

## Phonetics and phonology

**93-78 Hasegawa, Yoko** (U. of California, Berkeley) **and Hata, Kazue** (Speech Technology Laboratory, Santa Barbara, CA). Fundamental frequency as an acoustic cue to accent perception. *Language and Speech* (Hampton Hill, Mddx), **35**, 1/2, (1992), 87-98.

It is generally recognised that the most significant cue to accent location is fundamental frequency ( $F_0$ ) in both Japanese and English. Furthermore, it is widely believed that a syllable is perceived as accented if the syllable contains an  $F_0$  peak. However, Sugito found that, in Japanese, if an  $F_0$  peak is followed by a steep  $F_0$  fall, the syllable preceding the  $F_0$  peak may be perceived as accented. In this article we present two experiments which investigate the relationship between  $F_0$  peak and  $F_0$  fall rate in accent perception for Japanese and

English. The first experiment confirms that, for Japanese, both  $F_0$  peak location and  $F_0$  fall rate affect listeners' judgments of accent location. Specifically, the later the  $F_0$  peak occurs in a given syllable, relative to the syllable boundary, the greater the  $F_0$  fall rate necessary for listeners to perceive the preceding syllable as accented. The second experiment shows that this phenomenon is not unique to Japanese: perception of accent location in English is also influenced by both  $F_0$  peak location and post-peak  $F_0$  fall rate.

**93-79 Jaeger, Jeri J.** (SUNY, Buffalo). Phonetic features in young children's slips of the tongue. *Language and Speech* (Hampton Hill, Mddx), **35**, 1/2 (1992), 189-205.

The form in which phonological information is stored in the lexical entries of young children, and how this form changes over time, are questions which are difficult to address, given the limitations of current methodologies. However, slips of the tongue made by young children can be used to shed some light on the question. Earlier research has shown that children as young as 1;7 (one year seven months) make slips in which single consonants or single vowels are substituted or exchanged, implying segmental organisation in phonological representations. In this paper, a corpus of 366 consonant substitutions and reversals made by young children, aged 1;7-6;0, are subjected to a multidimensional

scaling analysis, and are shown to be governed by patterns of phonetic similarity, indicating that these segments have phonetic structure. A feature system based on the scaling procedure is found to be somewhat different from one generated by van den Broecke and Goldstein from adult errors, especially in manner features. While both adults and children err on the 'place of articulation' feature most often, and 'nasality' least often, children produce 'voicing' feature errors less often than adults do, indicating that voicing may be a more important organising principle for young children than for adults. Some age-related trends in number and type of feature errors are discussed.

## Sociolinguistics

**93-80 Brown, Kimberley.** American college student attitudes toward non-native instructors. *Multilingua* (Amsterdam), **11**, 3 (1992), 249-65.

This paper reports results of a study conducted to investigate the hypothesis that there are differences in student perceptions of a speaker's personal aesthetic qualities, language competence, and teaching competence as measured by a semantic differential, when the speaker's perceived country of origin, educational status, and ascribed native speakerness are varied. A  $3 \times 2 \times 2$  fixed effects design which varied speaker guise information regarding country of origin (Italy, Sudan, Iran), educational status (professor, teaching assistant), and native speakerness (bilingual, English in high school and

college) was used. Four hundred and thirty-eight college students viewed an eight-minute videotaped lecture by a foreign-accented speaker on the topic of sustainable agriculture. Participants then filled out a 15-item semantic differential designed to measure the speaker's personal aesthetic qualities, language competence, and teaching competence. Main effect results of a multivariate analysis of variance indicated that country of origin was a statistically significant factor in judgements of language competence, and educational status was significant with respect to personal aesthetic quality.

**93–81 Cluver, August D. de V.** (U. of South Africa). Language planning models for a post-apartheid South Africa. *Language Problems and Language Planning* (Berlin, Germany), **16**, 2 (1992), 105–36.

The political reforms that are at present taking place in South Africa are reflected in new thoughts on possible future language policies for the country. The background to the present debate is traced, and some of the most important suggestions for a language policy for a post-apartheid South Africa are discussed. In all these suggestions black languages

have a more important role to play while Afrikaans (one of the present official languages) loses some of its status. English will probably become the most important official language. The article concludes with a brief look at similar planning in other domains, such as the media and the arts.

**93–82 Crago, Martha B.** (McGill U.). Communicative interaction and second-language acquisition: an Inuit example. *TESOL Quarterly* (Washington, DC), **26**, 3 (1992), 487–505.

This article reports on research findings that emerged during a longitudinal ethnographic study on the role of cultural context in the communicative interactions of young Inuit (Eskimo) children and their caregivers. The study was conducted in two small communities of arctic Quebec where Inuktitut, the native language of the Inuit, is spoken on a routine, daily basis. The focus of the research was on discourse features of primary language socialisation in Inuit families. The incongruity of these features with the discourse in classrooms taught by

non-inuit second-language teachers surfaced repeatedly during the course of the study. This incongruity raised several issues pertinent to the learnability and teachability of second languages for Native populations. Such issues are discussed here with reference to related second-language acquisition literature. In doing so, the interface between the sociocultural aspects of communicative interaction and second-language acquisition is emphasised.

**92–83 Djité, Paulin G.** (U. of Sydney). The French Revolution and the French language: a paradox? *Language Problems and Language Planning* (Berlin, Germany), **16**, 2 (1992), 163–77.

The history of the independence of the former French colonies in the early '60s suggests that the political awakening and the emancipation of the peoples of Western and Central Africa were largely due to the ideals of the French Revolution. The *tirailleurs sénégalais* and the first intellectuals of these regions are claimed to have impregnated themselves with the ideals of 1789 and, subsequently, used them to liberate their people.

This paper explores the relationship between these revolutionary ideals and the subsequent expansion and promotion of the French language. It shows, through a linguistic and socio-political history of the French Revolution and the French language, that there is no incompatibility between the two and that the movement of Francophonie is a continuation of France's language policy since the 1789 Revolution.

**93–84 Heller, Monica** (Ontario Inst. for Studies in Ed., Toronto, Canada). The politics of codeswitching and language choice. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13**, 1/2 (1992), 123–42.

Using data from ethnographic studies of the use of French and English in Ontario and Quebec (Canada) in a variety of settings (hospital, factory, school, etc.) over the period 1978–1990, the author discusses language choice as a political strategy, especially as a strategy of ethnic mobilisation. More broadly, it is argued that codeswitching must be understood in

terms of individual communicative repertoires and community speech economies, particularly as these are tied to a political economic analysis of the relationship between the availability and use of linguistic varieties, on the one hand, and the production and distribution of symbolic and material resources on the other.

**93–85 Kuhberg, Heinz.** Longitudinal L2-attrition versus L2-acquisition, in three Turkish children – empirical findings. *Second Language Research* (Utrecht, The Netherlands) **8**, 2 (1992), 138–54.

The attrition of German in two Turkish girls (seven and nine years old), previously resident in Germany, was observed in Turkey. The attrition was compared to the L2-acquisition of German of a Turkish boy aged 11. Attrition did not set in immediately. In the second stage, after six months, slower speech, hesitation and free morpheme code-switching to Turkish due to lexical attrition, particularly in verbs, indicated its onset. Basic grammatical cat-

egories were involved in the third stage. Bound morpheme code-switching became the predominant pattern. Basic syntactic patterns of German were retained longest. Attrition was largely a mirror-image of acquisition. Simplification, overgeneralisation and over-regularisation were strikingly similar in both sets of data. Code-switching turned out to be developmentally systematic, and even ‘grammaticalised’ in the final stages.

**93–86 Kwan-Terry, Anna** (Nanyang Technological U., Singapore). Code-switching and code-mixing: the case of a child learning English and Chinese simultaneously. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13**, 3 (1992), 243–59.

This paper examines the code-switching and code-mixing behaviour of a child between the ages of 3;6 and 5;0 learning English and Cantonese-Chinese simultaneously. The data show the child’s choice of code was dependent on socialisation: while he would associate a particular language with particular persons, he was at the same time flexible in his code-choice if this was exhibited by his interlocutor, provided that he was not particularly emotionally involved. The data also show how the child exploited the bilingual situation for certain communicative purposes: to reinforce or clarify his meaning or to mark off a parenthetical remark.

Furthermore, the data show that the child code-mixed for different reasons depending on the base language. The code-mixing he engaged in when using English as the base language was mainly a developmental phenomenon. The code-mixing he engaged in when speaking Cantonese-Chinese was also a reflection of his limited vocabulary command, and an examination of how he code-mixed in speaking Cantonese-Chinese suggests that there are four stages in the development from the ability to comprehend words to full, internalised control of them.

**93–87 Lardiere, Donna** (Boston U.). On the linguistic shaping of thought: another response to Alfred Bloom. *Language in Society* (Cambridge), **21**, 2 (1992), 231–51.

Bloom (1981, 1984) linked the existence of specific grammatical constructions – for example, the counterfactual conditional in English – to the development of a labelled cognitive schema specific to counterfactual thought. He claimed that because the Chinese language lacks an equivalent grammatical marker, Chinese speakers do not develop the corresponding cognitive schema and thus process counterfactuals ‘less naturally’ than English speakers. Whereas attempts to replicate Bloom questioned the extent to which such differences exist, this article demonstrates that where differences in counterfactual response patterns clearly do exist, they cannot be attributed to the presence/absence of a linguistic ‘counterfactual’ construction.

Arabic is a language that does contain an explicit counterfactual marker. Data are presented showing that for one of Bloom’s counterfactual tasks, native Arabic speakers nevertheless pattern completely opposite to his English speakers and more like the Chinese. By examining features of culturally based literacy practices, the author suggests that an inclination to entertain counterfactual premises does not derive from particular grammatical constructions but rather from culture-specific values, which consequently become institutionalised in a community’s educational and testing conventions.

**93–88 McCafferty, Steven G.** (U. of New Mexico). The use of private speech by adult second-language learners: a cross-cultural study. *Modern Language Journal* (Madison, Wis), **76**, 2 (1992), 179–89.

According to the Soviet psychologist Vygotsky, human psychological development evolves through social interaction from an interpersonal to an intrapersonal plane, until the individual eventually becomes a self-regulated member of society. Private speech (speech for the self, or ‘thinking out loud’) has a key role in this development by virtue of its capacity to mediate difficulties encountered in activities of a cognitive nature. A study was carried out to investigate possible differences in the use of private speech for ESL learners from two different cultural contexts (Hispanic and Asian) in the belief that the metacognitive ‘tools’ involved in the process of self-regulation vary among cultures and societies, and thus would affect how learners attempt to exercise control over difficulties encountered in the course of communicative activities in the second language. Some of the findings appear to support

this hypothesis. In carrying out the task of telling a story based on a series of pictures, the Hispanics used far more ‘other-regulatory’ utterances, such as questions seemingly directed to the researcher, and they also used the progressive aspect significantly more often than the Asians. With use of the progressive aspect, the learner essentially becomes regulated by each individual frame, and the resulting discourse sounds unconnected. Sociocomparative studies of mother–child interaction have found that Hispanic caregivers foster a greater sense of psychological dependence in children than Asians, and the higher frequency of other-regulation on the part of the Hispanic subjects may be a reflection of this cultural difference. The degree to which individual autonomy is valued within cultures may be one dimension where there are differences in self-regulation.

**93–89 Merritt, Marilyn and others.** Socialising multilingualism: determinants of codeswitching in Kenyan primary classrooms. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13**, 1/2 (1992), 103–21.

Individual multilingualism in a multilingual society is often associated with a mass education system. The Kenyan situation illustrates the intertwined complexity of the pedagogical and socialising aspects of language contact in such a system. Using ethnographic observation of classroom interaction in three primary schools, determinants of teachers’ language choice and codeswitching among English, Swahili, and mother-tongue are explored: official school policy, cognitive concerns, classroom management concerns, values and attitudes about societal multilingualism. Analogously to monolingual mo-

dality switching, codeswitching between languages often provides a resource to focus or regain students’ attention, or, to clarify, enhance, or reinforce lesson material. Instructional demands and inconsistent patterns of use, however, may also lead to linguistic insecurity and the mislabelling of content or conceptual problems as language competency problems. Understanding the complex role of language, and how teachers informally provide models for behaviour and attitudes in the context of formal instruction, is important for education policy.

**93–90 Pütz, Martin.** The present and future maintenance of German in the context of Namibia’s official language policy. *Multilingua* (Amsterdam), **11**, 3 (1992), 293–323.

The Constitution of the Republic of Namibia states that ‘the official language in Namibia will be English’. From a historical point of view, the present paper discusses the status and value of English and Afrikaans as symbolic languages of ‘liberation’ and ‘oppression’ respectively. The need to build national unity and at the same time to respect existing ethnic heterogeneity has, since independence (21 March, 1990), been of great concern to language planners and educationists alike. In the light of the current discussion on language policy issues, the present paper also focuses on the speech behaviour of members of the German

community in the capital, Windhoek. By means of a sociolinguistic questionnaire and ethnographic observations, perceptions and attitudes towards language planning and language policy are investigated. The degree of use of German, Afrikaans and English in different domains (code-choice) as well as the importance of language ecology factors with regard to the maintenance (or shift) of the German language in Namibia are assessed. Finally, the concept of ethnolinguistic vitality may contribute to an assessment of the future status of German in independent Namibia.

**93-91 Roberge, Paul T.** (U. of North Carolina). Afrikaans and the ontogenetic myth. *Language and Communication* (Oxford), **12**, 1 (1992), 31-52.

Afrikaner nationalist mythology has long sought to legitimise and reinforce the political and social divisions within South Africa and to rationalise the Afrikaner claim to hegemony. The genesis and evolution of Afrikaans, seen by many nationalists as the hallmark of their cultural and racial identity, is accordingly evoked in an elaborate narrative account which sees the Afrikaner language and nationhood as grounded in the ordinances of God's creation. This ontogenetic myth, propagated amongst others by historical linguists in the guise of scientific explanation, equates language genesis with ethnogenesis and holds that Afrikaans is a 'pure' European language, and at the same time autochthonous in

Africa. Afrikaner language and cultural movements have effectively eliminated all references to non-European influences and recognition of non-white speakers.

Salient characteristics of the external history of Afrikaans are identified [examples with discussion] and a plea is made for a move away from overarching cultural precepts to explain such characteristics. Although Afrikaans is identified with the ideology of apartheid, Nelson Mandela has recently stated that it could still become a language of liberation. Although the language faces an uncertain future, it seems that the ontogenetic myth will be rendered increasingly irrelevant.

**93-92 Varro, Gabrielle** (Centre National de la Recherche Scientifique, Strasbourg). Les 'langues immigrées' face à l'école française. [Immigrant languages' up against French schools.] *Language Problems and Language Planning* (Berlin, Germany), **16**, 2 (1992), 137-62.

The situation of 'immigrant' children in France, despite the fact that a large number of them were born or have grown up in the country, is at the very least paradoxical. On one hand, the government advertises and puts into practice a policy of integrating foreigners living in the country which tends to make the maintenance of 'mother tongues' seem like a private matter. Yet, on the other hand, there is in educational circles a certainty that a foreign child cannot successfully tackle his 'second language' (that of his host country) unless he can first speak, read and write his 'mother tongue'.

These culturally conditioned ideas have dictated a policy of a specific reception for foreign children in state schools which frequently only serves to keep them apart.

In a sociolinguistic and historical perspective, the article attempts to analyse this situation, which concerns an important section of the school population: (1) statutes concerning foreigners and their languages in France; (2) government policies relating to foreign pupils and languages in schools since 1970; (3) the maintenance of languages of origin and (4) family strategies.

**93-93 Vyas, Harshad V.** (Long Island U.). Theory construction in multicultural education: problems and prospects. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13**, 3 (1992), 261-8.

The author offers an analysis of his own experience of the field of multicultural education in England. In retrospect, the field seemed to be dominated by applied concerns and remained largely atheoretical in nature. A logical development from this situation is theory construction. Research on Gujaratis in Britain is used to illustrate the process of theory construction. Researches are examined not in terms of conclusions but in terms of the kinds of empiricisms to which they lead. Such empiricisms

are appropriate for testing in relation to other cultural groups. As this process continues, a clear movement from specific contentions to more general statement is discernible. It is suggested that this kind of progress in thinking about multicultural education will contribute to the professionalisation of the field. Among the problems mentioned are the orientation of the field and the constantly changing relationship between terminology and its meaning. The discussion ends on an optimistic note.

## Psycholinguistics

**93-94 Carver, Ronald P.** Effect of prediction activities, prior knowledge, and text type. *Reading Research Quarterly* (Newark, Del), **27**, 2 (1992), 164-74.

Prediction activities, prior knowledge, and text type are three variables involved in schema theory that purportedly have a substantial effect upon the amount of comprehension during reading. Two previously published research studies are discussed. After close scrutiny of these data, it is concluded that (a) prediction activities did not facilitate comprehension, (b) prior knowledge had a relatively small unique effect upon the amount comprehended, and (c) text type was not important. These negative results were explained using the framework of

reading theory. Most of the above notions associated with schema theory seem to be relevant to studying relatively hard material; these theoretical ideas were not developed to be relevant to the reading process which is ordinarily used by elementary and secondary students. Students probably have to be forced to shift out of their normal reading process, called reading, into untypical reading processes involving learning and memorising before these variables that are important in schema theory become salient.

**93-95 Cronk, Brian C.** (U. of Wisconsin, Milwaukee) **and Schweigert, Wendy A.** (Bradley U.) The comprehension of idioms: the effects of familiarity, literalness, and usage. *Applied Psycholinguistics* (New York), **13**, 2 (1992), 131-46.

The relationships among the familiarity of an idiom's figurative meaning, the likelihood of its literal meaning (literalness), and its usage were explored. Previous research has been inconsistent in supporting any one model of idiom comprehension, although certain factors have been found to affect reading times of sentences containing idioms. Consistent with this research, familiarity was found to have a significant effect on reading times for

sentences containing idioms. A significant new finding is that literalness affects reading times. Additionally, it was found that familiarity and literalness exert interactive effects, suggesting a common underlying mechanism. The results are interpreted as supporting a model of idiom comprehension in which a single phrase processor simultaneously computes figurative and literal meanings of idioms.

**93-96 Goswami, Usha and Mead, Felicity.** Onset and rime awareness and analogies in reading. *Reading Research Quarterly* (Newark, Del), **27**, 2 (1992), 152-63.

This study was designed to determine which phonological tasks were most closely related to the ability to make analogies between the spelling patterns in words in reading (using a word like *beak* as a basis for reading *bean* and *peak*). The hypothesis was that children's performance in phonological tasks based on the onset-rime division should be related to their ability to make analogies between the spelling patterns in words (e.g., *beak-peak*, *beak-bean*). Forty-four children performed a series of different phonological tasks and were also tested for

their ability to make analogies between the beginnings (*beak-bean*) and the ends (*beak-peak*) of words. It was found that different aspects of phonological awareness were related to these different kinds of analogies. In particular, onset-rime awareness was related to end analogies, whereas beginning analogies seemed related to higher level phonological skills. It was concluded that the awareness of onset-rime units is specifically connected to the ability to make connections between sequences of letters that reflect rimes.

**93-97 Jacobs, Bob and Schumann, John** (U. of California, Los Angeles). Language acquisition and the neurosciences: towards a more integrative perspective. *Applied Linguistics* (Oxford), **13**, 3 (1992), 282-301.

As researchers explore the cognitive processes underlying language acquisition, an understanding of the brain becomes more important. This paper has four goals: (1) to clarify selected neurobiological

terminology; (2) to highlight basic neurobiological information of relevance to language acquisition research; (3) to discuss the neural plausibility of cognitive models of language acquisition; and (4) to

illustrate the difference between abstract characterisations of learner behaviour (i.e. rules, strategies, principles) and the mechanisms that cause that behaviour. It is suggested that language acquisition researchers must begin to incorporate a degree of

neurobiological reality into their perception of the language-acquisition process. Such a neurally inspired view helps to provide a common ground for evaluating and integrating various language-acquisition perspectives.

**93–98 Lindner, Katrin** (U. of Munich) **and Johnston, Judith R.** (U. of British Columbia). Grammatical morphology in language-impaired children acquiring English or German as their first language: a functional perspective. *Applied Psycholinguistics* (New York), **13**, 2 (1992), 115–29.

Fourteen matched pairs of German-speaking and English-speaking language-impaired children, aged 4;5–6;11, were tested for their knowledge of grammatical morphology and expressive vocabulary, using the Grammatical Closure subtest of the ITPA or its German adaptation, Grammatik in the PET, and the Expressive One-Word Picture Vocabulary Test or the Aktiver Wortschatztest. Children were matched pairwise on the basis of their chronological age, nonverbal IQ, and scores in a sentence imitation and a sentence production task. As

predicted, the German-speaking language-impaired children earned higher scores in grammatical morphology and vocabulary than did the English-speaking children. These findings add to a growing body of literature that documents language-specific sensitivity to particular sorts of syntactic devices. They also suggest that the morphological difficulties seen in English-speaking language-impaired children stem in part from the minor functional role played by these forms during the early language learning years.

**93–99 Roberts, Beth.** The evolution of the young child's concept of word as a unit of spoken and written language. *Reading Research Quarterly* (Newark, Del), **17**, 2 (1992), 124–39.

The purposes of this study were to investigate the evolution of several aspects of the concept of word in young children and to define the roles that cognitive development and reading instruction play as the concept emerges. In this longitudinal study, the *word* concepts of 32 preschool, kindergarten, first-, and second-grade children were assessed at three points during one calendar year. Tacit, unconscious knowledge of the concept of word in spoken and written language was assessed by tasks which

examined children's knowledge of how to use word units. Explicit awareness of the concept of word was revealed in tasks which required deliberate reflection upon and discussion of the definitive properties of the concept. The study showed that tacit concept of word in speech and print underlies the later development of explicit concept of word. The evolution of explicit concept of word is related both to experiences with written language and to cognitive development.

**93–100 Takashima, Hideyuki** (Hyogo U. of Teacher Education, Japan). Transfer, overgeneralisation and simplification in second-language acquisition: a case study in Japan. *IRAL* (Heidelberg, Germany), **30**, 2 (1992), 97–119.

A study of the acquisition of English as a second language by a Japanese child of six is described. Observations were made over a period of one year. Two tendencies were observed: one for language to

develop along lines common to all language learning (i.e. universal rules) and the other for language to be shaped by features of the learner's mother tongue.

## Pragmatics

**93–101 Almeida, Eugenie P.** A category system for the analysis of factuality in newspaper discourse. *Text* (Amsterdam), **12**, 2 (1992), 233–62.

A discourse analytical approach to the study of factuality in news discourse is proposed. Current approaches to studying the factual nature of

news discourse are critiqued both theoretically and methodologically, and an alternative approach is described which is compatible with the basic goals

of discourse analysis. In this approach, discourse statements are viewed as making different epistemological claims, i.e. claims about the state of the speaker/writer's knowledge. This approach divides all news statements into two mutually exclusive classes, factual statements and nonfactual statements. These two major classes are then elaborated into a system of subcategories which makes possible a detailed characterisation of newspaper writing.

These different types of statements are identified using a combination of pragmatic and linguistic criteria. The categorisation scheme was used to code all statements on the front pages of five Northeastern U.S. newspapers for a two-week period in December, 1987. The results of this two-week survey demonstrate the productivity of this research approach for analysing news discourse in both a quantitative and a qualitative manner.

**93-102 Biber, Douglas** (Northern Arizona U.). On the complexity of discourse complexity: a multidimensional analysis. *Discourse Processes* (Norwood, NJ), **15**, 2 (1992), 133-64.

The present study uses a theory-based statistical approach to investigate the dimensions of discourse complexity in English, analysing the distribution of 33 surface linguistic markers of complexity across 23 spoken and written registers. The study shows that discourse complexity is a multidimensional construct, that different types of structural elaboration reflect different discourse functions, and that different kinds of texts are complex in different ways (in addition to being more or less complex). Building on earlier exploratory research, the study identifies a particular five-dimensional model as the most adequate with respect to the surface linguistic features considered here. These dimensions are labelled to reflect their functional and grammatical underpinnings: Reduced Structure and Specificity,

Structural Elaboration of Reference, 'Framing' Structural Elaboration, Integrated Structure, and Passive Constructions.

Analysis of the relative complexities of spoken and written registers with respect to these dimensions enables an assessment of the relative importance of each dimension, further refinement of their functional interpretations, and a multidimensional assessment of the discourse complexity of particular texts and registers. This analysis identifies a fundamental distinction between the discourse complexities of written and spoken registers: whereas written registers exhibit many complexity profiles, differing widely in both the extent and the kinds of complexity, spoken registers manifest a single major pattern differing only in extent.

**93-103 Dillard, James Price** (U. of Wisconsin-Madison) **and Harkness, Claire Dzur** (U. of Tulsa, OK). Exploring the affective impact of interpersonal influence messages. *Journal of Language and Social Psychology* (Clevedon Avon), **11**, 3 (1992), 179-91.

The principal reason for carrying out this study was to establish a relationship between the linguistic form of influence messages and their affective outcomes. A subordinate goal was to examine the impact of perceptions of legitimacy, a key feature of influence attempts, on affect. Eight directives, i.e. short strings of words intended to change the behaviour of a target person, were developed that varied in terms of explicitness and dominance. These were incorporated into a scenario in which one person sought to borrow another's classnotes under conditions of high or low legitimacy. Subjects

listened to an audiotape description of the scenario, in which they were asked to imagine themselves as the target of the directive, then provided ratings of their affective states. The results revealed an interaction between explicitness and dominance such that directives high in both produced anger, annoyance, and surprise. Legitimacy was a strong predictor of affective outcomes; it showed significant associates with anger, annoyance, surprise, depression, sleepiness, happiness, delight and relaxation, as well as arousal and valence.

**93-104 Flowerdew, John L.** (City Poly. of Hong Kong). Salience in the performance of one speech act: the case of definitions. *Discourse Processes* (Norwood, NJ), **15**, 2 (1992), 165-82.

Salience, a concept little analysed in linguistics/pragmatics, is defined here as that quality which determines how semantic material is distributed

within a sentence or discourse, in terms of the relative emphasis which is placed on its various parts. This article explores the concept of salience as

it is manifested in the performance of one speech act, that of defining. The salience of definitions functions on two levels: salience of the various information components of the speech act in relation to each other, and salience of the overall speech act within the total discourse. The former is interpreted in terms of 'functional sentence per-

spective.' The latter is created internally by precision of propositional content pragmatic function, syntactic form, distribution of information, lexical 'boosters' and 'downtoners,' and repetition; externally by 'grounders' and 'confirmations'; and paralinguistically by emphatic stress, graphic and other visual reinforcement.

**93-105 Higgins, E. Tory.** Achieving 'shared reality' in the communication game: a social action that creates meaning. *Journal of Language and Social Psychology* (Clevedon, Avon), **11**, 3 (1992), 107-31.

This paper reviews research on the 'communication game' that supports two sets of conclusions. The first set of conclusions concerns communication as social action: (a) communicators tailor their summary of target information to suit their audience's knowledge of or attitudes toward the target; that is, they achieve 'shared reality' with their audience and thereby perform a social action; (b) communicators' different motivations to achieve 'shared reality' with their audience influence the extent to which they tailor their message to suit the audience, as evident in 'super-tuning', 'anti-tuning', and 'non-tuning'; (c) when there is a delay between successive messages about a target, communicators' use their first message to construct their second message even though the two audiences have different char-

acteristics. The second set of conclusions concerns how communication as social action creates meaning: (a) communicators use their message summaries about a target as a direct source of information about the target even when the message distorted the original target information to suit the audience, and these message summaries in turn influence the communicators' own memory and impressions of the target; (b) as the delay since communicating about the target increases, communicators' use of their message as a source of target information persists or even increases; (c) communicators' messages about a target to suit their audience can have either beneficial or detrimental effects on the accuracy of their memory and impressions of the target.

**93-106 Hurley, Daniel Sean** (National U. of Singapore). Issues in teaching pragmatics, prosody, and non-verbal communication. *Applied Linguistics* (Oxford), **13**, 3 (1992), 259-81.

Pragmatics, prosody, and non-verbal communication (NVC) are important components of face-to-face interaction that are often overlooked in L2 teaching programmes. After setting working definitions, this paper reviews politeness theories and research in these fields, discussing their implications for teaching. It is posited that learners whose L1 and native culture are more similar to the target language and culture are more likely to experience subtle pragmalinguistic difficulties in the target language

(TL), while learners whose L1 and native cultures differ greatly from the target language and culture are more likely to experience difficulties in mastering TL sociopragmatic norms. The relative merits of knowledge and practice-oriented methods for teaching pragmatics and NVC are discussed, and further research is called for to enable language teachers to put fully interactive L2 pragmatic competence within reach of L2 learners.

**93-107 Hutchby, Ian.** Confrontation talk: aspects of 'interruption' in argument sequences on talk radio. *Text* (Amsterdam), **12**, 3 (1992), 343-71.

Recognition of the status of 'interruption' as a members' evaluative construct, rather than as merely a subclass of speech overlap, is the basis for an investigation of the ways in which doing 'interrupting' and 'being interrupted' are ways members have of framing up a spate of talk as confrontational. The use of interruption is examined in bouts of confrontation talk found in argument sequences produced in a specialised cultural setting - the 'talk radio' broadcast - with three main results. First, both sequential and moral dimensions

of 'interrupting' on the part of parties to an argument are shown to be closely bound up with the hearably confrontational character of given spates of disputatious talk. Second, resistance strategies are located which show that interruption is by no means definitively disruptive of a speaker's topical line. And third, institutionally-grounded ways of using interruption as a way of doing 'being in control' of disputatious exchange are isolated and discussed.

**93-108 Kellerman, Susan** (U. of York). 'I see what you mean': the role of kinesic behaviour in listening and implications for foreign and second language learning. *Applied Linguistics* (Oxford), **13**, 3 (1992), 239-58.

Kinesic behaviour (i.e. body movement) plays a significant role in communication, both in encoding and decoding. Evidence is reviewed which demonstrates the importance of information derived from kinesic behaviour to the activity of listening in the mother tongue, and the possible effects of an absence of this visual information. The implications are considered for the development of listening skills in a second or foreign language, particularly in

the light of the increasingly common practice of using audio-taped material for listening comprehension practice and testing. Video-taped listening material preserves much of the visual information, including that conveyed by kinesic behaviour, that we normally use in listening. The question as to whether kinesic behaviour is interpretable and usable across cultures is briefly considered.

**93-109 Kleifgen**, (Columbia U.) and **Saville-Troike, Muriel** (U. of Arizona). Achieving coherence in multilingual interaction. *Discourse Processes* (Norwood, NJ) **15**, 2 (1992), 183-206.

Communication between pupils and teachers who do not share a common linguistic code is analysed to demonstrate that a multidimensional approach is necessary for achieving descriptive adequacy. The study is naturalistic, but provides a setting within which the role of all elements in the communicative interaction can be controlled to a significant degree. A model of interpretive processing is proposed that integrates the frameworks developed in separate research traditions. The model involves three hierarchically interrelated levels: background knowledge (top), situational knowledge and skills (middle), and linguistic knowledge (bottom). Sub-

jects employed a predominantly top-down strategy in efforts to achieve comprehension; whenever expectations at higher levels were shared, verbal forms were often correctly decoded, even within very limited parameters of language proficiency. Thus, within certain well-defined recurrent situations, a shared linguistic code is neither necessary nor sufficient for successful communication. Illustrations at each level are drawn from transcripts of over 200 hours of classroom videotapes, with analysis and interpretation additionally based on interview and playback data.

**93-110 Nevalainen, Terttu**. Intonation and discourse type. *Text* (Amsterdam) **12**, 3 (1992), 397-427.

This paper investigates intonation as a functional dimension which differentiates between discourse types in English. The data studied consist of 102,440 instances of nuclear tones in the twelve text categories of the London-Lund Corpus of British English (LLC). Nuclear tones and discourse types were correlated on two levels. First, the distributions of the six most frequent nuclear tone types were compared with the six lexicogrammatically encoded dimensions along which Biber describes the LLC genres. Secondly, the tone data were polarised into falling and rising types and related to the various discourse categories in the LLC.

Of the two analyses, it is the latter that provides

a better fit with the overall nuclear tone usage. Only the level tone and the compound fall-plus-rise correlate significantly with Biber's dimensions. By contrast, a significant inverse relation obtains between the generic distributions of the basic falling and rising types. It is functionally identified as a dimension of tonal cohesion, which increases with increased social and/or physical distance between discourse participants (as in broadcasts and telephone conversations). It is argued that discourse cohesion accounts for the actual distributions of the basic tone types better than most other current models of abstract tonal functions.

**93-111 Shaw, Philip** (U. of Newcastle upon Tyne). Reasons for the correlation of voice, tense, and sentence function in reporting verbs. *Applied Linguistics* (Oxford), **13**, 3 (1992), 302-19.

The tense, aspect, or voice of verbs in academic writing often seems to be related to degrees of

generality or relevance or to signal discourse functions like transition or foregrounding. The

Introduction sections of some Ph.D. theses were examined to determine the significance of verb form in reporting verbs like find or show. When forms were classified in relation to sentence function some correlation with tense was found. However, there were also correlations between tense and voice (past going with active and perfect with passive) and between these two and sentence form. This can be explained in terms of thematisation: selection of a

particular noun as subject/theme entails selection of active or passive, and with them apparently past or perfect. The correlations between verb form and sentence function are partly secondary consequences of subject choice which itself derives from considerations of information structure and cohesion. Discussion of topicalisation and topic change should be as important in analysis of formal writing as the assignation of meaning to verb forms.

**93–112 Shi-Xu.** Argumentation, explanation, and social cognition. *Text* (Amsterdam), **12**, 2 (1992), 263–91.

This paper proposes a social cognitive model of argumentative and explanatory discourse. It consists of a series of assumptions and hypotheses for reconstructing socio-cultural attitudes and ideologies from ordinary argumentations and explanations. The paper elaborates the assumption that socially shared knowledge representations play a crucial role in the production of argumentations and explanations that take place in a broad socio-cultural context. It demonstrates that argumentations and

explanations are speech actions and that it is their functions as such that entail the use of socio-cultural attitudes and ideologies, especially in group communication. The paper then hypothesises that the semantic categories of argumentations and explanations are highly plausible slots for such social representations and suggests that such an analytic framework can serve as an efficient apparatus for identifying attitudes and ideologies. These notions are illustrated with interview data.