

## Linguistic theory

**88-345 Ball, Martin J.** (Poly. of Wales). Clinical linguistics. *AILA Review* (Madrid, Spain), **4** (1987), 69–87.

The discipline of 'clinical linguistics' is reviewed. The article is divided into three parts: first a description is provided of the language and speech disorders that clinical linguistics applies to. The data of clinical linguistics are discussed under two headings: speech disorders and language disorders. Speech disorders are classified into developmental or acquired. The former include problems encountered by the child in the normal acquisition and use of the phonetic/phonological system of the language(s) in question. The most common acquired speech disorders are aphasia, dysarthria and apraxia. Language disorders can likewise be divided into those associated with language development in children and those acquired at a later stage. Here classifications can be devised according to which component of language has been affected, for example syntactic or semantic disorders.

In the second section of the paper, the author

outlines some of the more important contributions which linguistics (including phonetics) has made to the study of disorders of speech and language. The following different levels of linguistic analysis are dealt with in turn: phonetics, phonology, grammar and semantics.

In a third section the author examines four areas in which clinical linguistic research is just beginning to develop: (1) the use of computers in assessment; (2) the examination of the links that exist between different levels of linguistic analysis and the importance this has for the interpretation of clinical data; (3) the shift away from the 'core' linguistic areas of syntax, semantics and phonology to incorporate areas such as pragmatics and psycholinguistics. Finally the author considers the contribution which clinical linguistics can make to general linguistic theory.

**88-346 Hajičová, Eva and Sgall, Petr.** The ordering principle. *Journal of Pragmatics* (Amsterdam), **114** (1987), 435–54.

The objective of this paper is to point out the existence of a principle governing the ordering of a sentence's major constituents. This principle is closely related to the pragmatically based (though linguistically structured) topic-focus articulation of the (meaning of a) sentence, and therefore the authors also mention the operational tests used to

analyse this articulation and characterise the semantic relevance of topic and focus, and of the communicative dynamism (CD). They show how these phenomena can be economically described on the basis of Chomsky's theta theory, if the ordering principle is treated by the categorial component.

**88-347 Hawkins, John A.** Implicational universals as predictors of language acquisition. *Linguistics* (Amsterdam), **25**, 3 (1987), 453–73.

Implicational universals can make predictions for first- and second-language acquisition. They predict the relative timing with which structures and properties are acquired in different languages, and also the types of errors that are made (and those that are not made). The first scholar to address the logic of this relationship between (typological) universals

and language acquisition was Roman Jakobson. This paper builds on his insights but argues that his discussion of the relationship was not sufficiently explicit, nor was it quite correct. Implicational predictions for acquisition are accordingly defined and tested against some relevant acquisition data.

**88-348 von Hahn, Walther** (U. of Hamburg). Computational linguistics. Theoretical foundations, misconceptions, and applications. *AILA Review* (Madrid), **4** (1987), 57–68.

Traditionally, computational linguistics has been used for syntactic analysis, computer-aided translation, etc. Artificial Intelligence research has recently led to the extension of computational

linguistics to include research areas such as man-machine interaction, the link between natural language and other cognitive processes, and other significantly more complex tasks. The purpose of

future research in computational linguistics should be analysis of language as a means of communication. To this end, Artificial Intelligence methods should be employed and computational

linguistics used to assist (1) linguistics in the formulation of more elaborated hypotheses about language, and (2) computer science in the development of better man-machine interfaces.

## Phonetics and phonology

**88-349 Picard, Marc** (McGill U.). Conditions and constraints on syllable division. *Linguistics* (Amsterdam), **25**, 2 (1987), 361-82.

Attempts to formulate a generalised set of syllabification rules have been made in recent years by Pulgram, Hooper, Kahn and Kiparsky. These have turned out to be largely unsuccessful due to some common and recurring misconceptions, leading to the development of models that either make false predictions in certain cases or fail to achieve truly universal applicability. In the model presented here,

it is proposed that syllabification can be worked out in any language by means of only two general rules, each of which is derived from a recognised and seemingly unchallenged phonological principle, through the combination of a process of  $\$$  shift, the concepts of bisyllabification, and the realisation that word-initial constraints are solely responsible for the determination of medial onsets.

**88-350 Piper, Terry** (U. of Calgary). On the difference between L1 and L2 phonology. *Canadian Journal of Linguistics* (Toronto), **32**, 3 (1987), 245-59.

The acquisition of L1 phonology can be seen as the progressive suppression of innate universal simplification processes (substitution, assimilation, syllable-structure reduction, etc.). Similar processes were found to account for 86% of mismatches between actual and target forms in the speech of 15 five-year old ESL learners from various L1 backgrounds. Nonetheless, certain L1 processes did not

appear (e.g. reduplication) or appeared infrequently (cluster-reduction). A further study with 10 of the subjects over 10 months revealed processes unique to L2 learners (aspiration, nasalisation and glotalisation) and showed a different order of disappearance and different durations of processes shared with L1 learners.

**88-351 Scully, Celia** (U. of Leeds). Linguistic units and units of speech production. *Speech Communication* (Amsterdam), **6**, 2 (1987), 77-142.

Links are needed to bridge the gap between the analysis of speech as a set of discrete, ordered but durationless linguistic units and analyses of the continuously changing acoustic signals, defined along a time axis. Current recognition and synthesis devices do not make good use of the structure imposed by speech production processes on the mapping between an allophone sequence and the many possible associated speech signals. A quantitative, flexible articulatory time framework has been developed as a contribution to the new kinds of phonetic descriptions needed. Units of articulation for allophones of the phonemes of British English and methods for linking adjacent allophones are proposed. Tentative specifications for a sub-set are offered, based on a review of published findings for natural speech.

Articulatory schemes are taken to be organised with reference to particular events  $E$ . Pairs of events need to be appropriately co-ordinated in time. The two events may relate to inter-articulator co-

ordination between two different quasi-independent articulators or to the durational extent of a statically maintained state for a single articulator. The co-ordination between the two events is expressed through the duration  $D$  of the time interval between them. Six examples are given of the construction of a complete articulatory time plan for an English sequence. This forms the first stage for a computer implemented model of the articulatory, aerodynamic and acoustic processes of speech production. The synthetic speech output from the model is given acoustic variations intended to mimic those arising in natural speech due to a speaker's choice of options, including a change in rate of speech. This is achieved in the modelling by altering one or more  $D$  values in the articulatory time plan and by dispensing with some optional actions. The variability of multiple repetitions by a real speaker can be introduced into the synthetic speech by perturbing the  $D$  values. The model needs to be matched to specific real speakers in order to

assess the extent to which it is realistic in its simulation of the variation and variability of acoustic pattern features for natural speech and the extent to which covariations can be predicted with it.

## Sociolinguistics

**88-352 Edwards, John and Chisholm, Joan** (St Francis Xavier U., Antigonish, Canada). Language, multiculturalism and identity: a Canadian study. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **8**, 5 (1987), 391-408.

After providing some historical background concerning nationalism, ethnicity and the link between language and group identity, this study attempted to gather views of this latter linkage, in a Canadian context – one in which there are two charter languages and an official policy of multiculturalism. The 401 respondents to a survey questionnaire were comprised of university students and faculty members, and townspeople. Biographical information was collected as well as data about language abilities, ethnic self-descriptions, languages in the Canadian setting, multiculturalism and, of course, the relationship between original group language and

continuing group identity. Three of the main findings were that there was much variability in ethnic self-descriptions; that there was some suggestion that the language-identity link may, indeed, not be essential for continuing identity; and that there was support for multiculturalism, for knowledge of both French and English in Canada, and for diversity in general – although this support may be largely of a passive nature. The results of this study are related to previous work, and suggestions for further work – particularly on the topics of language-identity linkages, and perceptions of diversity and multiculturalism – are made.

**88-353 Holobow, Naomi E. and others** (McGill U. and Cincinnati Public Schools). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics* (Cambridge), **8**, 2 (1987), 137-52.

A program of partial (half-day) French immersion in the Cincinnati Public Schools was evaluated in the kindergarten year. The English and French language development of participating native English-speaking children from both working- and middle-class backgrounds was assessed. The results indicated, firstly, that the pupils who spent half of their academic time in a foreign language (French) progressed just as well in English as carefully matched control pupils who followed a conventional all-English program. Secondly, it was

found that socioeconomically underprivileged children (both black and white) benefited from an immersion-type introduction to a foreign language as much as pupils from middle-class homes did. The degree of progress made in French was not linked with the social class background of the pupils even though this background factor clearly affected the students' performance on the English language tests. These results suggest that the immersion experience may help to diminish the effects of social class background.

**88-354 Hornberger, Nancy H.** (U. of Pennsylvania). Bilingual education success, but policy failure. *Language in Society* (London), **16**, 2 (1987), 205-26.

In 1977, a bilingual education project began in rural areas of Puno, Peru, as a direct result of Peru's 1972 Education Reform. This paper presents results of an ethnographic and sociolinguistic study comparing Quechua language use and maintenance between: (1) a bilingual education school and community, and (2) a non-bilingual education school and community. Classroom observation indicated a

significant change in teacher-pupil language use and an improvement in pupil participation in the bilingual education school. Community observation and interviews indicated that community members both valued and used their language. Yet the project has had difficulties expanding or even maintaining its implementation.



**88-355 Judd, Elliot L.** (U. of Illinois at Chicago). The English Language Amendment: a case study on language and politics. *TESOL Quarterly* (Washington, DC), **21**, 1 (1987), 113-35.

English language teaching has always been affected by the political system. This article discusses the English Language Amendment (ELA), a proposed constitutional amendment before Congress which states that English should be made the 'official' language of the United States. A brief historical background is provided, followed by a discussion of

arguments for and against the ELA. The motives behind the ELA are examined, and an assessment of how the bill affects ESL professionals is outlined. The goals of the article are to alert readers to the dangers of the ELA, to counter arguments made by its supporters, and to urge opposition to the Amendment.

**88-356 Lalleman, Josine** (U. of Leyden). A relation between acculturation and second-language acquisition in the classroom: a study of Turkish immigrant children born in the Netherlands. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **8**, 5 (1987), 409-31.

Schumann suggested that the degree of acculturation is a major causal factor in spontaneous second-language acquisition.

This article will explore to what extent acculturation might be related to classroom second-language acquisition. Eighteen eight- to nine-year-old Turkish immigrant children who were born and brought up in the Netherlands were rank-ordered with respect to both their Dutch language proficiency and degree of acculturation. The relationship between the two turns out to be positive

and significant, but it is not really high ( $r_s = 0.61$ ,  $p < 0.01$ ). It is concluded that as far as this specific group of L2 learners is concerned, acculturation is an important, but not necessarily a major, causal factor in classroom second-language acquisition. Most of the children in this study seem to be integratively orientated towards the Dutch community, without having lost their Turkish identity. The children who show a segregative orientation towards the Dutch community, tend to have a relatively low level of L2 proficiency.

**88-357 Ramirez, Carlos M.** (Interamerican U.). Developmental linguistic interdependence and bilingual education: Cummins and beyond. *International Journal for the Sociology of Language* (Amsterdam), **63** (1987), 81-98.

Seventy-five third-grade schoolchildren of Hispanic extraction in Newark, New Jersey, were given Spanish and English language tests over a period of two years, and their scores were compared with each other and with various socio-economic variables. The results confirmed Cummins' view that the L2 attainment of a bilingual child is partly a function of his L1 competence at the time that L2 exposure begins: common variance between English and Spanish language proficiency was about 20%.

Over the two years the learners showed a decrease

(relative to age norms) in English proficiency, Spanish proficiency and verbal intelligence, though not in concrete intelligence. Ramirez attributes this to the failure of the school curriculum allow the consolidation of L1 skills for the effective development of L2 skills, and suggests, following Fishman and Garcia, a diglossic arrangement for the teaching of languages so that they maintain functional significance. Parents may even need to create ethnic-mother-tongue schools to support the vernacular.

## Psycholinguistics

**88-358 Bernthal, John E.** (U. of Nebraska, Lincoln) **and others.** Detection of mispronunciations: a comparison of adults, normal-speaking children, and children with articulation errors. *Applied Psycholinguistics* (Cambridge), **8**, 3 (1987), 209-22.

Recent studies have shown that children as well as adults can detect mispronounced words presented in

running speech contexts. Listeners' detections are influenced by both phonological and lexical charac-

teristics of the mispronounced words. The present study compared the performance of normal-speaking children, misarticulating children, and adults on a task which required the detection of mispronounced words. Phonological shifts presented in the stimuli represented both developmental and non-developmental patterns. Analysis of errors in detecting these mispronunciations indicated that adults were significantly more accurate than either group of children. In contrast, the performance of the two groups of children was relatively similar. Both children and adults more readily detected

mispronunciations patterned after developmental errors than those mispronunciations manifesting more unusual, non-developmental sound shifts. Individual mispronounced words varied widely in their detectability. Nevertheless, those words which children found most difficult were also those on which adults most often erred. Parallels observed between the performance of the misarticulating children and their normally developing peers indicate that both younger groups use linguistic knowledge in a similar way in the perception of others' fluent speech.

**88-359 Cooper, William E.** (U. of Iowa) **and others.** Detection of missing words in spoken text. *Journal of Psycholinguistic Research* (New York), **16**, 3 (1987), 233-40.

Two tests were conducted to examine listeners' detection of missing words in spoken paragraph contexts. Detection was assessed by presenting listeners with normal paragraphs and with paragraphs each containing a single occurrence of a missed word, an inappropriate pause, or a mispronounced word. In the first test, listeners were simply asked whether they detected any abnormalities and to describe them. The results indicated that listeners reported missed words in only 34 to

49% of the paragraphs containing such words. In the second test, a separate group of listeners was given more specific instructions beforehand, indicating the three possible types of abnormality. In this task, the correct detection of missed words rose to 96%. Taken together, the results indicate that listeners do not readily detect occasional missing words under ordinary circumstances but are capable of such detection in a task specifically focused on message abnormalities.

**88-360 Cromer, Richard F.** Language growth with experience without feedback. *Journal of Psycholinguistic Research* (New York), **16**, 3, (1987), 223-31.

The relationship between language input and the precise way the child makes use of that input is a complex problem. Most research has concentrated on specific forms in the input and their later production by the child. It may be, however, that the child controls more of the acquisition process than previous input studies have assumed. Experience of particular language forms may be all that is required for internal organisational processes to operate. This longitudinal study investigated language growth in children using a structure they

had not yet mastered. Experience of this structure at 3-month intervals over the course of one year – without any feedback that children were interpreting some instances incorrectly – led to accelerated acquisition as compared with the ages observed in children tested cross-sectionally. It is argued that exposure to a linguistic structure that induces the child to operate on that structure can lead to a reorganisation of linguistic knowledge even though no direct feedback has been given as to its correct adult interpretation.

**88-361 Frazier, Lyn** (U. of Massachusetts, Amherst). Structure in auditory word recognition. *Cognition* (Lausanne), **25**, 1/2 (1987), 157-87.

Dominant models of auditory word recognition emphasise the lexical access component of the word identification problem. They thus cast the recognition process as a simple operation matching the input against stored lexical representations or direct activation of those representations. Given this characterisation of the problem, it is entirely unclear how the perceiver's knowledge of language structure could facilitate the recognition of words. Yet it may be necessary to appeal to grammatical knowledge to solve many of the outstanding problems in

theories of word recognition, e.g. segmentation, coping with variation in the acoustic instantiation of words, and recognising novel words.

This paper takes seriously the possibility that grammatical knowledge participates in word recognition. It investigates what kinds of information would be helpful for what purposes. It also attempts to sketch in the outlines of the general sort of recognition system which could take advantage of the kinds of regularities found in natural languages.

**88-362 Freedman, Aviva** (Carleton U., Ottawa, Canada). Development in story writing. *Applied Psycholinguistics* (Cambridge), **8**, 2 (1987), 153-70.

This study describes development in the realisation of story structure in the written productions of schoolchildren at three grade levels (5, 8, and 12) when writing in two different modes: true stories and invented. The scripts analysed were randomly selected from the compositions produced by the entire population of the three grade levels in one Canadian Board (7,500 students). The instrument of analysis was based on the story grammar developed

by Stein and Glenn. The analysis revealed: (a) there is development by age in the degree of realisation of an 'ideal form' of story schema, that is, one involving some setting information plus one complete episode; (b) the rate of development differs depending on whether stories are true or invented; (c) patterns of such development are complex and cannot be represented by a steady curve upward.

**88-363 Gass, Susan M.** (Michigan State U.). The resolution of conflicts among competing systems: a bidirectional perspective. *Applied Psycholinguistics* (Cambridge), **8**, 4 (1987), 329-50.

This study investigates the interaction of syntax, semantics, and pragmatics from the perspective of functional constraints on sentence processing. The functionalist model of Bates and MacWhinney is taken as a basis for investigating subjects' reactions to sentences in which word order, topic, and animacy are varied. Subjects were native speakers of Italian, a language which is sensitive to semantics for interpretation and English, a language which is sensitive to syntax for interpretation. The two native speaker groups were further subdivided in terms of second versus foreign language learners. This study focuses on the question of how learners move from one organisational system to another. It is argued that the ways in which L2 learners are able to determine the strength of dominant factors provides insights not only into the processes

involved in L2 acquisition but also into the relative strength of components crosslinguistically and the strength of boundaries between linguistic and extralinguistic information. The results suggest that in moving from a semantic-dominant language to a syntactic dominant one, learners first become aware of the importance of the concept of word order in a second language before being able to determine the specifics of word order in that language. On the other hand, moving in the other direction (from syntactic to semantic dominance) seems to come about with greater ease. To account for these results, a prototype model of acquisition is introduced. Finally, differences between second language and foreign language-learning environments are discussed.

**88-364 Gorrell, Jeffrey** (Southeastern Louisiana U.). Spatial role-taking ability among bilingual and monolingual kindergarten children. *Journal of Psycholinguistic Research* (New York), **16**, 2 (1987), 91-9.

Fifty-seven children enrolled in a bilingual Spanish kindergarten programme, assigned to appropriate language and age-related groups, were shown a graduated sequence of increasingly complex arrangements of multicolored blocks and were asked to judge how the original arrangement would look from the opposite and the side perspectives. A series of 2 (younger vs. older)  $\times$  3 (Spanish Monolingual vs. English Monolingual vs. Spanish-English Bilingual) ANOVAs for each of the types of responses

(correct, incorrect, egocentric) showed a significant main effect for age on the incorrect answers. No differences associated with egocentrism were obtained. There was no relationship between age and success with simple and complex spatial tasks. As opposed to other studies that suggest certain cognitive advantages for young bilingual children, this study indicates no perceptible differences associated with being monolingual or bilingual at the ages of 5 and 6 for spatial tasks.

**88-365 Koivukari, A. Mirjami** (U. of Helsinki). Question level and cognitive processing: psycholinguistic dimensions of questions and answers. *Applied Psycholinguistics* (Cambridge) **8**, 2 (1987), 101-20.

Previous research provides evidence about a relationship between the quality of questions and the

depth of processing of an input. If questions about a subject matter are asked in a certain way, students

are likely to process it in depth. In this article, inputs, question levels, and depths of processing are described. Three categories of coding were defined through observation of secondary classrooms in Zaire: (a) reproducing words (rote), (b) reproducing content (comprehension 1), (c) generating new content (comprehension 2). After teacher training

emphasising student comprehension, statistically significant shifts from Category 1 behaviour to Category 2 and 3 behaviour were observed in the experimental classes. It is suggested that surface or deep processing can be induced by manipulating certain dimensions of inputs and questions.

**88-366 McDonald, Janet L.** (Louisiana State U.). Sentence interpretation in bilingual speakers of English and Dutch. *Applied Psycholinguistics* (Cambridge), **8**, 4 (1987), 379-413.

Speakers of English and Dutch vary in how strongly they use various syntactic (e.g. word order, prepositions, case inflection) and semantic (e.g. noun animacy) cues to interpret native language sentences. For example, in simple NVN sentences, English speakers rely heavily on word order, while Dutch speakers rely on case inflection. This paper compares the cue usage of English/Dutch and Dutch/English bilinguals with varying amounts of second language exposure to that of native speaker control groups.

For all constructions tested, dative constructions, simple NVN sentences, and relative clauses, it was found that with increasing exposure, cue usage in the second language gradually shifts from that appropriate to the first language to that appropriate to the second. A model of cue learning originally proposed to account for monolingual data is found to be compatible with the learning pattern exhibited by bilinguals.

**88-367 Olynyk, Marian** (Coll. militaire royal de Saint-Jean, Quebec, Canada) **and others.** A quantitative and qualitative analysis of speech markers in the native and the second-language speech of bilinguals. *Applied Psycholinguistics* (Cambridge), **8**, 2 (1987), 121-36.

The present study investigated the use of five speech markers in the native and second language production of French-English bilinguals in a military setting. It is proposed that these speech markers, mechanisms for self-repair and turn-taking in conversations, are a major component of fluency. The ten participants, five high fluency speakers and five low fluency speakers, were tape-recorded with their peers in three different situations in their native and second languages, and the frequency of occurrence of speech markers was tabulated for a 5-minute segment for each situation.

It was hypothesised that speakers who used differentially more prepositioned repairs (progressives) or markers placed before the repair that do not require a reorganisation of the expectation of what is to follow based on what has been produced

in the turn so far, would be judged more favourably than those who used more postpositioned repairs (regressives). There was no quantitative difference in the frequency of occurrence of speech markers between the high and low fluency speakers, but the high fluency speakers used more progressive than regressive types of marker. Progressive markers place fewer demands on the interlocutor than regressive markers, which require constant re-adjustments on the part of the listener. The profiles were similar for each individual in the native and second language but in every case there were fewer markers in the native than in the second language. Furthermore, there were fewer markers in the planned (teaching) than in the unplanned (interview) situation. The findings have implications for the evaluation of second-language fluency.

**88-368 Risoni, David B. and Luce, Paula A.** (Indiana U.). Acoustic-phonetic representations in word recognition. *Cognition* (Lousanne), **25**, 1/2 (1987), 21-52.

This paper reviews what is currently known about the sensory and perceptual input that is made available to the word recognition system by processes typically assumed to be related to speech sound perception. In the first section, several of the major problems that speech researchers have tried to deal with over the last 30 years are discussed. In the

second section, one attempt to conceptualise the speech perception process within a theoretical framework that equates processing stages with levels of linguistic analysis is considered. This framework assumes that speech is processed through a series of analytic stages ranging from peripheral auditory processing, acoustic-phonetic and phono-



logical analysis, to word recognition and lexical access.

In the last section, several recent approaches to spoken word recognition and lexical access are considered. A number of claims surrounding the nature of the bottom-up input assumed by these

models are discussed, as are postulated perceptual units, and the interaction of different knowledge sources in auditory word recognition. An additional goal of this paper was to establish the need to employ segmental representations in spoken word recognition.

**88-369 Tanenhaus, Michael K. and Lucas, Margery M.** (U. of Rochester, NY). Context effects in lexical processing. *Cognition* (Lausanne), **25**, 1/2 (1987), 213-34.

This article examines the extent to which word recognition is influenced by lexical, syntactic, and semantic contexts in order to contrast predictions made by modular and interactive theories of the architecture of the language comprehension system. It is concluded that there is strong evidence for lexical context effects, mixed evidence for semantic

context effects and little evidence for syntactic context effects. The authors suggest that top-down feedback effects in comprehension are primarily limited to situations in which there is a well-defined part-whole relationship between the two levels and the set of lower-level units that could receive feedback from a higher level is restricted.

## Pragmatics

**88-370 Blum-Kulka, Shoshana** (Hebrew U. of Jerusalem). Indirectness and politeness in requests: same or different? *Journal of Pragmatics* (Amsterdam), **11**, 2 (1987), 131-46.

The aim of this paper is to re-examine the notions of indirectness and politeness as applied to requests. It is argued that (contrary to current theories of politeness) the two notions do not represent parallel dimensions; indirectness does not necessarily imply politeness. The relationship between the two was examined in a series of experiments designed to tap native speakers' perceptions of politeness and indirectness in Hebrew and English. The results indicate that the two notions are perceived as different from each other: the most indirect request strategies were not judged as the most polite. The strategies rated as the most polite, on a scale of politeness, were conventional indirect requests ('on record' indirectness); the strategies rated as the most indirect, on a scale of indirectness, were hints used requests ('off record' indirectness). These results are

interpreted in the framework of a suggested model for politeness. The thrust of the argument is that a certain adherence to the pragmatic clarity of the message is an essential part of politeness. Politeness is defined as the interactional balance achieved between two needs: the need for pragmatic clarity and the need to avoid coerciveness. This balance is achieved in the case of conventional indirectness, which indeed received the highest ratings for politeness. Tipping the balance in favour of either pragmatic clarity or non-coerciveness will decrease politeness; thus, direct strategies can be perceived as impolite because they indicate a lack of concern with face, and non-conventional indirect strategies (hints) can be perceived as impolite because they indicate a lack of concern for pragmatic clarity.

**88-371 Callamand, Monique** (U. of Paris III). Analyse des marques prosodiques de discours. [The analysis of prosodic discourse markers.] *Etudes de Linguistique Appliquée* (Paris), **66** (1987), 49-70.

Prosodic markers carry information on the content of an utterance, on the speaker's state of mind and his attitude towards his interlocutor and on his socio-cultural membership and/or personal style. An auditory analysis is made of various markers used in everyday speech and the discourse constraints which operate upon them. Examples are given of the role of intonation in syntactic segmentation, in matching the attitudinal function of marked syntax,

in carrying most of the semantic force of an utterance, in implying further syntactic forms, in modifying the verbal content of an utterance and in contradicting it. Various intonational devices are described in relation to particular discourse types: highlighting of the initial syllables of lexical and grammatical items in argumentative, polemical discourse; low tone + acceleration in parenthesis and the giving of secondary information; low tone-

+whisper in scornful speech; word-final rise-fall+syllable lengthening on evaluative lexical items; extra-high group-final rise in the building of rhetorical 'periods' and in turn-keeping, brief extra-high jumps in expressing indignation and self-evidence; extended extra-high rise in seeking

confirmation; change of register in turn-stealing; and various 'personal', 'creative' effects.

Such aspects of speech are little taught to foreign learners but can and ought to be taught in the framework of a communicative methodology.

**88-372 Clyne, Michael.** Cultural differences in the organisation of academic texts: English and German. *Journal of Pragmatics* (Amsterdam), **11**, 2 (1987), 211-47.

This paper discusses some cultural differences in the organisation of linguistic and sociological texts written by English and German speakers. Linearity, symmetry, hierarchy and continuity are examined in 52 texts as are the position of definitions and

advance organisers and the integration of data. It is suggested that the differences between the English and German texts may be promoted by the education systems and by varying intellectual styles and attitudes to knowledge and content.

**88-373 Evans, Mary Ann** (U. of Guelph, Ontario, Canada). Discourse characteristics of reticent children. *Applied Psycholinguistics* (Cambridge), **8**, 2 (1987), 171-84.

This study contrasted the interactions of less talkative children and their teacher with those of their peers during classroom 'Sharing Time.' Seven reticent children and seven normal peers were observed and audiotape-recorded during 15 sessions across the school year. In addition to speaking less, reticent children engaged in less complex speech than their peers: they spoke more often about objects in the 'here and now,' spoke about one topic at a turn, and

spoke in shorter utterances. Questions were more frequently directed to the reticent children, but while peers responded to these questions as invitations to contribute further to the topic, reticent children frequently failed to respond to them in like manner. It is suggested that both anxiety and subtle language delays may contribute to the poorer discourse skills reticent children display.

**88-374 Franke, Wilhelm** (U. of Hamburg). Texttypen-Textsorten-Textexemplare: Ein Ansatz zu ihrer Klassifizierung und Beschreibung. [Text types-text sorts-text occurrences: an approach to their classification and description.] *ZGL: Zeitschrift für germanistische Linguistik* (Berlin, FRG), **15**, 3 (1987), 263-81.

The article presents a critical synthesis of the results of structural text linguistics (Harweg, 1968), of pragmatologically or sociolinguistically oriented text linguistics (Gulich/Raible, 1977) together with text classification research (Isenberg, 1978, 1984).

It is claimed that occurrences of text – the exclusive object of structuralist text analysis – can only be adequately described as realisational forms of text sorts and that the latter – the preferred object of study of pragmatologically or sociolinguistically oriented text linguistics – need to be considered as correspondingly specified sub-patterns of text types.

In order to solve the problem of classification of text types, the author proposes viewing text types as correlates of speech act types (SAT-correlates) or of dialogue types (DIT-correlates). Such an approach to their classification is contrasted with both

semantically oriented classificatory schemes (Dimter, 1981) and inductive-empirical methods (Sandig, 1972). It enables a taxonomy of text types to be set up parallel to a classificatory scheme of speech acts and dialogue types.

The goal of such considerations is the systematic linking of text types, text sorts and text occurrences. It is hoped in this way to develop an analytical model which contains two essential components: (i) the distinction between various aspects and conditions on the various levels of text types (such as illocutionary point, sequence position, degree of complexity, etc.), of text sorts (institutionally specific requirements) and of text occurrences (speech situational aspects), and (ii) the distinction between elementary forms and variable forms of text sorts on the basis of the primary and secondary action goals of the text producer.

**88-375 Gardner, Roderick.** The identification and role of topic in spoken interaction. *Semiotica* (Amsterdam), **65**, 1/2 (1987), 129-41.

The author examines the function of 'topic' at the illocutionary level (e.g. Riley, 1977), wherein the ideas and intentions of conversational participants are communicated. Topic is roughly defined as the coherent stringing together of propositions; topics are seen as *loci* round which descriptions of 'what has been talked about thus far' can be organised.

This article considers problems in topic identification (at sentence and discourse level), which is to a large extent a subjectively based 'summarising' capability possessed by native speakers. An overview is provided of various opinions about the 'stages' operating in conversation, including Ventola's (1979) *greetings-approach-address-identification-centr-*

*ing-leavetaking-goodbye* phases, and it is concluded that an exact definition of the role of topic (as underpinning discourse shape/propositional development) remains elusive.

The article ends by positing the existence of six key developmental stages: topic introduction/continuation/shift (subdivided, for example, into topic 'shading' – i.e. domain expansion – and topic 'fading', in which some aspects of the original topic are avoided/deflected/recycled/re-introduced/changed. The latter device would involve the introduction of a new topic having no links with any previous exchanges in the discourse history.

**88-376 McHoul, A. W.** Why there are no guarantees for interrogators. *Journal of Pragmatics* (Amsterdam), **11**, 4 (1987), 455-71.

A good deal of human communication, especially in formal or organisational contexts, involves parties to discursive events asking and answering questions. This paper argues that such activities can be treated as interrogative 'work' with macro-organisational consequences. For example, the way settings are variously produced and maintained as 'interviews', 'surveys', 'helping with inquiries', 'eliciting information', 'carpeting', 'debating', and so one can depend upon the exact ways in which producers and hearers of questions 'work' those questions and their answers. How a question and its answer will work, may turn out to depend on how they are worked. This is not always prespecifiable, but resides instead in local features of particular settings.

The central focus of this paper is 'the hearer's problem': namely how to hear from a question what it is that is being questioned. This could be the

matter in hand, the person addressed by the question, the answerer's competence, and so forth. It is argued that the bulk of the phenomena that we call 'questions' must be interpreted in this way by hearers before such questions' exact pragmatic status in the discourse can be fully known. In particular, questions must often be disambiguated as to whether they are straightforward elicitations of information (Q-types) or implied 'negatives' such as complaints, objections, warnings, threats and so on (N-types).

One discovery of the present paper is that such matters are much more in the hands of persons being interrogated than in those of their interrogators. To that end, the paper acts as an empirical reinvestigation of the often assumed idea that interrogators wield more 'power' than those they interrogate.

**88-377 Micheau, Cheri and Billmyer, Kristine** (U. of Pennsylvania, Pa). Discourse strategies for foreign business students: preliminary research findings. *English for Specific Purposes* (New York), **6**, 2 (1987), 87-97.

This study reports preliminary research findings on discourse strategies used by native speaker (NS) participants in a case discussion at a graduate business school and compares them to non-native speakers (NNS) strategies in a similar setting. Differences were found in length and allocation of turns,

synchrony of turn exchange, bidding and nomination techniques, and co-operative moves. These findings serve as an empirical base for the design of a special component in an ESP course for foreign business students.

**88-378 Robinson, Peter J.** (Gulf Poly., Bahrain). Constituency or dependency in the units of language acquisition? An approach to describing the learner's analysis of formulae. *Linguisticae Investigationes* (Amsterdam), **10**, 2 (1986), 417-37.

This article looks first at the status of the units of language acquisition in the light of evidence regarding the use of formulaic 'chunks' as unanalysed wholes and their subsequent analysis or 'fission' by the learner. It is proposed that this analysis can best be characterised by using a dependency based syntax, and constituency and dependency approaches to description are contrasted.

A dependency description is applied to a sample of acquisition data thus illustrating the process of pattern analysis underlying the learner's developing awareness of language structure. Pattern analysis as revealed in the process of fissioning formulaic

chunks takes place along two basic dimensions. Unit-frame relations are concerned to establish patterns of lexical co-occurrence; form-function relations are concerned to establish semantic valencies and pragmatic function. Strategies which involve the extraction and subsequent fine-tuning or modification of these formulaic frames are primarily lexical and can best be described by using a dependency-based syntax. The subsequent development of structure can be seen to be partly the result of the learners developing elaboration of patterns of dependencies between frames and individual lexical items in those frames.

**88-379 Tannen, Deborah** (Georgetown U.). Repetition in conversation: toward a poetics of talk. *Language* (Baltimore, Md), **63**, 3 (1987), 574-605.

All language is, to a varying extent, poetic. Investigating the relationship between conversational and literary discourse illuminates the workings of conversation. Past research suggests the pervasiveness of repetition, and its significance in questioning prior theoretical and methodological assumptions. Repetition functions in production, comprehension, connection, and interaction. The congruence of these levels provides a fourth, over-

arching function in coherence, which builds on and creates interpersonal involvement. Examples illustrate the pervasiveness, functions, and automatic nature of repetition in taped, transcribed conversation – supporting a view of discourse as relatively pre-patterned, rather than generated. Repetition is a resource by which speakers create a discourse, a relationship, and a world.