

LINGUISTIC THEORY

83–83 Bondarko, A. V. О структуре грамматических категорий. [On the structure of grammatical categories.] *Вопросы языкознания* (Moscow), **6** (1981), 17–28.

Grammatical categories are defined as being of two types – oppositional, involving differences along a single dimension, and non-oppositional, involving differences which require several dimensions of meaning. Examples of these are given from a variety of languages in relation to both nominal and verbal categories (e.g. number in languages with a dual referring to naturally paired objects, or mood, where imperative and subjunctive differ in quite complex ways). Various criteria for revealing such non-oppositional differences are described, and it is stressed that the existence of such differences often follows from an objective assessment, while many oppositional analyses are based on an *a priori* preference for them (although the existence of oppositions in limited cases is not denied).

83–84 Holden, Kyril T. (U. of Alberta). Some recent contributions on Russian aspect in the *RLJ* in the light of transitivity theory. *Russian Language Journal* (Michigan), **35**, 121/2 (1981), 45–58.

A postscript to six recent articles (published in the *Russian Language Journal*) highlighting the relevance to Russian aspect theory of the dichotomy between ‘old’ and ‘new’ information, and of transitivity theory. The perfective is seen as expressing new, particularly important, foregrounded information, and as being used in contexts where temporal sequence is important. In terms of transitivity theory, the perfective is said to be favoured (and the imperfective correspondingly disfavoured) by the following properties: singular object, kinetic verb meaning, punctual meaning, volitionality, affirmativeness, and individuation of the object.

83–85 Tregidgo, P. S. MUST and MAY: demand and permission. *Lingua* (Amsterdam), **56**, 1 (1982), 75–92.

Up to now it has been assumed that the epistemic use of modal auxiliaries such as MUST is entirely distinct from their deontic use, though the widespread association of the deontic with the epistemic in various languages suggests that they have a common semantic base. A consideration of practical examples of MUST in English shows that this base can be identified with the deontic notion of ‘demand’, which is closely related to ‘desire’ or ‘will’ (i.e. volition). MAY expresses the logically related notion of ‘permission’. The basically deontic function of MUST and MAY is easily detectable in all their uses including the epistemic. The epistemic lies at the extremity of a deontic gradient which also affects associated rules of syntax such as those affecting the scope of *not* and the use of HAVE + EN. The performance analysis is untenable. The motion

of 'demand' or 'will' is present in all the deontic-epistemic modals and in WILL and SHALL, and the main source of their varied interpretability is the presence of unspecified arguments in the deep structure.

PHONETICS AND PHONOLOGY

83–86 Pakosz, Maciej (Maria Curie-Sklodowska U., Lubin, Poland). Intonation and attitude. *Lingua* (Amsterdam), **56**, 2 (1982), 153–78.

The relevant literature shows that there is no simple one-to-one mapping between intonational contours and attitudinal categories; inferences are drawn concerning the affect of utterances but these are made not only on the basis of intonation but also draw on the paralinguistic, kinesic and situational cues accompanying the utterances, and its communicative type and lexical content. However, a relative strength hierarchy of contours can be established; according to this hierarchy contours can be ranked for their potential for expressing affect. The hierarchy appears to be insensitive to the grammatical form of the utterance. Five principles can be deduced from the hierarchy which indicate that pitch movement in the body of the contour (as opposed to lack of movement), wide pitch range, and complexity and height of the nucleus all contribute to a high ranking for a given contour.

SOCIOLINGUISTICS

83–87 Agnew, John A. (Syracuse U.). Language shift and the politics of language: the case of the Celtic languages of the British Isles. *Language Problems and Language Planning* (Berlin, FRG), **5**, 1 (1981), 1–10.

Research on language shift has remained rather isolated from research on the politics of language and vice versa. This paper argues that this isolation is unfortunate since the nature of language shift appears to correlate highly with the development or non-development of political movements based on language issues. The case of the three major Celtic languages of the British Isles (Scottish Gaelic, Irish, and Welsh) is illustrative. In northwest Scotland, where the minority language suffered severe and dramatic change in its status as a dominant language in the period 1750–1850, language issues never became major elements in the ideology of a political movement. In central and north Wales, however, where language shift from the unilingual dominance of Welsh to the bilingual dominance of English has come much more slowly and later, language issues are central to the ideology of the Welsh nationalist movement. Irish is intermediate to these two extreme situations in that although shift from the language was fairly dramatic, various mitigating factors led to its use as a symbol by certain elements in the Irish nationalist movement.

83–88 Furnham, Adrian. The message, the context and the medium. *Language and Communication* (Oxford), **2**, 1 (1982), 33–47.

A report of an experiment devised to examine the relationship between the perceived appropriateness of various social situations and media for the communication of certain categories of message. The social situations differed with respect to the number of people present, the occurrence of another specific activity other than talking, and whether the situation was open or closed to other people. The media of communication were letter, telephone and face-to-face contact. The categories of message included the self-disclosure of personal information, counselling, assertiveness and impression management. Data from 33 questionnaires were subjected to various analyses and in general revealed the following: that all the messages were perceived as situationally specific with the exception of impression management; that the likelihood of communicating specific messages in specific situations is determined (to varying extents) by the number of people present, the presence/absence of some activity, the open or closed nature of the situation and the type of message being delivered; that messages associated with counselling and assertiveness (but surprisingly not self-disclosure) were delivered in a closed situation where the subjects were alone; that impression management messages were delivered in open situations with others present and with the possibility of other activities; and that face-to-face communication is preferred to letter or telephone.

83–89 Haas, W. (U. of Fribourg). Entre dialecte et langue – l'exemple du Schwyzertütsch. [Between dialect and language – the case of Swiss German.] *Bulletin CILA* (Neuchâtel, Switzerland), **33** (1981), 22–41.

The first part of the article describes some of the formal characteristics of *Schwyzertütsch* (Swiss German) [aspects of dialectal differentiation within the *Schwyzertütsch* area; phonology; morphology (case system, verbal system); syntax (subordination, word order); vocabulary].

The second part describes the sociolinguistic status of *Schwyzertütsch* and its relation to standard German. The situation is one of diglossia, with *Schwyzertütsch* being practically the only medium of spoken communication. *Schwyzertütsch* is in addition somewhat exceptional in being employed for all topics of spoken discussion. [The historical background to this situation is considered.] Finally, the main difference between *Schwyzertütsch* and neighbouring dialects in Austria and Germany lies not in any sharp linguistic distinction, but rather in the relatively unrestricted range of uses for which *Schwyzertütsch* is employed.

83–90 Neuland, Eva (Düsseldorf). 'Punkt zwölf muss et Essn auf'm Tisch stehn!' Analyse alltäglicher Kommunikation in einer Arbeiterfamilie. ['Twelve sharp t' dinner must be on t' table' Analysis of every day communication in a working-class family.] *Linguistische Berichte* (Wiesbaden), **76** (1981), 64–83.

A private conversation is analysed between members of a working-class family which covers everyday topics and has no specific communicative purpose. Future research

may reveal that certain characteristics of the communication described here are not applicable to all social levels. Repeated use of categorical statements, aphorisms and rhetorical questions show that the couple interpret the world about them in very much the same way. The frequent end-of-sentence tags such as *isn't it?* and *don't you think?* represent attempts to win support.

The extract reveals clearly the understanding the conversationalists have of their individual roles, and it influences their verbal interaction. For instance, the father is the dominant force in the conversation and this reflects his role as the breadwinner. He frequently decides on the subject for discussion, changes the topics, negates his wife's contributions and answers for her. His dominant role is seen particularly when topics outside the home are treated. However, by general consent the wife's position becomes more prominent when subjects are discussed which immediately concern the family.

83-91 Tollefson, James W. (U. of Washington). The role of language planning in second-language acquisition. *Language Learning* (Ann Arbor, Mich), **31**, 2 (1981), 337-48.

In recent years, several models of second-language acquisition (SLA) have been proposed in an effort to describe the relationships among variables affecting rate and eventual attainment in SLA. A major weakness of these models is that they have not included planning variables, i.e. have not accounted for the impact of government planning on SLA processes. This article explores the impact of planning variables within one of the most comprehensive SLA models, that proposed by Merrill Swain, that includes four sets of variables: input, learner, learning, and learned variables.

The planning process is analysed as a complex series of policy levels having varying kinds of impact on SLA. Four components of the planning process are distinguished: macro-policy goals, macro-implementation decisions, micro-policy goals, and micro-implementation decisions. The effects of these components on input, learner, learning, and learned variables are explored in order to demonstrate the ways in which SLA is often the result of deliberate policy implementation by national, regional, and local planning agencies.

82-92 Wagner, Angelika C. and others (Pädagogische Hochschule, Reutlingen). Geschlecht als Statusfaktor in Gruppendiskussionsverhalten von Studentinnen und Studenten – eine empirische Untersuchung. [Sex as a status factor in the group discussion behaviour of male and female students – an empirical investigation.] *Linguistische Berichte* (Weisbaden), **71** (1981), 8-25.

Groups with three male and three female student members each were observed while making a number of decisions. Even though there were initially no significant differences in the quality of individual solutions and even though males and females did not differ significantly in their amount of talking, women were addressed significantly less often than the men, their suggestions had significantly less influence on the group decision and were considered to be of much lower quality than the males', and subsequently they were chosen less frequently as partners for future co-operation.

83–93 Wodak, Ruth and Moosmüller, Sylvia. Sprechen Töchter anders als ihre Mütter? Eine sozio- und psycholinguistische Untersuchung zum Wiener Deutschen. [Do daughters speak differently from their mothers? A socio- and psycholinguistic investigation into Viennese German.] *Wiener Linguistische Gazette* (Vienna), **26** (1981), 35–64.

This pilot study is concerned with the analysis of family communication and interaction between family members on a sociophonological level. The aim is to show the impact of variables other than social class, sex and age on 'variation'. It appears that psychological parameters like 'conflict between mothers and daughters', 'language attitudes' on the one hand, and 'profession of the mothers and fathers', 'social mobility', 'attitudes towards woman's roles and emancipation', 'role-division within the family' on the other hand have enormous influence on the variation in colloquial Viennese. This influence cannot be explained by the tendencies and results of other sociolinguistic studies which only take 'sex', 'age' and 'social class' into account. Therefore, a new term, 'psychosocial variation', is adopted.

The study was carried out with eight case studies of families, where the individual members were all interviewed by the same interviewer with the same interview. In addition, text-linguistic variation could be detected, depending on the topic of the questions, and again in correlation with the sociological and psychological parameters mentioned above. On the other hand, results of a pilot study of communication between mothers and daughters were also integrated with the above results, and the question analysed whether daughters who have strong conflicts with their mothers systematically adopt a different language – even though the mother is the primary and most important source for language acquisition.

These results show that in the study of language variation far more extra-linguistic parameters are needed in order to explain inter-individual and intra-individual variation adequately.

PSYCHOLINGUISTICS

83–94 Galloway, Linda M. (U. of California). The convolutions of second language: a theoretical article with a critical review and some new hypotheses towards a neuropsychological model of bilingualism and second-language performance. *Language Learning* (Ann Arbor, Mich), **31**, 2 (1981), 439–64.

Recently the number of studies in the neuropsychology of bilingualism and second-language performance has mushroomed. This article provides a critical review of the published and unpublished experimental studies available to date and proposes some new hypotheses about the nature of the organisation of language(s) in the bilingual brain. Variables treated in the discussion include stage, manner, modality, environment and age of second-language acquisition, language specific and ethnic factors, and cognitive style. Clinical data from polyglot aphasia are also analysed. An emerging picture of the neuropsychology of bilingualism and second-language performance is presented and the contributing cerebral mechanisms and abilities are discussed. Theoretical and methodological issues are also considered.

82–95 Harner, Lorraine (Brooklyn Coll., New York). Immediacy and certainty: factors in understanding future reference. *Journal of Child Language* (Cambridge), **9**, 1 (1982), 115–24.

Seventy-five children, 3, 4, and 5 years old, were interviewed about: (a) toys they had played with just a few minutes earlier, (b) toys they had played with on the preceding day, (c) toys they would play with in a few minutes, and (d) toys reserved for use on the following day. Verb forms indicating past and future time were used as well as the adverbials *before* and *after*. The past verb form was understood equally well in reference to the immediate past and the more remote past. However, the future verb form was better understood in reference to the immediate future than in reference to the remote future (the following day). The difference is discussed in terms of the intersection of time and mood in future verb forms. Immediacy of action and certainty of occurrence are suggested as early meaning components of future verb forms.

83–96 Lee, David A. (U. of Queensland). Do children infer underlying structures? *ITL* (Louvain), **56** (1982), 51–72.

Aitchison (1976) and others have argued that children acquire the syntax of their native language by 'learning surface patterns and how to manipulate them', rather than by inferring a level of underlying structure in the general sense of transformational grammar. This paper seeks to refute Aitchison's position by attempting to show that the arguments on which the conclusion is based are unsound. The original evidence (progressive aspect, full and truncated passives and WH-questions) is re-examined and some additional data adduced to support the view that children do indeed approach language expecting to find an underlying level (or levels) of structure.

83–97 MacKain, Kristine S. (Haskins Labs. and Cornell U. Medical Coll.). Categorical perception of English /r/ and /l/ by Japanese bilinguals. *Applied Psycholinguistics* (Cambridge), **2**, 4 (1981), 369–90.

Categorical perception of a synthetic /r-/l/ continuum was investigated with Japanese bilinguals at two levels of English language experience. The inexperienced Japanese group, referred to as Not-experienced, had had little or no previous training in English conversation. The Experienced Japanese group had had intensive training in English conversation by native American-English speakers. The tasks used were absolute identification, AXB discrimination, and oddity discrimination. Results showed classic categorical perception by an American-English control group. The Not-experienced Japanese showed near-chance performance on all tasks, with performance no better for stimuli that straddled the /r-/l/ boundary than for stimuli that fell in either category. The Experienced Japanese group, however, perceived /r/ and /l/ categorically. Their identification performance did not differ from the American-English controls, but their overall performance levels on the discrimination tests were somewhat lower than for the Americans. It is concluded that native Japanese adults learning English as a second language are capable of categorical perception of /r/ and /l/. Implications for perceptual training of phonemic contrasts are discussed.

82–98 van de Velde, Roger G. Textuality and human reasoning. *Text* (The Hague), 1, 4 (1981), 385–406.

In this article an attempt is made to treat 'textuality' from the viewpoint of 'inferential processing'. To this end, text interpretation is conceived of in terms of constructive processes based on different types of inference (lexical inferences, syntactic inferences, semantic-logical inferences, and action-oriented inferences). These inferences contribute to the construction of textual coherence relations in a way which is accounted for by eight hypothetical principles. Furthermore, the specific role that knowledge resources play is clarified by applying some of these hypothetical principles to a segment of text. In this way a rational basis is suggested for the concrete assignment of meaning where there are inferential gaps and where the recipient's psychological characteristics, such as interest, intelligence, attention, expectation, sensitivity, etc., may come into play.

The article also aims at extending the domain of inference to the domain of grammar. A method which places exclusive reliance on rules of grammar cannot do justice to the main semantic properties of texts.

PRAGMATICS

83–99 Clarke, David D. The future machine: a study of the span of speakers' anticipations in conversation. *Language and Communication* (Oxford), 2, 1 (1982), 49–56.

An experiment was designed to find out if participants in conversation are able to anticipate possible future topics arising from present choices of utterance. Results indicate that anticipation does occur and in two stages: (i) within a span of around 50 seconds in which participants appreciate the implications of topic changes, and (ii) extending only a few seconds and used to plan and locate specific remarks. Anticipation should be included in process models of utterance selection and discourse generation together with the more commonly considered constraints from past context.

83–100 Hoops, Wilef. Sachtexte und ihre didaktischen Dimensionen. [Non-fictional texts and their dimensions in relation to foreign-language teaching.] *Die neueren Sprachen* (Frankfurt am Main, FRG), 81, 2 (1982), 173–91.

Linguistic pragmatics provides a useful concept for the integration of language system, knowledge of the world (*Landeskunde*), and life and professional practice. Non-fictional texts, within this concept, are not abstract, isolated linguistic occurrences but rather patterns of linguistic action (*sprachliche Handlungsmuster*) which can be classified according to text-types with specific characteristic conventions, strategies and contexts of occurrence. This paper explains the consequences of using such a concept in formulating learning goals and in selecting, sequencing and treating non-fictional texts in foreign-language teaching. The decisive factor in considering how to handle

non-fictional texts is not a general analytical frame but rather everyday speech practice, which offers a multitude of practically applicable operations for treating such texts in the classroom.

83–101 Kanth, Rolf. Kommunikativ-pragmatische Gesprächsforschung. Neuere gesprächs- und konversationsanalytische Arbeiten. [Communicative-pragmatic conversational research. Recent publications on conversational analysis.] *ZGL* (Berlin, FRG), 9, 2 (1981), 202–22.

The recent pragmatic emphasis in linguistics and the growth of a *linguistik des dialoges* 'linguistics of the dialogue' is discussed, including the debt of linguistic pragmatics to speech-act theory and an increasing interest during the 1970s in the dialogue and communicative criteria in linguistics research. The development of conversational analysis is outlined; there is a need for further research into this field in connection with the *linguistik des dialoges*.

A selection of German works published since 1976 and concerned with conversational/dialogue theory is reviewed. They include (a) collected articles on dialogue phases, the inner structure of dialogues, conversational analysis, speech-act theory, historical linguistic pragmatics, etc.; (b) monographs on communication and verbal communicative behaviour, and the structures and patterns of various types of dialogues; (c) introductions to language and how it is affected by context, and the philosophical theory of dialogue and its communicative-pragmatic aspects.

83–102 McTear, Michael F. (Ulster Poly.). Towards a model for the linguistic analysis of conversation. *Belfast Working Papers in Language and Linguistics* (Belfast), 5 (1981), 71–92.

After arguing that some degree of idealisation of the data for conversational analysis is both inevitable and desirable, the author proposes a structural model of conversation in which exchange, initiation and response are the key elements. These structurally-defined units are then realised as acts such as *request* and *reply*. Such a model, it is argued, is akin to those used for grammatical description; we can say that an exchange consists of an initiation and a response just as a noun phrase may consist of a determiner and a noun. It is also suggested that well-formedness is an appropriate and productive criterion for conversational sequencing. Certain utterances function as more than one act, or may be intended as one act by the speaker but understood as another by the hearer. As a result, some utterances may serve simultaneously as initiation and response. In addition, at a higher level of delicacy, these response/initiations may exhibit degrees of prospectiveness, that is, they may to a greater or lesser extent require a response.

82–103 Martin, J. R. (U. of Sydney). How many speech acts? *UEA Papers in Linguistics* (Norwich), 14/15 (1981), 52–77.

The paper sets out from the standard observation that the pragmatic force of utterances is not given directly by grammatical form. One question then is: how many kinds of speech act underlie the superficial moods, such as declarative, interrogative and

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imperative? Answers have ranged from 22 (Sinclair and Coulthard) to 137 (Wells), based on conversational analysis. In this paper a basic set of 17 speech acts is proposed for English. The unit of analysis is grammatico-contextual rather than lexical; grammatical because it is constrained by the network of moods, contextual because speech acts are assigned in the context of adjacency pairs (e.g. 'Did you?' 'Yes') in conversation. The analysis of speech function is carried out within the framework of Halliday (1980), although some categories are added and others reorganised.

For some descriptive purposes it is recognised that the 17 basic speech acts are too general, and that subclassification is required. Thus, Commands might be sub-classified in terms of a scale of Politeness. But it is accepted that there will be limitations on the explanation of any text by means of speech act analysis, which must be complemented by situation and register studies.

83–104 Roulet, Eddy (U. of Geneva). *Échanges, interventions et actes de langage dans la structure de la conversation*. [Exchanges, interventions and language acts in the structure of conversation.] *Études de Linguistique Appliquée* (Paris), **44** (1981), 7–39.

It has been suggested (by Goffman, and Brown & Levinson) that social intercourse is governed by the concern of the participants not to lose face. Hence indirect modes of expression are preferred to brevity and clarity. A three-level hierarchical structure – exchange, intervention, language act – is proposed for the analysis of conversation. Three real-life conversations, in a bookshop, at a railway station and a discussion on the radio, are described and analysed in order to establish a framework within which language acts and functions which are usually studied in isolation can be re-examined in context.

83–105 Tannen, Deborah (Georgetown U.). Oral and literate strategies in spoken and written narratives. *Language* (Baltimore, MD), **58**, 1 (1982), 1–21.

Comparative analysis of spoken and written versions of a narrative demonstrates (1) that features which have been identified as characterising oral discourse are also found in written discourse, and (2) that the written short story combines syntactic complexity expected in writing with features which create involvement expected in speaking. Quintessentially literary devices (repetition of sounds and words, syntactic structures, and rhythm) are shared by written literary language and ordinary spontaneous conversation because both are typified by subjective knowing and by focus on interpersonal involvement. In contrast, expository prose and content-focused oral genres, such as lectures and instructions, may be typified by objective knowing and by focus on content.

83–106 Wilson, John (Queen's U., Belfast). Come on now, answer the question: an analysis of constraints on answers. *Belfast Working Papers in Language and Linguistics* (Belfast), **5** (1981), 93–121.

An attempt to account for and explain the question/answer relationship. A number of proposals are put forward which allow us to define those conditions necessary for

any utterance to be interpreted as a question, and at the same time those conditions necessary for any utterance to be interpreted as an answer. These proposals suggest that any utterance which presupposes an unknown variable which requires a value (the variable may be either the disjunction of a POS/NEG pair of presuppositions, or represent a restricted set of semantic values) may be defined as a question. Any answer given to a question must supply a value which belongs to a similar semantic set as that of the presupposed variable (in the case of a POS/NEG question the answer must be placed somewhere along a POS/NEG continuum). This account of the question/answer relationship may be used to explain a variety of other phenomenon associated with questions; such as, for example, test questions, rhetorical questions, tag questions, negative questions and certain indirect speech acts.

83–107 Wodak, Ruth. How do I put my problem? Problem presentation in therapy and interview. *Text (The Hague)*, 1, 2 (1981), 191–213.

On the basis of several years of theoretical and empirical study of communication in a therapeutic group, this article deals with one particular problem: the specific type of text used in therapeutic communication – ‘problem presentation in group therapy’ – is compared with the way patients present their problems in interviews. Linguistic criteria that can be used to evaluate the effectiveness of psychotherapy are illustrated in the process. At the same time, it is noted that – in harmony with the progress of the therapy – patients acquire a more realistic self-assessment of their own language behaviour than persons tested who had no experience with therapy. The consequences for interdisciplinary research and also the practical results cannot be overlooked.

83–108 Zenone, Anna (U. of Geneva). Interactivité, relations entre interlocuteurs et constitution d’unités conversationnelles. [Relations between speakers and the construction of units of conversation.] *Études de Linguistique Appliquée* (Paris), 44 (1981), 70–87.

The three-level hierarchical structure (exchange, intervention and language act) proposed by Roulet for the analysis of conversation is used to examine the ways speakers attempt to follow on after the contribution of a previous speaker and to get the pertinence of their own words recognised. The skill resides in allowing contradictory statements to co-exist while at the same time supplying an indication of their relative importance.

The conversation studied is an example of ‘cooperative conflict’ when several people meet to discuss a single topic – in this case a group of music critics talking about new records. It is important to distinguish between two types of relations: those between units of conversation and those between speakers.