their child, the similarities outweighed the differences. When both parents were together with their child, there were even fewer differences. The results indicate that both parents can provide very similar programmable input for the child and that the child acquires languages in a rich and highly varied linguistic environment.

85–443 Holzman, Mathilda (Tufts U., Medford, Mass.). Evidence for a reciprocal model of language development. *Journal of Psycholinguistic Research* (New York), **13**, 2 (1984), 119–46.

A reciprocal model of language development is proposed analogous to Bowlby's model for the development of attachment, a control system model. The hypothesis for the research reported is that a reciprocal behavioural system operates between the language-developing infant-child and the competent language user in a socialising-teaching-nurturing role vis-à-vis the language-developing child. Findings are from a longitudinal study of four infant–mother dyads, videotaped in the home from the time the infants were 3 months until they were 2 years old. The mother's linguistic

behaviour following vocalising and verbalising by her infant is analysed for evidence that it is language-teaching behaviour appropriate to the infant's level of linguistic development and, in the terms of the control system model, elicited by the infant's linguistic behaviour.

85–444 Janitza, Jean (U. of Paris III). Apprentissage des langues étrangères et technologies informatiques. [The learning of foreign languages and information technologies.] *Multilingua* (Amsterdam), **3**, 3/4 (1984), 127–33.

The recent developments in informatics and related technologies pose two fundamental questions for the teacher of foreign languages: (1) How can these technologies be integrated into a methodology based on new psycholinguistic principles? (2) What new interactive features do these modern technologies bring to language teaching? The reply to these two questions presupposes an analysis of the linguistic activity and the cognitive processes applied by the learner in the production and reception phases, both in the mother tongue and the foreign language. These psycholinguistic hyopotheses are then integrated into learning models especially adapted to computer technologies: the heuristic mode, the algorithmic mode and the ludic mode. This analysis and study of the interaction between psycholinguistics and informatics show that the field is ripe for experiment, which is likely to be fruitful.

85–445 Obler, Loraine, K. Knowledge in neurolinguistics: the case of bilingualism. *Language Learning* (Ann Arbor, Mich), **33**, 5 (1983), 150–90.

The goal of neurolinguistic research is to determine how language is organised in the brain. Certain basic assumptions underlie all such research, and although some of these have been called into question by recent neurolinguistic research into bilingualism others remain intact. It can be assumed that the brain of a brain-damaged patient is organised just like that of a normal person but with something missing; that the brain operates in non-redundant ways, with each lexical item, each syntactic procedure and each language component housed in its own particular area; and that psycholinguistic processes will eventually correlate one-to-one with the brain structures which realise them.

Four main areas of recent neurolinguistic research into bilingualism are reviewed: aphasiology, laterality studies, bilingual organisation within the language area and psycholinguistic studies of bilinguals' neurolinguistic processes.

85–446 Pellegrini, Anthony D. (U. of Georgia). Effects of experimental play contexts on the development of preschoolers' functional language. *Journal of Pragmatics* (Amsterdam), **8**, 2 (1984), 211–19.

An experiment was conducted to determine the effects of specific learning centres on preschoolers' functional uses of language. This experiment was conducted because previous research examined the effects of global and uncontrolled play contexts on children's production of functional language. This experiment controlled specific context and number of players in the contexts. It was hypothesised, first, that children would use more varied individual functions and more multifunctional utterances with

age. Secondly, it was hypothesised that more varied functions and more multifunctional utterances would be produced in the dramatic context than in the blocks context. Preschoolers' individual utterances were coded as serving one or more than one function; functions were defined following Halliday. Same-age and same-sex dyads from two age groups (4- and 5-year-olds) were observed in experimental settings playing with blocks alone and with housekeeping props alone. Both contexts elicited a predominance of imaginative language, though the dramatic context elicited more imaginative language than the blocks. With age, children generated more individual functions and multifunctional utterances.

85–447 Sonnenschein, Susan (U. of Maryland, Baltimore County). The effects of redundant communications on listeners: why different types may have different effects (*Journal of Psycholinguistic Research* (New York), **13**, 2 (1984), 147–66.

Much of our communication is redundant in that we say more than necessary to be informative. How listeners respond to verbal redundancy is important because of its frequency of occurrence and because such knowledge should enable us to increase our understanding of the development of listening skills. Previous research indicated qualitative developmental differences in how listeners respond to differentiating redundancy (several distinguishing features of a referent are mentioned). The present research compared performance with two forms of redundancy: differentiating and structured (e.g., mentioning a distinguishing referential feature and a feature shared by several contiguous stimuli) and investigated causes of differences in responding to the two forms. First- and fifth-graders participated in a referential communication paradigm. Results were discussed in terms of a processing capacity model: redundancy should facilitate performance only if it decreases processing demands on a listener. Which processing demands will be affected will depend on the specific redundancy and the specific task.

85–448 Stemberger, Joseph Paul. Inflectional malapropisms: form-based errors in English morphology. *Linguistics* (The Hague), **21**, 4 (1983), 573–602.

Form-based errors in the access of lexical items, known as malapropisms, have been extensively studied in the context of whole-word errors. Similar form-based errors occur that involve inflectional morphology, with both major and minor affixes involved. One type of inflectional malapropism is the phenomenon of 'affix checking' in adult and child language. Alternative explanations of the phenomenon are examined, with emphasis on feedback from the phonological level to the lexical level in a parallel interactive processing model.

PRAGMATICS

84–449 Bar-Lev, Zev (San Diego State U.). Towards superlogic. *ITL* (Louvain), **64** (1984), 23–55.

This article argues for a semantic theory of discourse structure, with a strong cross-linguistic focus. Its argument starts with analysis of two phenomena related to discourse and cognition: conjunction and categorisation. After this initial justification, claims are developed within a specific research model for discourse, but also drawing on the rich field of data available in intercultural environments. Specific results include the claim that 'Mediterranean' discourse-types differ from Anglo and 'Oriental' types in preferring a different form of 'framing' device for discourse, namely a particularising rather than generalising form. There is also discussion of the implications of the approach for linguistic methodology and cognitive theory.

85–450 Bartsch, Renate (U. of Amsterdam). Norms, tolerance, lexical change and context-dependence of meaning. *Journal of Pragmatics* (Amsterdam), **8**, 3 (1984), 367–93.

In this paper, context dependence of meaning, vagueness and semantic change are investigated in interdependence. This interdependence is created by the fact that lexical meanings are the contents of semantic norms, and tolerance with respect to those norms is required: these phenomena, and especially semantic change, occur because semantic norms are subjugated under the highest norm of communication. This highest norm is due to the application of the principle of rationality (i.e. goal directedness and goal adequacy) to the goal of communication, which is 'understanding'. In this relationship between different levels of norms lies the pragmatic aspect of this paper.

85–451 Bonamy, David (British Council, Bandung) **and Waters, Alan** (U. of Lancaster). Oral foreign language communication: what do we need to know? *International Journal of the Sociology of Language* (Amsterdam), **49** (1984), 73–87.

A taped conversation between a Technical Education Advisor (native English speaker), and two Indonesian Technical Instructors was analysed in terms of the three main types of knowledge made use of: (1) linguistic, (2) technical and (3) cultural. (1) Linguistic knowledge. The type of language used was essentially that used for normal conversational purposes by speakers with an average educational background. There were two main communication problems here: one was a lack of knowledge about hierarchical relationships and other points of comparison and contrast between words in semantic groups; the second was a problem which arose during the conversation itself and was caused by the application of inappropriate strategies for overcoming the first problem. The main strategy employed was that of switching from one language to another and back again, with the result that key points in the communication were reduced to a pidginised form of either English or Indonesian. When, finally, one point was reasonably successfully communicated, it was done despite this translation/pidginisation and because of a final resort to clear and explicit

argumentation. An even more successful communication would have taken place if the speaker had used his mother tongue consistently in his exposition rather than resort to restricted translation strategies which leap over stages in the argument and render important connections obscure. (2) Technical knowledge. When problems were encountered in communicating about one aspect of technology, the speaker made references to other related aspects of technology, on the assumption that the shared body of technical knowledge conjured up by these references would aid comprehension. In one case (where the items referred to were physically present) this was a successful strategy, but in another case, where reference was made to part of the outside world which the listeners were not familiar with, it impeded comprehension. (3) Cultural knowledge. Reference were made by the speaker to an aspect of British culture which would certainly have aided a native speaker's comprehension of the point at issue, but again added to the listeners' overall confusion.

The effect of the failure of the various strategies on the overall communication was that both sides found the conversation frustrating and unsatisfactory. If communication breakdowns of this kind were allowed to accumulate, they would undoubtedly endanger personal and professional relationships.

85–452   Dolitsky, Marlene. Communicative speech and its prerequisites. *Journal of Pragmatics* (Amsterdam), **8**, 2 (1984), 183–93.

The capacity to communicate, where communication is considered in its profoundest sense as that process where a Self aware of his/her difference from an interlocutive Other reaches and makes the latter recognise him/her (Benvéniste, 1966) and their differences, is not born with the child but develops as s/he does. Whereas philosophers have been aware of the Other, many psychoanalysts have concentrated on the development of the ego, the Self. (Is this where the 'me-generation' comes from, by any chance?) And while the recent existential psychoanalysts are aware of the Other, many have ignored its prerequisites and development. This paper concerns the recognition of Self and Other and the ability to decentre, the cognitive prerequisites of communicative interaction, and their development.

Full communication presupposes a Self different from an Other; identity between interlocutors leaves nothing to communicate. At the same time its accomplishment is dependent on mutually shared concepts through which the distance created by this difference can be reduced. All linguistic interaction can thus be considered bilingual as participants translate from their own idiolect into the interlocutor's and vice versa (François, 1982). Piaget (1948) named this type of translation 'decentration'. Full awareness of whom one is speaking to, and of one's interlocutor's similarities to, and differences from oneself is the prerequisite to decentration, which in turn is the key to the communicative event.

85–453 Ehlich, Konrad (Katholieke Hogeschool, Tilburg). Handelings-patronen in de communicatie in de klas. [Schemata of speech action in the class-room.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **16B**, 2B (1983), 70–94.

This article deals with the relationship between concrete perceptible linguistic phenomena and their underlying schemata of speech action, illustrated by an analysis of this relationship in the educational institution, i.e. in a classroom. The concrete linguistic utterances are realisations of actions being specific 'positions' within the schema. For the analysis of these schemata of speech action and the way they are put to use in communicative interaction, e.g. in classrooms, it is necessary to distinguish the discrete units that constitute the schema. These units are determined by the goal of the schema. As yet, the relationship between schemata of speech action and linguistic surface phenomena is not unequivocal. This is caused by the complex nature of communicative interaction. Schemata of speech action provide a potential for possible linear realisations. The analysis is illustrated with the help of empirical data taken from real communication in a classroom. An understanding of schemata of speech action allows teachers to better comprehend their own actions and those of their pupils.

85–454 Guentherodt, Ingrid. Androcentric language in German legal texts and the principle of equal treatment for women and men. *Journal of Pragmatics* (Amsterdam), **8**, 2 (1984), 241–60.

The intention of this article is to make readers aware of the ambiguity and inequity of androcentric (male-centred) legal language. In an introductory part, Swiss suffrage laws are analysed to prove that masculine forms which in one context of legal language are supposed to be neutral and include women, may exclude women in another context if it serves male interests.

The main section of the article is divided into two parts, a diachronic and a synchronic part. The changes pointed out in the diachronic part should encourage both research and political reform so as to cope with the discriminatory texts presented in the synchronic part. The diachronic part traces changes in family law terminology toward equal treatment of women and men, mainly analysing the development of the legal concept 'parental power', formerly 'paternal power' and excluding the mother. The synchronic part studies contexts of masculine generic forms in civil law texts, points out possible misuse and suggests forms and formulations which comply with the principle of equal treatment of women and men.

Since androcentric legal language is an international manifestation of patriarchy, examples for the discussion of German legal language are taken from texts of both East and West including Austria, Switzerland, West and East Germany.

85–455   Hjelmquist, Erland and Gidlund, Åke (U. of Göteborg, Sweden). Planned ideas vs. expressed ideas in conversation. *Journal of Pragmatics* (Amsterdam), **8**, 3 (1984), 329–43.

This study focuses on some aspects of how ideas planned in advance for use in everyday dialogue, are actually expressed. The transformation from planned ideas to actually expressed utterances is called the 'contextualisation process'. The results indicate that the contextualisation process works on many different levels at the same time. The results thus suggest that, whereas planned ideas are often in the form of statements and concept-like units, conversation tends to turn the concept-like units mainly into statements and sometimes into questions, so that statements dominate the conversation. Other findings are that epistemic modality markers ('certain', 'uncertain', etc.) are rather infrequent, both in the plans and in the actual utterances. Furthermore, the content of the planned ideas tends to become more specific in actual conversation. The authors' methodology should prove fruitful for elucidating some problems concerning the relationship between thought and language within a communicative situation.

85–456   Holmes, Dick. Explicit–implicit address. *Journal of Pragmatics* (Amsterdam), **8**, 3 (1984), 311–20.

Conversational address has for the most part been characterised and researched as a static component of talk virtually unrelated to concurrent interactive activities and the message of the talk. This paper, in contrast, examines address as a systematic interactional phenomenon, focusing specifically on a particular format of address whereby two or more recipients or groups of recipients are simultaneously yet differentially addressed in the same utterance – one explicitly, another/others implicitly. Investigation focuses on the sequential consequences explicit–implicit address entails and on how and why speakers and recipients make use of the format. Close examination of conversational data reveals that use of this and other address formats provides participants with means of determining not only who is being addressed but also what kind of action the talk is performing and thereby what kind of response the talk is proposing as relevant next.

85–457   Holmes, Janet (Victoria U., Wellington, NZ). Modifying illocutionary force. *Journal of Pragmatics* (Amsterdam), **8**, 3 (1984), 345–65.

Mitigation is an interesting pragmatic concept which has attracted some attention. It can usefully be considered in relation to the more general communicative strategies for modifying the strength or force of speech acts, namely attenuation and boosting. The effects of these strategies on positively affective and negatively affective speech acts are discussed and exemplified, and reasons for using them are considered. A range of linguistic devices which may be used to modify the illocutionary force of speech acts is described and illustrated.

85–458 Macleod, Norman. More on backward anaphora and discourse structure. *Journal of Pragmatics* (Amsterdam), **8**, 3 (1984), 321–7.

Anita Mittwoch (1983) has persuasively argued that backward anaphora is to be analysed pragmatically, in terms of its role in discourse structure. Mittwoch's characterisations are here supplemented with various observations: that backward anaphora permits a separation of the nominal functions of existential assertion and denomination (or, where backward anaphora involves a clause, a separation of factors usually associated with a main clause – assertedness and propositionality); and that specific cases of backward anaphora may be instances of a very general feature – the avoidance of pronominal forms in topical or peak sentences or clauses.

85–459 McClure, Erica (U. of Illinois at Urbana–Champaign) **and Geva, Esther** (Ontario Inst. for Studies in Ed.). The development of the cohesive use of adversative conjunctions in discourse. *Discourse Processes* (Norwood, NJ), **6** 4 (1983), 411–32.

But and *although* are both adversative conjunctions. However, *but* is a coordinator, *although* a subordinator. It was therefore hypothesised that the choice between them relates to focus. This hypothesis was tested in two studies. The results indicate that most, but not all, adult subjects select *but* to introduce foreground information and *although* to introduce background information and also use these conjuctions to determine which proposition in a conjoint sentence is being focused upon in text.

Children's acquisition of these uses of *but* and *although* was also investigated in a series of studies. The results demonstrate that by grade 4 children have mastered the basic intrasentential use of both *but* and *although*. However, not even by grade 8 do children display knowledge of the intersentential rule of focus governing adult use of these conjunctions. Hence they are unable to make use of this cohesive device in composition or in comprehension.

85–460 Mazeland, Harrie (U. of Düsseldorf). Openingssequenties van lesbeginnen. [Opening sequences at the beginning of lessons.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **16B**, 2B (1983), 95–121.

Some aspects of the sequencing structure in the openings of lessons are analysed. There are different levels of sequencing for different sets of participants. On a baseline two sequential positions are realised within the participant set 'whole class'. Position one is occupied by the teacher and contains at least an utterance or nonverbal signal with a directive function. Position two is the nonverbal reaction of the pupils to this directive. It can have situation-sensitive expansions through the embedding of sequences which are constrained on two levels: topically, the embedded sequences handle more detailed aspects of the directive in position one; interactionally, they apply to a smaller set of participants. The baseline positions together with the embedded sequences form a kind of directive clusters. They are terminated with the completion of position two, which is realised by the devices the teacher uses in

initiating a next position for the participant set 'whole class'. Such verbal and nonverbal devices also constitute the respective participant sets and the shifts between them. Especially on boundaries as the transition from one directive cluster to the following the devices are typically ordered in a tripartite structure. It is shown that the pupils orient themselves to this order in coordinating their actions with those of the teacher. Some discussion is offered to the tasks different directive clusters have. One type organises an additive kind of availability that is connected with the specific lesson. It is optionally insertable and located after a directive position of the other kind. This latter one organises the discourse availability of the pupils. It is obligatory, though reducible to routinised nonverbal signals.

Some properties of the sequential structure are also discussed. The directive clusters as a whole have the property of repeatability, contrary to the summons/answer-pair in conversational openings. The repetitions give the openings an intervalic character, alternating verbal and nonverbal positions and chaining clusters together. On the other hand the directive clusters as a whole are nonterminal; the type of nonterminality differs from that of the summons/answer-pair in conversational openings. Throughout the paper contrastive comparisons are made with Schegloff's analysis of sequencing in the openings of telephone calls. The analysis is based on 21 video-taped openings of lessons (recorded in the Federal Republic of Germany).

85–461   Raith, Joachim. Die Funktion und Relevanz prosodischer Systeme im Interaktionsprozeß. [The function and relevance of prosodic systems in the interaction process.] *Die Neueren Sprachen* (Frankfurt am Main, FRG), **83**, 5 (1984), 513–44.

This paper deals with the functional contribution of prosodic systems in the interaction process of signalling information, focuses on their central role in discourse, and argues that the primary prosodic function of structuring and organising discourse provides us with a unifying descriptive framework. Within this framework, additional functions which are to a greater or lesser extent bound to each other and to the context, such as expressive or grammatical functions of prosodic systems, can be analysed.

85–462   Roulet, Eddy. Speech acts, discourse structure, and pragmatic connectives. *Journal of Pragmatics* (Amsterdam), **8**, 1 (1984), 31–47.

Discourse analysis should not be limited to illocutionary functions but to functions and markers of interactivity also, for example, preparation, justification, argumentation, etc. When speech act research considers authentic (as supposed to concocted) discourse, units more complex than the speech act emerge in a hierarchy of at least three levels: exchange, move, speech act. Each conversation can be analysed into exchanges composed of moves which are linked together by illocutionary functions attributable to speech acts. Each move in its turn can be analysed into a master act with subordinate elements linked by 'interactive' relations. The relationship between these constituents of discourse is marked by 'pragmatic connectives' that articulate the discourse units, e.g. in French *puis*, *en effet*, *alors*, *et*, *donc*. This model is applied to a radio interview and to a monologic article from a newspaper. Pragmatic

connectives are shown not only to mark off discourse constituents but also to articulate them with what is implicit. The monologic/dialogic distinction is elaborated with two new terms: 'monological discourse', whose immediate constituents are tied together by interactive functions, and 'dialogical discourse', whose immediate constituents are tied together by illocutionary functions. Interactive functions are more important, at any rate, for monologic discourse. Contiguous speech acts often belong to different moves; these moves either constitute a larger move and are tied together by interactive functions, or they constitute an exchange and are tied together by illocutionary functions. Thus the speech acts are held together by either interactive or illocutionary relations between constituents at a higher level. Relations between speech acts are merely a specific aspect of relations between discourse constituents and therefore the illocutionary functions of information, assertion, response, etc. – traditionally treated at the level of acts – must be restored to the level of relations between moves constituting an exchange.

85–463 Schwitalla, Johannes. Textliche und kommunikative Funktionen rhetorischer Fragen. [Textual and communicative functions of rhetorical questions.] *ZGL: Zeitschrift für Germanistische Linguistik* (Berlin, FRG), **12**, 2 (1984), 131–55.

Two essential characteristics of rhetorical questions are that an answer is not expected, and that the question in fact contends that its propositional content is false. Early Reformation fly-sheets are analysed in a consideration of the rôle of rhetorical questions in their linguistic context and of their further communicative function. The texts have various aims, i.e. begging, teaching, argumentation, and the rhetorical questions accordingly function as proof, complaint, etc. This they do essentially through logical structures – they question the validity of a premise or, more frequently, of a conclusion. A notable formal component is the use of modal verbs, primarily in expressing the impossibility of a logical connection. Rhetorical questions also serve to underlie a point or sum up a lengthy argument in a poignant manner. Similar functions but less frequent occurrence are found in a parallel investigation of modern spontaneous speech data. Rhetorical questions are thus conditioned also by the linguistic context in which they occur.

85–464 Woodbury, Hanni (Columbia U.). The strategic use of questions in court. *Semiotica* (The Hague), **48**, 3/4 (1984), 197–228.

The paper first discusses some of the pragmatic properties of the set of English question-types. Two broad categories together with subclassifications are distinguished. The different question-types are shown to be related through their pragmatic properties and to be orderable hierarchically in terms of their modal and interpersonal properties, from broad *wh*-questions through grammatical *yes/no* questions to tag questions.

The second part of the paper analyses data collected in court. The discourse properties of questions employed by both prosecuting and defending lawyers in direct and cross-examination are investigated. Given the highly structured nature of court

proceedings in terms of the rights and obligations of the participants and how they may interact verbally with one another, one can assume that speakers know of the contextual constraints operating on the distribution of question-types. Hence it is possible to demonstrate how the strategic selection of a particular question-type from the options available contributes to the way the evidence the jury receives is controlled and to the way in which new and given information is presented in context. The study stresses the methodological need to examine frequency of grammatical forms as well as their distribution in a text. Furthermore, the study underlines how the pragmatic features of the question-types can be interpreted differently in adversary and non-adversary contexts.