

Sociolinguistics

89-375 Aggarwal, Kailash S. English and India's three-language formula: an empirical perspective. *World Englishes* (Oxford), **7**, 3 (1988) 289-98.

This article presents the findings of a sociolinguistic study of Indian university students' attitudes and perceptions towards English and of their use of English. The study was undertaken to provide feedback from learners for the purpose of language policy and planning. The major findings of the study are that students have a favourable attitude towards English, recognise its prestige and are

instrumentally motivated to study it. Furthermore, they prefer English to Hindi as a link language, and do not want Hindi to be taught in educational institutions. It also shows that they favour a two-language formula to the present three-language formula. A brief description of present and past language policy in India is presented in order to provide the historical context for the present study.

89-376 Cobarrubias, Juan (Seton Hall U.) Models of language planning for minority languages. *Bulletin of the CAAL* (Montreal), **9**, 2 (1987). [publ. 1989]. 47-70.

Of the different purposes for which language planning has been successfully used, the achievement of linguistic equality is the goal to which many linguistic minorities aspire. This paper attempts to ascertain the usefulness of language planning as a tool for eliminating language inequalities. The emergence of language planning as a discipline, with the early emphasis on standardisation, is described. Some typical objectives and processes of language planning are examined, to identify objectives that relate most closely to attainment of language equality. Of these, 'normalisation' appears

to reflect more closely the aspirations of minorities than does 'standardisation'. The three basic components of normalisation are detailed and the differences between this objective and standardisation discussed. A functional model of normalisation is proposed and examples of the use of the model are presented. Finally, a distinction between minority languages and minoritised languages is introduced. The paper concludes with a brief discussion of the role of language teaching and learning in relation to two of the normalisation tasks.

89-377 Jibril, Munzali (Bayero U., Kano, Nigeria). Language in Nigerian education. *Indian Journal of Applied Linguistics* (New Delhi), **13**, 1 (1987), 37-51.

Nigeria is one of the most complex multilingual states in the Third World. Some 395 local languages are spoken by a total population estimated to be in the region of 100 million. English is the official language and lingua franca though the latter status is also claimed by Pidgin in the South-West and South-East and by Hausa in the North. To complete the sociolinguistic profile of Nigeria, it should be

mentioned that Arabic is also learnt and used, mainly as a liturgical language, by some 50% of the population who are Muslims. In addition, French is studied in schools as an important foreign language because Nigeria is surrounded by ex-French colonies in which French is the official language, namely Cameroon, Chad, Niger and Benin Republic.

89-378 Matsumoto, Yoshiko (U. of California). Re-examination of the universality of face: politeness phenomena in Japanese. *Journal of Pragmatics* (Amsterdam), **12**, 4 (1988), 403-26.

This paper is a critical examination of the theory of linguistic politeness proposed by Brown and Levinson (1978, 1987). The paper focuses on the notion, fundamental to their theory, of 'face', and questions the universality of the proposed constituents of

'face' in the light of the Japanese language and culture. First, results from anthropological studies on Japanese society are presented to illustrate the discrepancy between Brown and Levinson's assumption and the Japanese notion of 'face'. Second-

ly, linguistic evidence is given that Brown and Levinson's theory provides wrong predictions for Japanese politeness phenomena. Examples are drawn from formulaic expressions, honorifics and the verbs of giving and receiving.

One conclusion from these observations is that a universal theory of linguistic politeness must take into account at a more fundamental level the cultural variability in the constituents of 'face'.

89-379 Moeran, Brian (Sch. of Oriental and African Studies, U. of London).

Japanese language and society: an anthropological approach. *Journal of Pragmatics* (Amsterdam), **12**, 4 (1988), 427-43.

This paper is written in response to Loveday's survey of Japanese sociolinguistics, and seeks to set language usage in social context. In adopting a micro-level approach, the author shows how various linguistic forms, such as pronominal usage, honorifics, and donatory verbs, reflect the division of Japanese society into an apparently infinite series of

in- and out-groups. He then proceeds to adopt a macro-level approach in order to show how the use of vocabulary – specifically keywords – serves to overcome this social differentiation, and to create solidarity among these groups, as well as enforce a sense of 'Japaneseness' vis-à-vis the outside – primarily Western – world.

89-380 Mufwene, Salikoko S. (U. of Georgia). English pidgins: form and function. *World Englishes* (Oxford), **7**, 3 (1988) 255-67.

This paper highlights similarities and variation in both the form and function of English pidgins the world over. Their ethnographic functions are shown to vary from that of the lingua franca in Africa and Asia to that of local vernaculars in the New World. Although these pidgins usually have an in-group, and sometimes politically integrative, function, very few of them have ever succeeded in being elevated to the high status of varieties used in, for example, the government, or higher courts of law, let alone higher education. Regarding form, it is noteworthy that, although English pidgins share a number of formal features (which may be attributed either to their common seventeenth- and eighteenth-century lexifier or to a universal, Bickertonian language

bioprogramme), they differ from one another in a number of other respects which may be attributed to substrate linguistic influence or chance selection of superstrate features. Traditional invocations of 'decreolisation' to account for intra- and inter-communal variation are argued against because they are based on the unproven assumption that the basilect as such has ever existed. The available information both on the social stratification of the slave population on the plantations of the New World and on differences in the British-African demographic ratios in the colonies is adduced to support the position that current speech continua date from the formative stages of the pidgins.

89-381 Rampton, M. B. H. (U. of London Inst. of Education). A non-educational view of ESL in Britain. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **9**, 6 (1988), 503-29.

In Britain, there have been no in-depth ethnographic studies of the status and use of English as a second language amongst young people outside classrooms. Partially to correct this omission, this paper first describes perceptions and rhetorical exploitations of ESL within a multilingual peer group consisting of adolescent boys who are proficient in English but who have close ties with people inexperienced in that language: firstly, bilinguals of Indian and Pakistani parentage vary their attitudes towards non-proficiency in English broadly according to domain, in a way that can be related to the different status

which Indian and Pakistani English have in the Indian subcontinent as opposed to Britain. Secondly, young people often code-switch into accented English in a way that places in the foreground and interrupts the otherwise hidden but continuing influence of the imperial stereotype of babu. In comparison, educational debate about ESL has remained parochial, failing to come to grips with the international and historical perspectives embraced within this peer group's sociolinguistic reckonings. As a result, educationalists run into difficulties: linguistic insecurity in English is over-

hastily attributed to ethnic minority children; debate is constricted within liberal pluralism; in arguing for the continuing need for ESL for bilingual pupils due to 'deceptive fluency', educationalists unwittingly subscribe to racist imagery of babu in one of its contemporary forms. ESL teaching is at a

crossroads, worried about obsolescence, and despite itself, potentially in step with authoritarian political developments and incipiently at odds with education in Community Languages. The paper ends by suggesting four ways in which ESL education can clarify its position.

Psycholinguistics

89-382 Altmann, Gerry and Steedman, Mark (U. of Edinburgh). Interaction with context during human sentence processing. *Cognition* (Lausanne), **30**, 3 (1988), 191-238.

Psychological theories of natural language processing have usually assumed that the sentence processor resolves local syntactic ambiguities by selecting a single analysis on the basis of structural criteria such as Frazier's (1978) 'minimal attachment.' According to such theories, alternative analyses will only be attempted if the initial analysis subsequently proves inconsistent with the context. An alternative hypothesis exists, however: if sentences are understood incrementally, more or less word-by-word (Marslen-Wilson, 1973, 1975), then syntactic processing can in principle exploit the fact that interpretations are available, using them 'interactively' to select among alternative syntactic analyses on the basis of their plausibility with respect to the context. This paper considers possible architectures for such incremental and interactive sentence processors, and argues for an architecture in which alternative analyses are initially offered in

parallel, and are then discriminated among by immediate appeal to the comprehension process under a selective or 'weak' interaction, as opposed to directive or 'strong' interaction. Such an architecture does not compromise the modularity hypothesis of Fodor (1983) in any way. Experimental evidence is reviewed which has been claimed to show that human sentence processing is non-interactive and mediated by purely structural criteria. New results are presented which appear incompatible with the structuralist proposal, and which support the interactive hypothesis. Reasons are suggested why the earlier contrary results may be discounted, and it is concluded that the human sentence processing mechanism resolves modifier-attachment ambiguities by recourse to higher-level contextual and referential information under the weak interaction.

89-383 Bialystok, Ellen (York U., Ontario). Influences of bilingualism on metalinguistic development. *Second Language Research* (Utrecht, The Netherlands), **3**, 2 (1987), 154-66.

The relationship between metalinguistic awareness and bilingualism is interpreted in terms of a framework which defines metalinguistic awareness as consisting of two processing components: analysis of linguistic knowledge, and control of linguistic processes. It is argued that bilingualism enhances only the latter of these processing components, so

global assessments of metalinguistic ability by bilingual subjects are bound to lead to inconsistent results. Some studies are reported in which these two processing components are separated. Bilingual children are shown to be superior to monolingual children on measures of control of linguistic processes.

89-384 Bowey, Judith A. and Patel, Rinu K. (U. of Queensland). Metalinguistic ability and early reading achievement. *Applied Psycholinguistics* (Cambridge), **9**, 4 (1988), 367-83.

This study explored the conceptual status of metalinguistic ability by determining whether or not metalinguistic ability can account for variation

in early reading achievement independently of more general language abilities. First-grade children were given a test battery assessing phonemic awareness,

syntactic awareness, receptive vocabulary, syntactic proficiency, word decoding ability, and reading comprehension ability. Strong zero-order correlations were observed among all experimental measures. However, multiple regression analyses

revealed that metalinguistic ability does not contribute to the prediction of early reading achievement when general language ability effects are statistically controlled.

89-385 Cacciari, Cristina and Tabossi, Patrizia (U. of Bologna). The comprehension of idioms. *Journal of Memory and Language* (New York), **27**, 6 (1988), 668-83.

The access of idiomatic expressions was investigated in three cross-modal priming experiments. When the idiomatic string was predictable, subjects were faster at performing a lexical decision to idiomatically related targets than to literally related targets (Experiment 1). When the string was not recognisable as idiomatic until its completion, then subjects were faster on the target literally related to the last word (Experiment 2). Lexical decision for the same materials used in Experiment 2, when

target words were presented 300 ms after the end of idiom was heard, was faster both for targets related to the last word and for the idiomatic meaning of the string, relative to control targets (Experiment 3). Neither the direct access model nor the lexical representation model seems adequate to explain the present findings. A new hypothesis concerning the representation and the processing of idioms is presented.

89-386 Genesee, Fred (McGill U.). Early bilingual development: one language or two? *Journal of Child Language* (Cambridge), **16**, 1 (1989), 161-79.

It is commonly thought that children learning two languages simultaneously during infancy go through a stage when they cannot differentiate their two languages. Virtually all studies of infant bilingual development have found that bilingual children mix elements from their two languages. These results have been interpreted as evidence for a unitary, undifferentiated language system (the unitary language system hypothesis). The empirical

basis for these claims is re-examined and it is argued that, contrary to most extant interpretations, bilingual children develop differentiated language systems from the beginning and are able to use their developing languages in contextually sensitive ways. A call for more serious attention to the possible role of parental input in the form of mixed utterances is made.

89-387 Green, David (University Coll. London) and **Meara, Paul** (Birkbeck Coll., London). The effects of script on visual search. *Second Language Research* (Utrecht, The Netherlands), **3**, 2 (1987), 102-17.

Native English speakers search short strings of letters differently from the way they search strings of nonalphanumeric symbols. Experiment 1 demonstrates the same contrast for native Spanish speakers. Letter search, therefore, is not a result of the peculiarities of English orthography. Since visual search is sensitive to the nature of the symbols being

processed, different scripts should produce different effects. Experiments 2 and 3 confirmed such differences for Arabic and Chinese scripts. Furthermore, these experiments showed no evidence that native Arabic and native Chinese speakers adapt their search strategy when dealing with letters. Implications of these findings are considered.

89-388 Kemler Nelson, Deborah G. (Swarthmore College, Pa) **and others.** How the prosodic cues in motherese might assist language learning. *Journal of Child Language* (Cambridge), **16**, 1 (1989), 55-68.

The function of motherese has become a pivotal issue in the language-learning literature. Current research takes the approach of 'asking whether the prosodic characteristics that are distinctive to motherese could play a special role in facilitating the acquisition of syntax. Hirsh-Pasek *et al.* (1987) showed that infants aged 0; 7-0; 10 are sensitive to prosodic cues that would help them segment the speech stream into perceptual units that correspond to clauses. This study shows that infants' sensitivity to segment-marking cues in ongoing speech holds

for motherese but not for adult-directed speech. The finding is that, for motherese only, infants orient longer to speech that has been interrupted at clausal boundaries than to matched speech that has been interrupted at within-clause locations. This selective preference indicates that the prosodic qualities of motherese provide infants with cues to units of speech that correspond to grammatical units of language - a potentially fundamental contribution of motherese to the learning of syntax.

89-389 O'Brien, David G. (Purdue U., Ind). The relation between oral reading miscue patterns and comprehension: a test of the relative explanatory power of psycholinguistic and interactive views of reading. *Journal of Psycholinguistic Research* (New York), **17**, 5 (1988), 379-401.

The use of oral reading to assess silent reading ability has gained wide acceptance despite the lack of definitive evidence that the two processes are similar. Moreover, there are a number of theoretical positions that run counter to assumptions underlying oral reading error analysis as a measure of silent reading competency. This study examined the relation between multiple oral reading miscue measures and postreading comprehension performance. Correlations between the oral reading and comprehension measures indicated a negative relation between oral reading and recall following the reading of familiar passages and a positive relation

between oral reading and an inferential comprehension measure following the reading of unfamiliar passages. In addition, when the subjects read disrupted passages, their attempts at correcting incongruous errors and their self-report interviews indicated that their oral reading was not related to their performance on comprehension product measures. The results, which are discrepant with previous research relating oral reading to comprehension, are discussed in terms of a comparison between psycholinguistic and interactive models of reading comprehension.

89-390 Rohi, Mary and Tunmer, William E. (U. of Western Australia). Phonemic segmentation skill and spelling acquisition. *Applied Psycholinguistics* (Cambridge), **9**, 4 (1988), 335-50.

A spelling-age match design was used to test the hypothesis that deficits in phonologically related skills may be causally related to difficulties in acquiring basic spelling knowledge. Poor grade 5 spellers, average grade 3 spellers, and good grade 2 spellers matched on a standardized spelling test, and a group of good grade 5 spellers matched by chronological age with the poor grade 5 spellers were administered a phonemic segmentation test containing nondigraph pseudowords and an ex-

perimental spelling test containing words of the following four types: exception, ambiguous, regular, and pseudowords. Consistent with the hypothesis, it was found that when compared with the poor spellers, the average and good spellers performed better on the phonemic segmentation task, made fewer errors in spelling pseudowords, and made spelling errors that were more phonetically accurate.

89-391 Stuart, Morag (Birkbeck Coll. U. of London) **and Coltheart, Max** (Macquarie U., Sydney). Does reading develop in a sequence of stages? *Cognition* (Lausanne), **30**, 2 (1988), 139-81.

This paper reviews and evaluates three recent stage theories of reading acquisition (Marsh, Friedman, Welch, & Desberg; Frith; Seymour) and also discusses the relationships between phonological awareness and reading, especially the direction of causality in such relationships. Data from a longitudinal study of reading acquisition are then reported. This study included assessments of phonological skills in children before they had begun to learn to read. The results of the study suggest that (a) even if learning to read is conceptualised as a

sequence of stages, not all children pass through the same sequence of stages, (b) phonological awareness and reading acquisition have a reciprocal interactive causal relationship, not a unidirectional one, and (c) phonological skills can play a role in the very first stage of learning to read among phonologically adept children. Hence, it is incorrect to claim that the first stage of learning to read always involves such non-phonological procedures as 'logographic' processing.

89-392 Taraban, Roman and McClelland, James L. (Carnegie Mellon U.). Constituent attachment and thematic role assignment in sentence processing: influences of content-based expectations. *Journal of Memory and Language* (New York), **27**, 6 (1988), 597-632.

The experiments reported here use individual word reading times in a self-paced word-by-word reading task to examine the processing of prepositional phrase constituents in sentences like *The spy saw the cop with a revolver but the cop didn't see him*. Experiment 1 shows that reading times for words immediately following the prepositional phrase (*with a revolver*) are predictable from the consistency of subjects' expectations for the attachment of such prepositional phrases with the attachment dictated by the content of the prepositional phrase itself. These expectations vary from sentence to sentence with the content of the material preceding the prepositional phrase and do not appear to reflect the syntactic principle of Minimal Attachment. Experiment 1 conflated violations of expectations for prepositional phrase attachment with violations of

role and filler expectations; Experiment 2 examined the contribution of each of these three types of expectation violations to the slowing of reading times. Violations of filler expectations that did not change expected role or attachment produced a small but significant slowdown in processing the words just following the prepositional phrase. Violations of thematic role expectations and filler expectations produced a much larger slowdown, but violation of attachment expectations as well as filler and role expectations did not produce any additional slowing of processing. These results are interpreted as supporting models of sentence processing in which thematic role expectations for upcoming constituents play a role in guiding the interpretation of these constituents as they are initially processed.

Pragmatics

89-393 Enkvist, Nils Erik (Åbo Akademi, Finland). Interpretability, text strategies, and text types, *Bulletin CILA* (Neuchâtel), **48** (1988), 7-28.

This article addresses the question 'When is a text interpretable?', for which concepts such as grammaticality, acceptability and stylistic decorum are seen to provide only a partial answer. Examples of, for example, Russian, German and English short poems are used to show that man is a meaning-hunting animal who uses semantic/pragmatic/contextual clues (no matter how difficult or unorthodox the text) to try to interpret messages in

terms of a producer's mental/physical state and communicative intention.

Discourse comprehension is seen as dynamic and intimately involved with scenario building, 'knowledge of the world', schemata and 'scripts'. The encoding/decoding of a text world is an incremental process, increasing information and certainty by the exclusion of alternatives. Every time a text producer chooses one item from a paradigmatic set of

alternatives, he performs eliminates the others by implication.

The author concludes by stressing the difference in approach between literary scholars (who see texts, no matter how much they break 'rules', both as reflective of personalities operating in a social

setting and aimed at 'world building' in a reader) and linguistics, who feel that uncontrolled variables should be excluded from consideration so that the behaviour of 'ideal' speakers in homogeneous speech societies can be postulated.

89-394 Prince, Ellen F. On pragmatic change: the borrowing of discourse functions. *Journal of Pragmatics* (Amsterdam), **12**, 5/6 (1988), 505-18.

As is well known, a typical and frequent effect of language contact and bilingualism is linguistic borrowing, the importation into one language of something from the other. Borrowing has been well documented at many linguistic levels, including phonological, lexical, morphological, syntactic, and semantic. However, what has not been appreciated is that borrowing can occur at the pragmatic level as well.

In this paper, evidence is presented for the existence of pragmatic borrowing, in particular, evidence that one language may borrow the discourse functions of a particular syntactic form from another language. More correctly, (i) a syntactic form S2 in L2 may be construed by speakers as 'analogous' to a syntactic form S1 in L1,

and (ii) the discourse functions of S1 in L1 may then be borrowed into L2 and associated with S2. What speakers construe as 'analogous' syntactic forms turns out to be quite interesting and suggests that syntactic competence is both robust and sophisticated, as current syntactic theories claim. Furthermore, the situation that actually obtains after the borrowing may correlate with the logical relations between the discourse functions originally associated with S1 and S2. The evidence comes from Yiddish, where it is argued that pragmatic borrowing from Slavic has occurred, and from a non-standard dialect of English, where it is argued that pragmatic borrowing from Yiddish has occurred.

89-395 Shen, Yeshayahu (Tel Aviv U., Israel). Schema theory and the processing of narrative texts: the X-bar story grammar and the notion of discourse topic. *Journal of Pragmatics* (Amsterdam), **12**, 5/6 (1988), 639-76.

The Story Grammar approach suggests a model based on the generative framework, for representing both the structure of that class of narratives known as 'Stories', and the cognitive aspects of story processing and comprehension by actual readers.

The central aim of this paper is to suggest a radical revision of the S-G model (S-G = Story Grammar) replacing it with an X-Bar Story Grammar (XBSG), which incorporates the notion

of the X-Bar system as developed in sentence level grammar. The XBSG is presented, and it is argued that the XBSG is a framework within which central issues involved in the processing of narrative discourse can be accounted for; an analysis of one such issue is proposed, namely, the problem of the Discourse Topic construction within the XBSG framework.