

Linguistic theory

88–211 Foster, Joseph F. and Hofling, Charles A. Word order, case, and agreement. *Linguistics* (Amsterdam), **25**, 3 (1987), 475–99.

Word order, case marking, and agreement may each serve to mark case relations of NP arguments to the verb, and to mark inter-NP or constituent relationships. On the basis of a 30-language sample, it is demonstrated that while these features are in

some ways independent of each other, they are also interdependent in predictable ways, both within particular languages and universally. Specifically, there are extensive tendencies for agreement to be associated with typologically irregular word orders.

88–212 Weigand, Edda. Sprachliche Kategorisierung. [Linguistic categorisation.] *Deutsche Sprache* (Berlin, FRG), **15**, 3 (1987), 237–55.

For a number of years holistic models have been used in various branches of science to describe human knowledge and perception. This questions the centuries-old classical system of categorisation which has been developed since Aristotle. Against the background of this development, the historical roots of the classical system of categorisation are

traced, and the justification, or necessity, for a change to a holistic paradigm is examined. The question of the holistic model is studied using, among others, the examples of speech act indicators, the fundamental speech act types, and vocabulary. Finally, an attempt is made to define the rank of holistic categorisation.

Phonetics and phonology

88–213 Van Els, Theo and De Bot, Kees. The role of intonation in foreign accent. *Modern Language Journal* (Madison, Wis), **71**, 2 (1987), 147–55.

[Review of the literature on foreign accent.] Studies of the phenomenon have neglected suprasegmental aspects. An experiment is described which involves the systematic manipulation of the speech of Dutch and foreign speakers (English, French and Turkish) asked to read a story in Dutch. Experienced teachers of Dutch as a foreign language were asked to judge whether the speakers were Dutch, non-Dutch, English, French or Turkish. While in undistorted recordings Dutch and non-Dutch speakers were correctly identified in 94 and 90% of the cases and

foreign-language background was correctly identified in 68%, monotonised speech was less successfully attributed (88, 83 and 43 respectively). Low-pass filtered speech, on the other hand (which lacked segmental information) yielded only 48% correct identification of Dutch speakers and 20% correct identification of language background. It is concluded that suprasegmental clues have some role in the identification of accent; filtered speech, on the other hand, appears to lend an air of foreignness to all speakers.

Sociolinguistics

88–214 Allardyce, Rory. Planned bilingualism: the Soviet case. *Journal of Russian Studies* (Lancaster), **52** (1987), 3–15.

After the revolution, all the different languages and cultures of the Soviet Union were encouraged, in order to deflect any nationalist opposition. Educational programmes to improve the low rate of literacy were begun. New or modified alphabets were devised for many languages. The eventual adoption of Russian as the main language was helped by the borrowing of many words from it, and by the replacement of some scripts by Cyrillic.

A policy known as the 'two streams' was established, in which local languages were encouraged jointly with Russian. The diverse ethnic political situations and their possible influence on future developments are described.

Russian was the most important language for many reasons immediately after the revolution. Other factors later strengthened its importance. The migration of workers and the predominance of

Russian for educational purposes has often entailed a loss of local languages. It is concluded that planned bilingualism has been implemented at varying levels

in different areas. However, Russian is, in practice, the dominant national language and its influence is still increasing.

88-215 Barbour, Stephen (U. of Surrey). Dialects and the teaching of a standard language: some West German work. *Language in Society* (London), **16**, 2 (1987), 227-44.

In applied sociolinguistics in West Germany the notion has been influential that the indigenous working class is separated from the middle class by a linguistic barrier and thus is at a linguistic disadvantage, as well as suffering other forms of disadvantage. The paper places this view in its context within German work on language and society, examines it critically, and outlines why, in the author's view, it is of questionable validity.

The author concludes that there is no evidence that speakers of German dialects have a speech system which is inherently deficient or unadaptable.

The differences between standard and non-standard speech are less great than has been implied – there is generally a continuum. The restricted use of dialect and the limitations of its lexicon, arise from the attitudes of its speakers. In a society like West Germany, it is advantageous for working-class children to be taught the standard language, not so that they can begin to communicate adequately but so that they can escape the effects of prejudice (which is itself an impediment to effective communication).

88-216 Bhatia, Tej K. (Syracuse U., NY). English in advertising: multiple mixing and media. *World Englishes* (Oxford), **6**, 1 (1987), 33-48.

The aim of this paper is threefold: to focus on the neglected aspect of language mixing – multiple-language mixing – in South Asian languages with special reference to English; to examine the pattern of language modernisation as reflected in the professionalisation of South Asian languages; and to analyse the linguistic (including socio- and psycholinguistic) impact of this pattern on South Asian languages as well as on their readers. The three aims are achieved by analysing the formal and functional properties of Hindi in magazine or press advertising. The paper reveals that Hindi advertising media adopt an all-inclusive approach and receive input from a wide variety of languages, ranging from

classical languages such as Sanskrit and Persian to modern European languages such as English. English, although a newcomer on the Indian linguistic scene, participates vigorously in the process of multiple-language mixing at the sentence as well as discourse level and thus leaves a deep and ever-growing mark on Hindi press advertising. The conclusions drawn about Hindi media are representative of the professionalisation of South Asian languages in many important respects, but no claim is made that the analyses presented and conclusions drawn in this study will apply to all South Asian languages in all details.

88-217 Burnaby, Barbara. Language for native, ethnic, or recent immigrant groups: what's the difference? *TESL Canada Journal* (Montreal), **4**, 2 (1987), 9-27.

This paper compares and contrasts conditions of language in education for native (aboriginal) people, recent immigrants, and other residents of Canada who identify strongly with linguistic roots other than English or French. The relationships among the native, official, and minority languages and their speakers and learners are explored with respect to: (1) meeting needs for official language learning; (2) accommodating interest in supporting maintenance/revival of minority languages in order to

strengthen the ethnic heritage of Canada, and (3) the need in Canada to exploit its linguistic resources. Conditions of language in education are described in terms of linguistic and ethnic contexts, geographic contexts, literacy contexts, and jurisdictional contexts. Implications are drawn regarding areas of potential collaboration among groups as well as areas in which the needs of a particular group must be given individual attention.

88–218 Dascal, Marcelo and Berenstein, Isidoro (Tel Aviv U.). Two modes of understanding: comprehending and grasping. *Language and Communication* (Oxford), **7**, 2 (1987), 139–51.

In everyday linguistic interactions between two adult speakers, two modes of understanding can be identified: 'comprehending' and 'grasping'. The person who performs a communicative act expects to be understood; the act generates for the addressee a 'duty to understand'. This duty resembles the solution of a problem with several unknowns, whose value has to be determined: What did the speaker say? What was she talking about? Why did she bother to say it? Why did she say it in the way she did? To answer these questions, the addressee uses both linguistic and contextual information, and relies upon the existence of certain rules – phonological, syntactic, semantic, pragmatic – as well as upon broad social constraints governing interaction in general, in order to comprehend. 'Grasping' imposes a more demanding duty of understanding: it is not a matter of following the rules, but of being able to determine what the rules are. Failure to grasp produces kinds of misunderstanding that differ significantly from those arising from incorrect application of the (correctly grasped) rules. Grasping

involves being able to detect what is *not* said, even when this implies the rejection of the standard interpretation of what is said, and being able to detect what can or cannot be said (or signalled) in a given situation. Grasping cannot be *imposed* by the speaker on the addressee, but must be negotiated between them. Thus a probing device such as the pre-invitation 'What are you doing tonight?' will not be followed by an invitation unless favourably received. There are different expectations of understanding at different stages of a relationship: the higher such expectations, the greater in general the 'proximity' of the relationship. The explanation for the frequent misunderstandings arising in husband/wife relationships is that each partner over-relies on the other's ability to understand non-explicit messages. The 'duty to understand' characteristic of adult communicative acts may well be a residue and a direct result of the primordial mother/baby situation, and our understanding always aspires to inherit the ideal transparency and immediacy of the original symbiotic relationship.

88–219 Greenbaum, Sidney (University Coll. London). English and a grammarian's responsibility: the present and the future. *World Englishes* (Oxford), **5**, 2/3 (1986), 189–95.

The distinction between descriptive and prescriptive grammars is by no means as sharp as is generally assumed. Descriptive grammars need to take account of prescriptive norms in describing how the language functions since they affect choices in at least certain styles. Descriptive grammarians should indeed offer guidance on prescriptive norms, on clarity in written communication, and on linguistic morality. Descriptive grammars embody value judgments on the scope of the grammar. Grammars of English are grammars of the standard varieties of

just the United States and Britain because insufficient research has been undertaken on other standard varieties. Research is particularly needed on the language in the Outer Circle of English users where new standard varieties are emerging. Grammarians in those countries have a responsibility to be language planners: to play their part in both describing and shaping standard varieties for their countries. They can thereby contribute to ensuring that their national standards will take their place as constituents of an International Standard English.

88–220 Kachru, Braj B. (U. of Illinois). The power and politics of English. *World Englishes* (Oxford), **5**, 2/3 (1986), 121–40.

The issues related to power and politics of the English language are presented specifically in relation to the unprecedented global spread of the language. Several perspectives – linguistic and non-linguistic – used to conceptualise the relationship between language and power are considered, particularly that of Foucault. The power-related issues, and their manifestations and implications, are seen in terms of various control-acquiring strategies resulting in political manipulations and language conflicts. The interplay of power and politics within

the three Concentric Circles of English (Kachru, 1985) is shown in issues related to sociolinguistics, linguistic innovations and language pedagogy. It is claimed that the most vital power is that of the 'ideological change' which has been attributed to the knowledge of the English language and literature in the Outer and Expanding Circles. The paper aims at providing a blueprint for the study and conceptualisation of selected issues related to the power and politics of an international language.

88-221 Maley, Yon (Macquarie U.). The language of legislation. *Language in Society* (London), **16**, 1 (1987), 25–48.

The characteristics of the language of legislation are derived from its role in the institution of law. An analysis of the institutional context reveals links among history, social function, participant roles, accepted goals of legislation, and language use. The nature of an Act of Parliament as a perpetual speech

act creates a frozen authoritative text so that the language itself becomes a component of the law. If legislation is to be both stable and flexible, institutional communicative strategies are required to organise linguistic means to these sociolinguistic ends.

88-222 Mininni, Giuseppe (U. of Bari). La volontà di pace: per un'analisi psicolinguistica dell'accordo di Helsinki. [The desire for peace: psycholinguistic analysis of the Helsinki Accord.] *Rassegna Italiana di Linguistica Applicata* (Rome), **19**, 2 (1987), 1–30.

The proposals for a semiotic analysis of the Final Act of the Helsinki Conference put forward by the European Coordination Centre for Research and Documentation in Social Sciences based at Vienna are of particular interest to psycholinguists. This article proposes a psychosemiotic or sociosemiotic analysis of the Final Act. Firstly the real authors of the document are identified as the 'participating states', rather than the formal authors, their representatives. The representatives themselves do not make commitments, commitments are made by the participating states, which cannot be pinned down to individuals. The fact that the States and not the people are the real authors means that concerns such as peace, security, social justice and well-being are seen from the perspective of the stability of states. A detailed analysis is made of some of the ways this is

revealed in the text, such as uncertainty in the face of the word 'solidarity', the treatment of equality as a starting point rather than an objective, and the omission of 'justice', which is coupled with peace and security in the enunciation of principles, when it comes to putting the principles into practice. The text shows a thematic transparency which is not paralleled by an ideological transparency. The division of Europe into opposing blocks – although the *raison d'être* for the Conference – is not mentioned, nor is the struggle for control of zones of influence. The need for conciliation between these groups, however, is revealed in the negotiation of meaning which has resulted, for example, in a number of 'opaque' connections, such as *where/if necessary, as far as is possible, in such a way*. [Diagrams and tables].

Psycholinguistics

88-223 Blake, Joanna and Fink, Robert (York U., Ontario). Sound-meaning correspondences in babbling. *Journal of Child Language* (Cambridge), **14**, 2 (1987), 229–53.

The hypothesis that prelinguistic vocalisations contain extensive and systematic sound-meaning correspondences was examined through an exhaustive analysis of the babbling of five infants in their second year. These infants were videotaped over a period of three to six months at home and at a day-care centre. Their babbled utterances were transcribed phonetically and categorised according to consonant-type and vowel-type. Contexts for each utterance were also categorised, primarily according to the infant's simultaneous action. A quantitative

analysis of co-occurrences between phonetic and contextual categories determined that across infants between 14 and 40% of utterances recurred in particular contexts with a greater than expected frequency. These findings support Halliday's notion that babbling is not entirely random but contains consistent sound-meaning relations that are not adult-modelled. They also extend the notions of continuity between prelinguistic and linguistic stages of development to the semantic domain.

88-224 **Frenck, Cheryl and Pynte, Joel** (U. of Provence, Aix-en-Provence).

Semantic representation and surface forms: a look at across-language priming in bilinguals. *Journal of Psycholinguistic Research* (New York), **16**, 4 (1987), 383-96.

The question of whether words in one language versus their translations in another access the same conceptual representation was addressed in the present experiment. English-French bilinguals were tested in a lexical decision task, the target words being primed by semantically related words in either the same language or across languages. The results show significant priming facilitation in both conditions; response latencies were notably shorter

when the target was preceded by a semantically related word than when presented alone, whether or not the two words were presented in the same language. While these results seem to substantiate the hypothesis of a common semantic store for the two languages, close inspection reveals that facilitation was more likely due to the strategic use of primes than to automatic processing.

88-225 **Fromkin, Victoria A.** (U. of California, LA). The lexicon: evidence from acquired dyslexia. *Language* (Baltimore, Md), **63**, 1 (1987), 1-22.

The organisation and structure of the lexicon in a linguistic performance model is here examined, using data elicited from dyslexic patients suffering from focal brain lesions. It is argued that phonological, semantic, and orthographic representations, in separate sub-lexicons, are needed to account for the selective reading and writing disorders. The role

of such data and their relevance to linguistic theory are discussed. Linguistic concepts provide the framework for investigating both normal and abnormal (e.g. aphasic) speech production and comprehension. In turn, data from aphasia may provide new insights into the nature of the mental grammar.

88-226 **Kendall, Janet Ross and others** (Simon Fraser U.). English reading skills of French immersion students in kindergarten and Grades 1 and 2. *Reading Research Quarterly* (Newark, Del), **22**, 2 (1987), 135-59.

The English graphophonic and word knowledge of anglophone children in French immersion (FI) programmes were evaluated and compared with those of a similar group of children in regular English (ENG) classrooms. The word identification strategies of FI and ENG children were tested at the beginning and end of kindergarten and, with oral reading and comprehension, again at the end of Grades 1 and 2. Quantitative analyses revealed no differences between the FI and ENG children in kindergarten, but ENG students scored reliably

higher at the end of Grades 1 and 2 on most measures. Qualitative analyses provided evidence that the FI children are transferring their French reading skills to reading English and that, by the end of second grade, there is little interference from French reading skills - they are differentiating between reading in French and in English. Additional information pertinent to the children's reading development both in English and in French was obtained through interviews with their parents and with the FI teachers.

88-227 **Lindholm, Kathryn J.** (U. of California, LA). English question use in Spanish-speaking ESL children: changes with English language proficiency. *Research in the Teaching of English* (Urbana, Ill), **21**, 1 (1987), 64-91.

The purpose of this study was to provide a framework for better understanding the process of question development in a second language. The English questions initiated by four English-Spanish second language learning children who differed in English language proficiency (2 Limited English Speaking, 2 Fluent English Speaking) were examined at two points in time to determine how question use may change in the syntactic, pragmatic,

and semantic domains as a function of English language proficiency.

The frequency with which various types of syntactic structures, pragmatic functions, and semantic functions appeared in the children's questions were presented. These frequencies showed that with greater English proficiency: although there was less reliance on syntactically simpler constructions for *wh*-questions, syntactically complex *wh*- and *yes/no*

questions were still infrequent; requests for factual information decreased and questions about personal information increased; there was a decrease in classification questions and an increase in actions/

intentions questions. These findings are generally consistent with other studies of English question acquisition in monolingual children and ESL children and adults.

88-228 Lomax, Richard G. and McGee, Lea M. (Louisiana State U.). Young children's concepts about print and reading: toward a model of word reading acquisition. *Reading Research Quarterly* (Newark, Del), **22**, 2 (1987), 237-56.

The authors tested theoretical models of the development of print concepts and word reading. Eighteen measures of print concepts and word reading were obtained from 81 children three to seven years of age. A five-component model hypothesised from previous findings fit the data better than a four- or two-component model. The five component model included a concepts-about-print component which influenced a graphic awareness component, which in turn influenced a phon-

emic awareness component, which influenced a grapheme-phoneme correspondence knowledge component, which ultimately influenced a word reading component; in addition, concepts about print also influenced grapheme-phoneme correspondence knowledge. According to results of developmental analyses, children expand their knowledge in each of these print components with age.

88-229 Mandler, Jean M. (U. of California, San Diego). On the psychological reality of story structure. *Discourse Processes* (Norwood, NJ), **10**, 1 (1987), 1-29.

Three experiments investigated people's ability to access knowledge about the structure of traditional stories. Stories that systematically varied in structure were written, and subjects were asked to divide them into parts. The judgments were submitted to hierarchical clustering analyses and compared to the structures produced by the Mandler and Johnson (1977) story grammar. Results of the first experiment showed that people can identify all the terminal units in stories as well as different kinds of episodic structure. Structures in which one episode is embedded inside another were the most difficult. In addition, subjects were not sensitive to intermediate

levels of analysis. Experiment 2 showed that when attention was focused on the intermediate units, one such unit, the Goal Path, emerged in the judgments. These data provide evidence for a hierarchical structure to within-story episodes. Experiment 3 showed that the same judgments about terminal units were made even when the number of sentences per unit varied. In all three experiments subjects made similar judgments about stories of the same structural type, even though the stories varied widely in content, indicating the generality and abstractness of the story schemas being used.

88-230 Neville, Anne (U. of Queensland) **and Gunn, Margaret** (Alder Hey Childrens Hospital, Liverpool). A team approach to assessing and working with children with specific language difficulties. *Child Language Teaching and Therapy* (London), **3**, 2 (1987), 151-69.

This paper describes how the needs of children with specific language difficulties are assessed and met in Liverpool. It describes (a) the assessment procedure at the Child Development Centre, in particular the joint assessment of language and cognition; (b) the links between the child development centre and

the Liverpool language units; and (c) the interdisciplinary way in which this is done. It is argued that the main strengths of this set-up are continuity of care, answerability to parents, and the effective use of resources.

88-231 Olson, David R. and Torrance, Nancy (Ontario Inst. for Studies in Ed.). Language, literacy, and mental states. *Discourse Processes* (Norwood, NJ), **10**, 2 (1987), 157-67.

There is a parallelism between children's mastery of the language of mind and their thinking about the

world. Children work out distinctions appropriate to language at the same time that they are working

out concepts for thinking. These assumptions were tested by measuring children's mastery of verbs of saying and meaning. In one study, 72 children from grades 1 through 4 were subjects. Although knowledge of cognitive verbs did not relate directly

to reading skill, there was a relationship between reading skill and the tendency to justify answers by appealing to the text. This tendency increased with grade level.

88-232 Pemberton, Elizabeth F. and Watkins, Ruth V. (U. of Kansas). Language facilitation through stories: recasting and modelling. *First Language* (Chalfont St Giles, Bucks), **7**, 1 (1987), 79-89.

Past research has demonstrated that recasts can facilitate young children's language development, even when embedded into stories. A recast occurs when one sentence is immediately followed by another sentence which reiterates the meaning of the first, but changes one or more of its syntactical components. Twenty 3- and 4-year old Head Start children participated in this study. Ten children were read a story which incorporated recasts into its 20-page text. Ten different children were read a story similar in every aspect to the recast story (length, pictures, vocabulary, and syntactical complexity) except that this story modelled forms rather

than recasting them. Modelling differs from recasting in that there is no paired presentation of sentences. Elicitation tasks measured both groups' syntactic and lexical abilities before and after the story readings. Analyses of covariance, using pre-test scores as covariates, indicated no significant differences between the recasting and modelling groups. Both groups made equal language gains. A key factor in these results may be the shared meaning between communicators allowed by both recasts and models. These data suggest further research regarding educational and clinical applications of both recasting and modelling.

88-233 Stemmer, Nathan (Bar-Ilan University, Israel). The learning of syntax: an empiricist approach. *First Language* (Chalfont St. Giles, Bucks), **7**, 2 (1987), 97-120.

Empiricists maintain that children learn the syntax of their language by using only general learning capacities. Nativists, on the other hand, claim that the acquisition of certain syntactic skills requires additional capacities. They therefore attribute to children an innate syntactic device. In this paper, arguments are presented which suggest that nativists are mistaken. If all the effects of the semantic experiences which children undergo are taken into account, then the acquisition of syntax can be

explained by attributing only general learning capacities to children. Moreover, these arguments also suggest that empiricist theories are more adequate than so-called semanticist theories, since the latter fail to consider one of the most important effects of the semantic experiences, namely that all basic word-order rules are learned in semantic experiences, and the first versions of many formal word-order rules are also learned in such experiences.

88-234 Taeschner, Traute (U. of Rome). Non sono sempre interferenze. [It isn't always interference.] *Rassegna Italiana di Linguistica Applicata* (Rome), **19**, 2 (1987), 119-32.

The term 'interference' (*interferenza*) is here used to indicate the reciprocal influence of one language on another. It is not intended to have any pejorative sense, and includes both 'code switching' and 'borrowing'. Within the framework of a longitudinal study of two bilingual German-Italian children, Lisa and Giulia, from birth to age 10, various morphosyntactic aspects of their speech during the first five years were analysed from the point of view of interference. For every example of what appeared to be interference, explanations were found which indicated that they were merely part of the same processes of language acquisition as those found with monolingual children. Initial

correct usage based on imitation is followed by a period of experimentation in which hypotheses are formulated and tested. Thus, for example, instances occur of deviation from both 'correct' German and Italian: **Und das ist ein Wörterbuch klein*, a sentence resulting from the fact that in Italian the adjective may precede or follow the noun. Such mistakes are made by Lisa only between the age of 3;2 and 3;8 and by Giulia between 2;0 and 3;5. Points covered are the German inversion of subject/verb, the negative, the position of adjectives, the possessive, the acquisition of new structures, and the overuse of the article *das*.

88–235 Weaver, Charles A. III and Kintsch, Walter. Reconstruction in the recall of prose. *Text* (Amsterdam), **7**, 2 (1987), 165–80.

While subjects were reading a description of the geographic layout of a town, they were instructed to draw a map of the town. Another group of subjects merely read the description without drawing a map. The latter group of subjects produced recall protocols which were primarily reproductive, and showed the typical recall superiority of structurally superordinate propositions in the text. However, these subjects performed very poorly when they were asked to verify inference statements about locations in the town. Subjects who drew a map while reading, on the other hand, were much

better at verifying locational inferences, but their recall became more reconstructive. When they repeated propositions from the text, they did not show the levels effect typical for reproductive recall, indicating that even that portion of their recall may have been reconstructive. The results were discussed in terms of different mental representations of the text in memory: the propositional textbase which supports reproductive recall, and the situation model on which reconstructions and inferences are based.

88–236 Wellman, Henry M. and Estes, David (U. of Michigan). Children's early use of mental verbs and what they mean. *Discourse Processes* (Norwood, NJ), **10**, 2 (1987), 141–56.

Sometime between two and three years of age, children begin to use mental terms, for example, *think*, in their speech. A series of naturalistic studies and experiments sought to determine if young children are using mental terms to refer to the mental world, that is, are they making explicit reference to beliefs, ideas, thoughts, and intentions? Naturalistic observations revealed that the first uses of mental terms are for conversational functions and this use begins in the last half of the third year.

Experimental investigations confirmed that chil-

dren between the ages of three and five correctly distinguish real and mental items and correctly judged that they could think and dream of nonexistent, not-real things. These findings, that mental terms are used by children for distinct, explicit mental reference almost as soon as the terms are used, suggest that theories of semantic and conceptual development which portray early development as perceptual, concrete, sensory, and external need to be re-examined.

Pragmatics

88–237 Bertrand, Denis (BELC). *Sémiotique et explication de textes: les discours d'une passion*. [Semiotics and text analysis: discourse relating to strong emotion.] *Français dans le Monde* (Paris), special number 2/3 (1987), 50–71.

Semiotic analysis of texts has concentrated on narrative, and has usually seen participants as active. When looking at other kinds of texts, for example those emphasising emotion, we must also deal with passive roles. The syntax of modality adds a further dimension: thus someone may love, or be loved, or be lovable.

Extracts on the theme of avarice are given from four text-types: drama (Molière), novel (Balzac),

philosophy (Djahiz) and argument (Mauriac). The author comments on the semiotic structure of each extract, and gives examples of text-analysis questions and exercises which can be set to exploit them. Other exercises relating the theme to students' own lives are given, but the author insists on the autonomy and 'immanence' (inherent quality) of the text.

88–238 Bhatia, V. K. (National U. of Singapore). Textual-mapping in British legislative writing. *World Englishes* (Oxford), **6**, 1 (1987), 1–10.

English legislative writing has long been criticised not only for its obscure, circumlocutious and tortuous syntax but also for its extreme linguistic conservatism. Its critics claim that, in spite of

numerous governmental and social pressures, the style of legislative drafting has largely remained unchanged. However, some interesting attempts have come from within the drafting community in

recent years to make their writing more readable without having to sacrifice their defensive and detailed mode of drafting. This paper examines one such trend to reduce information load at a particular point by making use of what might be called textual-mapping devices. This helps the draftsman not only to postpone or avoid specification of complicating legal content at a particular point in

the legislative provision but also to establish text-cohering links with the preceding and preceded legislation. This paper presents a corpus-based detailed analysis of the use of textual-mapping devices, considering particularly their formal realisation and the textual patterns they display in the expression of the legislative statement.

88-239 Blum-Kulka, Shoshana and Levenston, Edward A. (Hebrew U. of Jerusalem). Lexical-grammatical pragmatic indicators. *Studies in Second Language Acquisition* (Bloomington, Ind), **9**, 2 (1987), 155-70.

The main aim in this paper is to explore the interlanguage pragmatics of learners of Hebrew and English. It focuses on the use of pragmatic indicators, both lexical (*please/bevaqasha*; *perhaps/ulay*) and grammatical (e.g., the difference between *could I borrow* and *could you lend*), with particular reference to deviations from native-speaker norms in the speech of non-native speakers. The analysis follows the analytical framework developed for the

Cross-Cultural Speech Act Realisation Project (CCSARP). Data from two sets are analysed: (a) native and non-native Hebrew, and (b) native and non-native English (with occasional reference to other CCSARP data sets). The results suggest that non-native speakers' misuse of pragmatic indicators can have serious interactional consequences, ranging from inappropriateness to pragmatic failure.

88-240 Kennedy, Graeme D. (Victoria U. of Wellington). Expressing temporal frequency in academic English. *TESOL Quarterly* (Washington, DC), **21**, 1 (1987), 69-86.

Recent studies have shown the need for more attention to be paid to English as form and not only as communication. This article describes a methodology for discovering how the communicative notion of temporal frequency is expressed in academic English. Almost 300 different linguistic devices are identified and described, along with the

number of times they occur in two large corpora of written academic English which can be used for computer analysis. The article also highlights the potential of computer-assisted analysis of authentic texts to help improve the basis of the development of language teaching materials.

88-241 Klann-Delius, Gisela. Describing and explaining discourse structures: the case of explaining games. *Linguistics* (Amsterdam), **25**, 1 (1987), 145-99.

A report is presented on the main findings of an empirical research project of game instructions given by 5-, 8-, and 11-year-old and adult experts at this game to nonexperts of various ages, under different situational conditions. A heuristic model of this task-oriented discourse unit is outlined which reconstructs its structures as a quantifiable sequence of subtasks conveying information necessary for practical cooperation between expert and nonexpert. Submission of structural reconstruction to quantification and descriptive and explanatory statistics is discussed as one way of clarifying (1) possible prototypical forms of this discourse unit and (2) the

explanatory force of the factors cognition, interaction, situation. After a characterisation of the data, coding system, operationalisations, and variables the main findings are reported. These are (1) macro-structures and strategies of instructional discourse units show typical features; (2) these are significantly related to nearly all of the assumed constitutive factors, although interaction carries the comparatively highest explanatory force, the direction of its influence being determined by cognition. The concluding section evaluates the theoretical and methodological impact of these findings.

88-242 Klecan-Aker, Joan S. (U. of Houston). A comparison of language functions used by normal male and female pre-school children in a structured setting. *Language and Speech* (Hampton Hill, Middx), **29**, 3 (1986), 221-32.

The purpose of this study was to examine the use of language functions in a structured setting by normal pre-school males and females. 240 subjects were selected between the ages of two and five years. Results indicated statistically significant differences between the groups of children: e.g. girls exhibited a higher number of appropriate responses. There was an overall trend towards an increase in

appropriate usage with increase in age. Females gave a superior performance as regards four categories: greetings, labelling, revisions and requesting, which may be evidence for the fact that adult women are more likely to use such forms. These results are discussed relative to the need for a complete and thorough data base on how pre-school children use language.

88-243 Lee, David (U. of Queensland). The semantics of 'just'. *Journal of Pragmatics* (Amsterdam), **11**, 3 (1987), 377-98.

224 utterances containing the particle *just* were culled from a number of doctor-patient interviews. Four major types of meaning for the particle are identified - depreciatory, restrictive, specificatory and emphatic. The discussion concerns itself with the nature of the relationship between these categories. The fact that the categories shade into one another suggests that a semantic model of the traditional type, identifying a number of distinct variants of *just*, is inadequate. An analysis of these data lends support rather to a model of semantic

interpretation of the kind recently proposed by Moore and Carling (1982), in which meaning emerges from the complex interplay between a particular linguistic element and other semantic entities in the structure. Particular attention is paid to the interaction between *just*, tense, perfect aspect and progressive aspect. Following Moore and Carling (1982) a principle of 'modulation' is proposed, involving the concept of 'marginal phase', in order to account for the relationship between the various readings.

88-244 Mazzie, Claudia A. (U. of Pennsylvania). An experimental investigation of the determinants of implicitness in spoken and written discourse. *Discourse Processes* (Norwood, NJ), **10**, 1 (1987), 31-42.

Traditionally, spoken language has been characterised as relatively implicit (or context dependent) when compared with written language, which is seen as explicit. This paper examines the relationship between modality and context sensitivity. An informal but controlled experiment was designed to elicit comparable texts in eight different conditions, each condition serving as an instance of the permutation of the three variables under investigation: *content* (abstract vs. narrative), *modality* (written vs. spoken), and *sender/receiver relationship* (individual, real audience vs. multiple, imagined

audience). Separate texts were elicited from 32 undergraduates and all referential noun phrases in each text were coded according to a modified version of Prince's (1981) taxonomy of given/new information. The major finding was that the main determinant of implicitness, when defined in terms of Inferrable vs. Evoked information, was the variable of *content*, not that of *modality*: abstract texts contained more Inferrable information (in Prince's sense) than did narrative texts, regardless of modality.

88-245 Pellegrini, Anthony D. (U. of Georgia). Children's conversational competence with their parents. *Discourse Processes* (Norwood, NJ), **10**, 1 (1987), 93-106.

This study examined preschool children's ability to follow Grice's maxims of conversation while conversing with their parents, as well as parents' reactions to the children's violations of the maxims. Eighteen children from each of three age groups (2-, 3-, and 4-year-olds) were observed on three occasions: while interacting with their mothers,

with their fathers, and with both parents. Results indicate that children's violations decreased with age. These results are discussed in terms of the younger children's inability to use their knowledge of the maxims to mediate their discourse production. In the dyadic contexts, fathers more than mothers, assumed a directive role in response to children's

violations. In the triadic context there were no between-parent differences regarding reactions to children's violations. Contextual results are discussed

in terms of interactional theory wherein parents assume different interactional roles in different contexts.

88-246 Seifert, Colleen M. and others. Thematic knowledge in story understanding. *Text* (Amsterdam), **6**, 4 (1986), 393-426.

Among the variety of knowledge structures involved in story understanding, thematic knowledge structures serve to represent the abstract relations within a story. Thematic concepts represent particular patterns of goal, plan, and event relationships. For example, 'retaliation' is a thematic pattern where two actors are in competition: one actor's actions result in a goal failure for the other, which motivates a counter action by the second against the first. This particular pattern can take place in many contexts, but the thematic relations that define retaliation remain constant. In this paper, several types of structures intended to capture this thematic knowledge are reviewed. One proposal, Thematic Abstraction Units (Dyer, 1983), attempts to capture the goal and plan interactions that include particular

errors in planning, often expressed in common adages such as 'counting your chickens before they're hatched'. Two experiments investigated whether subjects were able to understand, reproduce, and make similarity judgements as predicted by TAU structures. In the first, subjects were given story exemplars and were asked to write a story with a similar plot. In the second, subjects were given a set of stories and asked to sort them into similar groups. The results indicate that subjects are sensitive to thematic patterns, and are able to use the thematic information in judgements of similarity. The results also indicated where the proposed TAU structures could be revised to better reflect subjects' judgements of similarity.

88-247 Trosborg, Anna. Apology strategies in natives/non-natives. *Journal of Pragmatics* (Amsterdam), **11**, 2 (1987), 147-67.

The sociopragmatic competence in terms of the selection of the appropriate apology strategy in a given social context was analysed in Danish learners at three levels of English as compared to native-speakers of English and to the learners' performance in their native language. The findings show that sociopragmatic strategies are indeed transferred from one language to another, but the frequency with which the seven main strategies were selected reveals a deviation from native-speaker norms for a number of strategies. When the performance of English native speakers was compared to that of Danish native speakers, no significant differences were found on the main strategies, but an inclination in Danish native speakers to use some strategies more/less often than English native speakers was probably reinforced in the learners' performance. Danish native speakers used more rejections, and repaired less than English native speakers, and this is

reflected in some of the learner deviations studied. The higher number of direct apologies used by learners cannot, however, be traced back to LI influence (this formula had probably been 'overlearned'). The relatively low number of direct apologies expressed through a routinised formula (7% for native speakers) was unexpected. More severe offences require the use of other strategies, such as explanations and offers of repair. The low number of explanations used by learners is a likely outcome of insufficient linguistic knowledge. The easiest way out is to resort to ritual language use – hence the high number of direct apologies in learner speech – or to deny responsibility altogether. Children also tend to deny responsibility when they fear a reprimand. Modality markers were underused by Danish learners of English despite a greater use of these in Danish than in English, probably because their use is difficult.

88-248 Waugh, Linda R. (Cornell U.) and Monville-Burston, Monique (U. of Melbourne). Aspect and discourse function: the French simple past in newspaper usage. *Language* (Baltimore, Md), **62**, 4 (1986), 846-77.

Analysis has shown that discourse function is an essential facet of the meaning of grammatical elements; e.g. that perfective and imperfective aspect manifest discourse foregrounding and backgrounding. By focusing on the French S[imple]

P[ast] and by analysing newspaper usage, the authors demonstrate that foregrounding is one result of two properties inherent to SP: DETACHMENT within a universe of discourse of a DIMENSIONALISED FIGURE. But SP has other, quite different, discourse functions,

in addition to important cognitive/referential, expressive, and pragmatic meanings – all of which are also attributable to detachment and dimensionalisation. Thus SP (and, by extension, verbal grammatical categories in general) manifests a complex

variety of functions which must be accounted for by any complete study. Discourse analysis should not supplant, but rather complement, more traditional semantic analysis.