Research in the supporting sciences

Sociolinguistics

96–99   Al-Khatib, Mahmoud. The impact of interlocutor sex on linguistic accommodation: a case study of Jordan radio phone-in programmes. *Multilingua* (Amsterdam), **14**, 2 (1995), 133–50.

This paper investigates linguistic accommodation as it reveals itself in Jordanian Arabic in terms of a number of sociological and psychological parameters. The study focuses basically upon the influence of the interlocutor's sex on his/her linguistic repertoire. The data are collected from a phone-in programme called 'The radio at your service – Radio Amman'. The sample is composed of 22 informants evenly distributed by sex. Two phonological variables, i.e. (Q) and (j), were chosen for the purpose of study. Linguistic accommodation was investigated according to two major devices: standardisation and levelling. The study employed the sociolinguistic quantitative paradigm initiated by Labov and developed by others. Explanations are given in view of the concept of sociolinguistic prestige in Jordanian society together with Tajfel's 'intergroup relations approach'. The study shows that sex is a very important factor in conditioning the process of accommodation between Jordanians. It also reveals that the amount and direction of accommodation between individuals depends largely on the speaker's social knowledge and his/her ability to vary speech style.

96–100   Arthur, Jo (Edge Hill Coll. of Higher Education, Ormskirk, Lancashire). Talking like teachers: teacher and pupil discourse in Botswana primary classrooms. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 1 (1994), 29–40.

This paper discusses the role of teacher-talk in Botswana primary schools. There is overwhelming evidence that pupils' contributions are outweighed by those of their teachers. Even when teachers make a conscious effort to increase the pupils' opportunities for participation, this is constrained by frontal teaching and teaching through the medium of English. The outcome is that the foreign medium forces the teachers to put emphasis on education as a product rather than a process. The paper advocates the development of a genuinely bilingual model of education in which both teachers and pupils will make full use of their linguistic resources.

96–101   Barrett, Judith. Why is English still the medium of education in Tanzanian secondary schools? *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 1 (1994), 3–16.

The paper looks for the reasons why Kiswahili has not been officially established as the medium of education in Tanzania although English has in practice largely ceased to perform that function. First, the language background is described and then the sociocultural and pedagogical arguments for a change to Kiswahili are examined. A comparison is made between French Immersion experiments in Canada and the use of English as a medium of instruction in Tanzania and significant differences between the two situations highlighted. The practical possibilities for the implementation of Kiswahili as the medium of instruction are discussed. Finally, it is argued that the real obstacle to change is powerful political interests which are best served by the retention of English.

96–102   Berns, Margie (Purdue U., Ind). English in the European Union. *English Today* (Cambridge), **11**, 3 (1995), 3–11.

The 12 countries of the European Union (EU) together linguistically bear comparison with the multilingual context of India, and thus can validly be regarded as a sociolinguistic unit. This has three key characteristics: the multiple roles English plays for various EU citizens, the 'Europeanisation' of English in terms of lexicalisation and functional extension, and the shared patterns of acquisition and use among Europeans. The use of English as a first or second language both in and out of the classroom, across the media and through travel and business has led to the emergence of a recognisable speech community whose language is a distinctive variety called European English. Kachru's model of concentric circles of world Englishes is modified to fit the European situation. This proposes an area of overlap between the outer and expanding circles, with Germany, Luxembourg and the Netherlands

occupying a position between the outer circle, in which English is one of only two or more codes (such as in the former British colonies), and the expanding circle in which English is a foreign language. It is envisaged that English will become the primary language for EU citizens, resulting in a new standard which will serve as the norm.

96–103 Decapua, Andrea and Huber, Lisa. 'If I were you …': advice in American English. *Multilingua* (Amsterdam), **14**, 2 (1995), 117–32.

This article examines some aspects of advice in American English. The authors consider how social norms concerning authority, expertise and intimacy are manifested in advice exchanges, solicited and unsolicited. The aim is to shed light on the expected and emergent role relationships that are part of public and private contexts of advice. Aspects of this speech event are looked at using data gathered from native speakers through interviews, questionnaires, and direct observation. This leads to a better understanding of the complexity of advice as a social and linguistic act. Advice given in the public domain (TV, radio, newspapers and magazines) is also examined.

96–104 Fazio, Lucy L. (McGill U.). Mother tongue instruction and minority children's second-language performance. *Journal of the CAAL* (Montreal, Canada), **16**, 1 (1994), 93–103.

In the province of Quebec, the teaching of heritage languages, also known as mother tongue instruction (MTI), takes the form of a supplementary, extracurricular activity, as opposed to being integrated into the children's regular classroom curriculum. The purpose of this investigation was to examine the relationship between supplementary MTI and the second-language performance of minority-language children in Montreal, using both bivariate and multivariate statistics. The sample consisted of 137 first-generation immigrant children in Grades 4, 5 and 6, for whom French was the official in-school language of instruction. Results at the bivariate level indicated a positive and significant correlation between MTI and oral French comprehension and expression; at the multivariate level, MTI did not emerge as a positive predictor of children's second-language performance. These results speak to the nature of the MTI variable under investigation, rather than the variable *per se*.

96–105 Gupta, Anthea Fraser and Siew, Pui Yeok (National U. of Singapore). Language shift in a Singapore family. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 4 (1995), 301–14.

A major language shift in Singapore over the last 20 years has been from familial use of varieties of Chinese other than Mandarin towards the languages of education, English and Mandarin. This has been so rapid that grandchildren may have no language in common with their grandparents. An ethnographic study of a Singaporean Chinese family which has moved from Cantonese to English examines the attitudes and societal pressures which have led to this and shows how family members deal with the discrepancies in language repertoire.

96–106 Hall, Joan Kelly (U. of Georgia). (Re)creating our worlds with words: a sociohistorical perspective of face-to-face interaction. *Applied Linguistics* (Oxford), **16**, 2 (1995), 206–32.

The intent of this essay is to bring the SLL/A field a perspective on language use, language acquisition, and language pedagogy that more fully accounts for the sociohistorical forces constraining our participation in the enactment and/or creation of practices of the communities to which we belong or aspire to belong. The author provides an overview of the notion of interactive practices and resources, and discusses how linguistic participation in interactive practice is constrained by (1) the past uses of these resources, and (2) social identities. She then considers the sociohistorical significance this perspective has for the learning of another language. The implications for L2 research and pedagogy specifically concerned with face-to-face interaction are discussed.

96–107   Honna, Nobuyuki (Aoyama Gakuin U., Tokyo, Japan). English in Japanese society: language within language. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 1/2 (1995), 45–62.

This paper highlights one of the most conspicuous sociolinguistic issues involving English in Japanese society: English loan words in Japanese. Lexical, grammatical, and pragmatic borrowing from English into Japanese is a complex phenomenon and is explored here in three mutually related terms: structural, functional, and socio-linguistic.

First, a formal analysis is presented to show structural and semantic changes which English loans go through in their Japanisation processes. Second, the roles that they are expected to play (especially as euphemisms) are depicted. Third, the social factors that drive the influx are examined from the perspective of the nation's *kanji* restriction policy and compulsory English teaching programme.

96–108   Kashina, K. (U. of Zambia). The dilemma of standard English in Zambia: pedagogical, educational and sociocultural considerations. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 1 (1994), 17–28.

The paper starts by highlighting the privileged position of English in Zambia. From the pedagogical point of view, the use of English as the medium of instruction in the Zambian educational system is counter-productive. The continued insistence on the teaching of 'standard' English in Zambia is questioned, not only because it is not practicable, but also because of its sociocultural implications.

96–109   Maher, John C. (International Christian U., Tokyo, Japan). The 'kakyo': Chinese in Japan. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 1/2 (1995), 125–38.

The Chinese language is traditionally found in the various Chinese communities located in the urban centres of Tokyo–Yokohama, the Kansai region, and parts of southern Kyushu. Several bilingual (Japanese–Chinese) schools serve these long-term resident populations. The importance of the Chinese language in the transmission of knowledge from Continental Asia to Japan was crucial to Japan's development. A recent trend in the composition of the *kakyo* or overseas Chinese there has been an influx of Chinese students, student-workers and ethnic Japanese who have returned from China with their families. The latter phenomenon has prompted some town administrations, such as the city of Mitaka, in the suburbs of Tokyo, to initiate short-term language transition programmes for ethnic Chinese children. Among naturalised Chinese there appears to be a strong desire to maintain some knowledge of the Chinese language whilst at the same time advance successfully through the mainstream education system. Returnee families, migrant workers, students, and the booming commercial prosperity of the Chinatown areas of Yokohama or Kobe have led to a reconsideration of the values of multiculturalism and the place of Chinese language in the local communities. The Chinese language will prosper in Japan not because of the geographical proximity of China nor nostalgia for a continental heritage but because Chinese residents' presence in the community is culturally valued and economically important to the urban life of Japan.

96–110   Maher, John C. (International Christian U., Tokyo, Japan) **and Kawanishi, Yumiko** (UCLA, Los Angeles, CA). On being there: Koreans in Japan. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 1/2 (1995), 87–101.

The ethnic Korean resident (*Zainichi Kankokujin-Chosenjin*) community is found in variable population concentrations in metropolitan Tokyo, Osaka and many other cities in Japan. Among the socio-political issues which affect the lives of Koreans is the current effort being made to maintain the Korean language. Some schools are experimenting with a new approach towards Japanese–Korean bilingualism and biculturalism which includes the teaching of basic Korean. There are adult literacy classes for older Koreans who never learned to read and write Japanese. There is increasing interest in Korean culture and language. Many factors contribute to this: (*a*) the cultural waves from the 1988 Olympics held in neighbouring Seoul, (*b*) the 'ethnic boom' in which

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the post-war Japanese generation is generally more curious about 'Asia': food, language, music, etc., (c) an increasing volume of bilingual literature for the Korean readers and, at the political level, (d) the stabilisation of trade and economic relations between Japan and Korea which has led to an increasing level of confidence among Korean Japanese. Important for Korean language maintenance is the gradual emergence of more visibly distinct 'Koreatown' communities in a number of Japanese cities. This signals a new economic and cultural vitality, an assertion of 'being there' which will likely have an impact upon the sociolinguistic status of the Korean language in Japan.

96–111   Rubagumya, Casmir M. (U. of Dar es Salaam, Tanzania). Language values and bilingual classroom discourse in Tanzanian secondary schools. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 1 (1994), 41–53.

The paper reports on an ethnographic study done in two secondary schools in Dar es Salaam, Tanzania. The main aim of the study was to find out the functions of English–Kiswahili code-switching in secondary-school classrooms and to see whether this practice reflects and/or reinforces the language values held by secondary-school pupils. The paper argues that code-switching is employed in strategic ways by both teachers and pupils for meaningful classroom interaction. It further argues that despite the advantages of code-switching, this mode of classroom discourse reinforces the view among pupils that English is more appropriate for academic work than Kiswahili.

96–112   Smolicz, Jerzy J. Language – a bridge or a barrier? Languages and education in Australia from an intercultural perspective. *Multilingua* (Amsterdam), **14**, 2 (1995), 151–82.

The paper considers ways in which a language can form a bridge or a barrier to communication, particularly in relation to the multilingual context of Australia. The barrier of an unfamiliar language can be overcome by the dominant group's elimination of a minority linguistic group, or the suppression of its language or, alternatively, through some members of the dominant group learning the minority language and becoming bilingual. Australian data provide evidence that many minority groups regard their language as the core value of their culture. Although English is supported overwhelmingly as the language common to all Australians, many members of minority ethnic groups seek to maintain their home language as well. In this way they can be seen as contributing to the development of Australia's linguistic resources. For those of English-speaking background, learning a second language is increasingly being advocated for economic, as well as cognitive and social reasons. The National Policy on Languages, released in 1987, argued that all Australians should have the chance to learn English and at least one other language at school. The need to defend the full thrust of this policy direction and to develop strategies to stem declining enrolments in languages other than English at secondary and tertiary levels are seen as the most immediate challenges for languages education in Australia.

96–113   Yamamoto, Masayo (St Andrew's U., Osaka, Japan). Bilingualism in international families. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 1/2 (1995), 63–85.

This paper discusses patterns of language use in international families where the native language of one parent is Japanese and the other English. First, the demographic and linguistic background of international families as a whole in Japan is briefly introduced. Then, using data from some small-scale surveys of international families, patterns of language use among family members, such as those between spouses, between parents and their children, and among siblings, are analysed. Two problems facing international families, biliteracy and conspicuousness, are discussed.

96–114   Yashiro, Kyoko (Reitaku U., Japan). Japan's returnees. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 1/2 (1995), 139–64.

'Returnees' – people who return from a prolonged stay overseas – have traditionally been active members of Japanese society. Only after the Second World War did they increase rapidly and begin to be perceived as a problem. Now Japanese society is more flexible and able to accept their diversity, but does not necessarily make the best use of their talents. One problem is maintenance of non-

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Japanese languages which returnees have learned abroad. Returnees are facing up to their role as 'agents of internationalism' in schools and at work. They can act as a catalyst for making Japanese society more open to different cultures, and can help to promote intercultural communication and co-operation.

Psycholinguistics

96–115   Birnboim, Smadar (Haifa U.). Acquired surface dyslexia: the evidence from Hebrew. *Applied Psycholinguistics* (Cambridge), **16**, 1 (1995), 83–102.

Most research on dyslexia deals with native speakers of English. This study, however, investigates the specific symptoms of acquired surface dyslexia in Hebrew. It is assumed that Hebrew has a number of distinctive properties that would affect the definition of symptoms differently from those in English. In this study, four acquired surface dyslexic adults were compared with eight normal second-graders in terms of reading strategy. The comparison was carried out mainly to discover whether certain symptoms were specific to surface dyslexia or whether they were normal in reading acquisition and thus could be defined in terms of a general non-lexical strategy of reading. Two main conclusions emerged from this research study. (1) Homophones and homographs were a major source of difficulty for native Hebrew surface dyslexic readers; vowel misreadings were the most common error. These phenomena were not common to English surface dyslexia, where difficulty with irregular words is the main symptom and regularisation errors are the most frequent. It should be noted, however, that difficulty with homophones also occurs in English surface dyslexia. (2) The normal second-graders tended to read using a non-lexical strategy. Their reading was similar to that of surface dyslexic subjects.

96–116   Cole, Kevin N. and others (U. of Washington). Examination of the stability of two methods of defining specific language impairment. *Applied Psycholinguistics* (Cambridge), **16**, 1 (1995), 103–23.

Two commonly applied methods of differentially classifying language-delayed children as either specifically language impaired or developmental lag language impaired (i.e. children with low IQ and low language performance) were examined for stability over 1- and 2-year periods. One classification method, following the DSM III-R guidelines, was based on an absolute cut-off level for performance on a measure of cognitive ability, in conjunction with other exclusionary criteria (i.e. language delay that is not the result of hearing loss, social–emotional disorder, etc.). The second classification method included the same absolute cut-off for cognitive ability as the DSM III-R guidelines, but it also required that a minimum relative difference be present between the general cognitive performance and the language performance. These two methods were examined for differences in classification of children, as well as for stability of classification across time. We use the McCarthy Scales of Children's Abilities Perceptual–Performance Index as the cognitive measure and the Peabody Picture Vocabulary Test–Revised and the Test of Early Language Development as language performance measures. Results indicated significant differences in classification between the two methods of defining SLI, as well as substantial changes in classification over time using either method. Alternative classification systems are discussed.

96–117   Dejean de la Bâtie, Bernadette and Bradley, Dianne C. (Monash U., Victoria, Australia). Resolving word boundaries in spoken French: native and non-native strategies. *Applied Psycholinguistics* (Cambridge), **16**, 1 (1995), 59–81.

The segmentation strategies used by native and non-native listeners of French were examined in two phoneme-monitoring experiments which required the subjects to detect the presence of word-initial /t/ in potential liaison phrases (e.g. *excellent tableau/excellent acteur*) and in non-liaison phrases (e.g. *vrai tableau/vrai acteur*). The essentially faultless performance of the natives suggested that the optimal segmentation routine in such phrases is primarily based on the identification of the critical word and, to a lesser extent, on the contextual information, which was more efficiently used to check the outcome of word recognition. In contrast, non-natives tended to rely on guessing strategies, not based on contextual information (contrary to the widely held language teaching recommendation), but on an incomplete acoustic–phonetic/lexical analysis of the signal.

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96–118 Emmorey, Karen (Salk Inst. for Biological Studies, CA) **and others.** Effects of age of acquisition on grammatical sensitivity: evidence from on-line and off-line tasks. *Applied Psycholinguistics* (Cambridge), **16**, 1 (1995), 1–23.

American Sign Language (ASL) provides a unique opportunity to investigate the effects of late exposure to a primary language on adult linguistic processing. In Experiment 1, a video sign-monitoring task was used to investigate the grammatical sensitivity of 11 native signers (exposed to ASL from birth) and 10 late signers (exposed to ASL at a mean age of 12 years) to errors in ASL verb agreement. The results indicated that native signers, but not late signers, were sensitive to errors in verb agreement. Experiment 2 utilised both sign monitoring and off-line grammaticality judgments. Sentences which contained errors in either verb agreement or temporal aspect were presented to 10 native signers, 10 early signers (exposed to ASL between the ages of 2 and 7), and 10 late signers (exposed to ASL between the ages of 10 and 20). The results indicated that native signers were sensitive to errors in both verb agreement and aspect, and that early and late signers were only sensitive to errors in aspect morphology. In the off-line grammaticality test, all three groups were equally able consciously to detect the grammatical errors. These findings suggest that late exposure to a primary language affects the on-line integration of verb agreement information within a sentence, but does not affect sensitivity to semantic distinctions encoded by aspect morphology.

96–119 Eubank, Lynn (U. of North Texas) **and Gregg, Kevin R.** (St Andrews U., Japan). 'Et in amygdala ego'? UG, (S)LA and neurobiology. *Studies in Second Language Acquisition* (Bloomington, Ind), **17**, 1 (1995), 35–57.

Jacobs and Schumann have claimed that there is no biological basis for regarding language learning as different from other kinds of learning, in humans or other animals; the authors disagree, and show that, whilst all learning involves neurons, neuroglia and synapses, several different mechanisms may operate, and that one of these, 'long-term potentiation', takes highly species-specific forms (e.g. for vision in cats, dancing in bees, language in humans), involves critical periods of receptivity, and must have an innate component. The location of specific functions in specific brain areas is also evidence against Jacobs and Schumann, whose claim for the plasticity of neurons is overstated.

Language acquisition studies reinforce this evidence with examples of rules which children seem to 'know' without adequate confirmatory input from the outside world, e.g. in forming past tenses or compounds such as *piano-tuner*. These do not prove that Universal Grammar is correct, but suggest that nature as well as nurture must have an important role. The emphasis by Jacobs and Schumann on the importance of emotional states and upbringing is helpful in explaining differential acquisition, but less so in explaining what is common to all infants.

96–120 Fine, Jonathan (Bar-Ilan U., Israel). Towards understanding and studying cohesion in schizophrenic speech. *Applied Psycholinguistics* (Cambridge), **16**, 1 (1995), 25–41.

Cohesion analysis has been used to investigate the language of schizophrenics and that associated with other psychiatric syndromes. Alverson and Rosenberg reviewed this technique. Such analyses properly imply the necessity and value of a broad approach to language and language use. To be optimally useful, cohesion analysis must be seen in its theoretical context. Cohesion is one means of creating text, and therefore it cannot account for all aspects of the pretheoretical notion of coherence. Cohesion may realise elements of register and code, but these concepts are distinct and account for different kinds of variation in language use. As a research tool, cohesion is one initial step of linguistic analysis that can meet the dual criteria of both an analysis of language in context and in reliability.

96–121 Gombert, J. É. (U. of Bourgogne) **and others.** Phonologie, orthographe et apprentissage de la lecture. [Phonology, orthography and the learning of reading.] *Revue de Phonétique Appliquée* (Mons, Belgium), **112/13** (1994), 195–220.

Developmental models of reading have been supplanted by procedural models which allow the description of how the information processing system mobilises different processors when involved in a word recognition task. These new approaches explain the diversity of reading procedures in

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beginners' reading, and the very large individual differences in using these procedures. In these models, a special place is generally given to analogical processes which correspond to the use, by the learner, of his or her own basis of knowledge (phonological and visuo-orthographic) in order to increase his/her lexical knowledge. This paper presents a number of experimental data which support this new perspective.

96–122 Grainger, J. (CNRS and U. of Provence). Le lexique bilingue: approches de la psychologie expérimentale. [The bilingual lexicon: some approaches based on experimental psychology.] *Revue de Phonétique Appliquée* (Mons, Belgium), **112/13** (1994), 221–38.

The bilingual subject allows experimental psychologists to ask very precise questions concerning the representation of linguistic information in memory, and the retrieval of such information during reading. For example, how does a person who reads two languages written with the same alphabet (e.g. French and English) know that a given string of letters is a word in one of those languages and not the other? How is this type of knowledge represented in memory, and is it used to facilitate reading processes in bilinguals? The different answers to these questions that have been proposed in the literature are examined in the light of experimental research on visual word recognition in bilinguals.

96–123 Kail, M. (U. René Descartes, Paris V). Variations interlinguistiques et développement du langage. [Interlinguistic variation and language development.] *Revue de Phonétique Appliquée* (Mons, Belgium), **112/13** (1994), 239–61.

The impact of linguistic variability is examined in a functionalist and integrative approach to language acquisition. A large set of studies devoted to off-line sentence comprehension conducted in different languages has shown that various cues – morphological, lexical and syntactic – are hierarchically organised according to some general processing principles, such as competition, validity, cost, canonicity. The Locality Processing Principle was proposed to capture the fact that during language development, children tend to rely more on local cues than on global ones. In current research conducted in various languages the author is studying cue integration in adults. Some of these studies on on-line grammaticality judgement in both auditive and visual modalities are summarised. The results highlight the role of word-ordering constraints including highly inflected languages such as Greek.

96–124 Leow, Ronald P. (Georgetown U.). Modality and intake in second-language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **17**, 1 (1995), 79–89.

This study replicates, in the aural mode, the author's earlier study on the effects of simplification, type of linguistic item, and second/foreign language experience on learners' intake of linguistic items contained in written input. Aural simplified/unsimplified input with either the present perfect or present subjective form was made available to learners at two levels of language experience. Statistical analyses performed on the raw scores of a pre- and post-test multiple-choice recognition assessment task revealed significant main effects for type of linguistic item, language experience and task, and a significant interaction between language experience and task. While results corroborate those found in the written mode for the effects of simplification and language experience on adult learners' intake, the same did not hold true for type of linguistic item, underscoring the need for research to consider seriously the role of modality while addressing cognitive processes in SLA.

96–125 Myles, Florence (U. of Southampton). Interaction between linguistic theory and language processing in SLA. *Second Language Research* (Utrecht, The Netherlands), **11**, 3 (1995), 235–66.

This article examines L2 performance in three areas of French morphosyntax by English L1 learners. More particularly, it examines how coindexation as defined within the government-binding framework develops in the L2 grammar. Empirical studies relating the development of two areas of French

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grammar by English L1 speakers are presented. L2 performance on information questions involving *qui* and *que* in which learners have to link the *wh*-phrase and its trace in order to establish the syntactic function of the *wh*-phrase in the sentence is examined, as well as performance on the morphological phenomenon of noun–adjective agreement in French where learners have to transmit agreement features from a noun to an adjective which it governs. In both cases, learners are found to increase gradually the structural domain in which they are able to operate as their level of competence in the L2 improves, suggesting that they are faced with a parsing problem when coindexing elements in a sentence. These findings are related to a study of the acquisition of restrictive relative clauses in French L2 by English learners, and then discussed in the light of the current debate in SLA research about the roles played by linguistic theory, on the one hand, and language processing mechanisms on the other.

96–126 Segalowitz, Norman (Concordia U.) **and others.** Vocabulary skill: single-case assessment of automaticity of word recognition in a timed lexical decision task. *Second Language Research* (Utrecht, The Netherlands), **11**, 2 (1995), 121–36.

This study illustrates, in the context of vocabulary assessment research, a procedure for analysing a single subject's variability of response times (RTs) in a simple, timed lexical decision task. Following the interpretation developed in Segalowitz and Segalowitz for RT variability as a reflection of the automatic/controlled nature of underlying processing mechanisms, it was possible to draw conclusions about the extent to which second-language English word recognition in this subject was subserved by automatic as opposed to controlled processes. The study also examined the development of automaticity in word recognition skill for a small, selected vocabulary as a function of reading experience during a three-week testing period. The general implications of this methodology for assessing vocabulary skill in a single case are discussed.

96–127 Webster, Penelope E. and Plante, Amy Solomon (U. of New Hampshire). Productive phonology and phonological awareness in preschool children. *Applied Psycholinguistics* (Cambridge), **16** (1995), 43–57.

This article reports on a longitudinal examination of the relationship between productive phonological ability and phonological awareness in children under 6 years of age. This study followed 45 subjects with variant productive phonology levels from the mean age of 3;6 to 6;0. The Khan–Lewis Phonological Analysis (KLPA) which ranks children from 0 to 4 on phonological process usage, was given at 6-month intervals, along with two measures of phonological awareness. Logit analysis showed that children with poor productive phonology, as measured by process usage, had a lower probability of meeting criterion on both of the phonological awareness measures. Further, a change in KLPA rank from poor to good speech predicted significant exponential increases in the probability of success on the two dependent variables. It is concluded that, as a child matures in productive phonology, accompanying exponential growth in phonological awareness occurs.

Pragmatics

96–128 Hirtle, Walter H. (U. Laval, Quebec, Canada). The simple form again: an analysis of direction-giving and related uses. *Journal of Pragmatics* (Amsterdam), **24**, 3 (1995), 265–81.

The use of the simple form in English to give directions (e.g. You *take* the first turning on the left ...) has been categorised variously as future, habit, imaginative and imperative. These uses are compared on the basis of the grammatical representation of duration, of 'event time', inherent in each. It is shown that in direction-giving event time is seen as prospective and so differs from that found in habit, future and other uses commonly classified as stative or dynamic. This prospective representation of event time is also found in *either/or* sentences, in commands, in certain uses of the past tense and in several other types of usage. It stems from the same meaning potential of the simple form that gives rise to stative and dynamic uses.

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96–129   Kamio, Akio (Dokkyo U., Japan). Territory of information in English and Japanese and psychological utterances. *Journal of Pragmatics* (Amsterdam), **24**, 3 (1995), 235–64.

This paper presents a comparative pragmatic analysis of Japanese and English based on the theory of territory of information developed in an earlier paper. The theory assumes that the notion of territory familiar from studies on the behaviour of animals (including human beings) is also relevant to the evidential aspect of language. On this assumption, it aims to specify the relationship between the forms of utterance and the notion of territory of information. This paper first presents a summary of an analysis of utterances in Japanese, developed in the earlier paper, and then provides an analysis of English utterances within the framework of the theory of territory of information. On the basis of these results, it further attempts to analyse psychological utterances in both languages and show that their pragmatic characters are also explained by the theory.

96–130   Morales-López, Esperanza. Rhythmic elements and new/known information in spontaneous conversation. *Text* (Amsterdam), **15**, 1 (1995), 43–68.

The author's aim in this paper is to demonstrate the relationship between prosody and information status in spontaneous conversation in two languages, Spanish and English. The data come from several audio tapes of conversations recorded by the speakers themselves – in each case a pair of native speakers of the same language.

The conclusions regarding both languages are very similar. The prosodic traits, called here 'rhythmic elements', play an important role with respect to the management of new and known information. However, this applies not only to one speaker's point of view, but to both viewpoints involved in the turn-taking exchange. The co-ordination between the two speakers also implies a common perception about the status of the information delivered.

96–131   Thompson, Geoff and Thetela, Puleng. The sound of one hand clapping: the management of interaction in written discourse. *Text* (Amsterdam), **15**, 1 (1995), 103–27.

Interaction in written discourse can be carried out in a number of ways which are essentially the same as in spoken discourse but which have a different effect because of the medium. This paper gives an overview of the main grammatical systems which can be exploited in interaction, and then examines their use in written texts, focusing particularly on enacted and projected roles. Written advertisements are used to exemplify features of this use. A distinction is drawn between writer and reader on the one hand and writer-in-the-text and reader-in-the-text. It is argued that one function of the interaction is to project a reader-in-the-text with whom the reader is invited to identify, or converge. This is especially evident in advertisements, and has a clearly manipulative purpose there; but other written genres can be viewed as exploiting similar linguistic options for their own purposes, and can be defined partly by their use of these options.