

Linguistic theory

88–89 Hudson, Richard. Sociolinguistics and the theory of grammar. *Linguistics* (Amsterdam), **24**, 6 (1986), 1053–78.

Sociolinguists have discovered a great deal about the social distribution of particular expressions, and the question arises as to what, if anything, structural linguists should do with these findings. It is argued that we should be trying to develop a theory of language structure in which the findings can be accommodated, though sociolinguistic observations of speech will be reflected only indirectly in the structural linguist's grammar of competence. Facts about social distribution are similar to facts about

word meaning and can be described most satisfactorily in terms of participant relations such as 'actor' and a hierarchy of process types. On the other hand, social distribution cannot be taken as a part of semantics, because the objects under analysis are not meanings but the linguistic expressions themselves. This seems to point to a theory of language structure in which boundaries between components are relatively unimportant, such as word grammar.

88–90 Meyer, Charles F. (U. of Massachusetts at Boston). Grammatical and pragmatic effects on empathy constraints. *Studia Linguistica* (Lund, Sweden), **40**, 2 (1986), 122–34.

Recent studies show that complete 'explanations' about language arise only when all the grammatical and pragmatic influences which shape language are explored. The article demonstrates that (1) no empathy constraints override obligatory rules of the grammar that they interact with; (2) all empathy constraints override (in varying degrees) optional rules of grammar that they interact with; and (3) empathy constraints apply inconsistently when they interact with other pragmatic principles. That is to say, some empathy constraints override other pragmatic principles that they interact with; other empathy constraints, on the other hand, do not.

Although the focus of this paper is on empathy

constraints, the data discussed suggest some weightings of grammatical and pragmatic phenomena in general, and of empathy constraints and other pragmatic principles in particular: Weighting (1): Pragmatic principles will never override obligatory rules of grammar that they interact with. Weighting (2): Pragmatic principles can only override optional rules of grammar that they interact with. Weighting (3): Pragmatic principles vary in strength; when they interact, certain principles will override others. In this study, the following weightings were found to obtain: end-weight maxim; strong empathy constraints; end-focus maxim; weak empathy constraints.

88–91 Wierzbicka, Anna (Australian National U.). Boys will be boys: 'radical semantics' vs. 'radical pragmatics'. *Language* (Baltimore, Md), **63**, 1 (1987), 95–114.

Colloquial 'tautologies' such as *War is war* or *A promise is a promise* have often been adduced in support of a 'Gricean' account of language use. The present article shows, however, that 'tautological constructions' are partly conventional and language-specific, and that each such construction has a specific meaning which cannot be fully predicted in terms of any universal pragmatic maxims. It is argued that the attitudinal meanings conveyed by

various tautological constructions and by similar linguistic devices should be stated in rigorous and yet self-explanatory semantic formulae. 'Radical pragmatics' is rejected as a blind alley, and an integrated approach to language structure and language use is proposed, based on a coherent semantic theory which is capable of representing 'objective' and 'subjective' aspects of meaning in a unified framework.

Sociolinguistics

88–92 Hansén, Sven-Erik (Åbo Akademi, Vasa, Finland). Mother-tongue teaching and identity: the case of Finland–Swedes. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **8**, 1/2 (1987), 75–82.

Finland is a bilingual country with two national languages, Finnish and Swedish. The Form of Government (issued in 1919) stipulates that the cultural and economic needs of the two population groups of the republic must be provided for according to the same principles. Today Finland has a compulsory school which is divided on a language basis into a Finnish and Swedish educational system.

The Swedish spoken in Finland is a variant of standard Swedish and is generally referred to as Finland–Swedish. What is most striking about the Swedish language in Finland today is that (a) it is the language of a minority in a bilingual country and (b) the language norm, especially the written norm, is chiefly formed in another country, i.e. Sweden. Finland–Swedish lives also under pressure from the two other language systems, viz. Finnish and the Swedish dialects in Finland.

The language situation being as summarised above, great methodological problems are experienced by the Swedish-medium educational system. This language–ecological variation therefore needs a special methodology as far as the teaching is concerned.

The conditions of the development of the mother-tongue and the status of the subject in the Finland–Swedish compulsory school today are discussed from an investigation in progress. The aims, contents and methods of the subject are examined from both cognitive and affective points of view in the curricula that have governed teaching in the compulsory school. Mother-tongue teaching and school teaching on the whole are here related on a more general level to problems involving the identity of a minority as an ethnic group – in this case that of the Finland–Swedes.

88–93 Judd, Elliot L. (U. of Illinois at Chicago). The English Language Amendment: a case study on language and politics. *TESOL Quarterly* (Washington, DC), **21**, 1 (1987), 113–35.

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

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

88–94 Markey, T. L. (U. of Michigan). When minor is minor and major is major: language expansion, contraction and death. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **8**, 1/2 (1987), 3–22.

Beginning with the premise that any meaningful interpretation of the notion ‘minority language’ is necessarily comparative in scope, an attempt is made to provide a linguistically valid definition of minority language, as well as language expansion, contraction and death. A continuum is established, the terminal nodes of which are defined by an isolate *v.* non-isolate contrast, and this continuum is then designed to display probative criteria: synthesis/analysis, syntagmaticisation/paradigmaticisation, retention *v.* loss of ‘core’ suppletion, greater/lesser pragmaticity, and so on. This continuum is framed within a biologicistic model: linguistic strategies are viewed as prognostic hypotheses for

survival, that is, as theories of purposive adaptation. Salient features of a critical mid-point (fusion creolisation) are amply defined. The lesser contact node of the continuum is illustrated by isolates, while the greater contact node is illustrated by creoles. Finally, it is shown that minority languages, characteristically located in multilingual, multi-cultural zones, opt for survival hypotheses which, while locally valid, are sometimes globally disastrous for their ultimate survival. The definitional model presented is shown to have predictive power: it yields an effective operational definition of majority/minority status and predicts new data.

85–95 Nelde, Peter H. (Research Centre on Multilingualism, Brussels, Belgium). Language contact means language conflict. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **8**, 1/2 (1987), 33–42.

Conflict plays a role in many social sciences: linguistically, conflict between different ethnic groups often results from language contact. Problems viewed as political, economic or sociological in nature are often actually rooted in linguistic conflict. In the literature, however, contact has overshadowed conflict. In addition, the emphasis in contact research has traditionally focused on closed, homogeneous groups rather than on urban industrial societies in which social and linguistic conflict are important factors.

Language contact and conflict are seen as inter-dependently related elements applicable both to

individuals and to language communities, yet these phenomena occur only between speakers of languages, not between languages *per se*.

This overview describes the characteristics of language conflict and looks at the areas of emphasis in the literature, including multilingualism and linguistic identity, glottophagia and minority/majority relations, the danger of reliance on language censuses, conflict resolution/avoidance, and the importance of ecolinguistics in conflict description and for research in the area of linguistic conflict.

88–96 Van der Plank, Pieter H. Frisian language use and ethnic identity. *International Journal of the Sociology of Language* (Amsterdam), **64** (1987), 9–20.

In Friesland, linguistic groups are sharply divided along lines of social class, and town and country. Frisian is the only regional language in the Netherlands which has developed a standard variety which is generally accepted, and used to a small but growing degree in education and public administration. Until 1950, Friesland was one of the least industrialised of the Netherlands' provinces, with the result that at least half of its population emigrated elsewhere to find employment. Since the 1950s, industrialisation programmes have doubled the urban population, and offered many employment opportunities in the service sector. Since there were too few qualified people available in Friesland, the job market was opened to allochthons (outsiders).

Hence the overwhelmingly Frisian-speaking countryside has acquired a considerable non-Frisian-speaking minority of commuters living near the towns. The language of the towns remains non-Frisian, but Frisian has taken on a more important role in second place to Dutch. Dutch has gained a more extended role in the countryside, however; but public life there is still Frisian. There are no conflicts between language groups, Frisian speakers generally accommodating to Dutch speakers. Whether Frisian can continue to function in this way remains to be seen. [Statistical analysis of competence in and use of Frisian, and discussion of ethnic identification of Frisian speakers.]

Psycholinguistics

88–97 Burnham, Denis K. (U. of New South Wales). Developmental loss of speech perception: exposure to and experience with a first language. *Applied Psycholinguistics* (Cambridge), **7**, 3 (1986), 207–40.

Young infants perceive a variety of speech contrasts, even those that are not relevant in their own language environment. Evidence regarding the loss of perceptual ability with phonologically irrelevant contrasts is reviewed and a theoretical distinction is advanced. It is proposed that the perception of 'fragile' contrasts is lost in infancy due to lack of

exposure to particular sounds, while the perception of 'robust' contrasts is lost around the onset of formal language training due to lack of experience with phonologically irrelevant contrasts. This distinction should provide a heuristic framework for future research on the development of speech perception.

88–98 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.

88–99 Kraushaar, Brigitte and Lambert, Sylvie (U. of Ottawa). *Bulletin of the CAAL* (Montreal). **9**, 1 (1987), 17–31.

In order to determine the relative proficiency of processing information received through the right as compared to the left ear, 20 trainee-interpreters shadowed phonemically one French and one English passage presented via the left ear, as well as one French and one English passage presented via the right ear. Shadowing one's dominant language yielded the best results irrespective of the ear of reception. However, all subjects showed an ear preference: for some, the preferred ear was the same

across languages, whereas for others, the preferred ear depended on the language being shadowed. The results of this ongoing pilot study, based on very few subjects at this point, are discussed in terms of age of acquisition of the second language, context of its acquisition, and hemispheric dominance, each of which is believed to contribute to a bilingual's effective processing in each of his or her two languages.

88–100 Reeder, Kenneth (U. of British Columbia) and **Wakefield, Jane** (Ontario Inst. for Studies in Ed.). The development of young children's speech act comprehension: how much language is necessary? *Applied Psycholinguistics* (Cambridge), **8**, 1 (1987), 1–18.

Two experimental studies investigate the extent of 3- and 4-year olds' relative dependence upon contextual and linguistic information as they discriminate between presentations of Requests from Offers, and Requests from Questions presented in contexts. Contexts are manipulated systematically, and quantity of linguistic information in the presentations is progressively reduced. While younger subjects' discrimination of each speech act

appeared relatively unaffected by reduction of linguistic information, the older subjects' performance was relatively adversely affected. Consideration is given to a developmental shift in speech act comprehension strategy from an early more context-based approach to a later, more heavily text-dependent approach, perhaps linked to continuing development of linguistic awareness.

Pragmatics

88–101 Allerton, D. J. (U. of Basle, Switzerland). The linguistic and sociolinguistic status of proper names. What are they, and who do they belong to? *Journal of Pragmatics* (Amsterdam), **11**, 1 (1987), 61–92.

Although different disciplines have addressed their own questions, the central question about proper names is how to delimit and characterise the class itself. Grammatically, they have a particular place in noun phrase structure, they are neutral vis-à-vis nominal syntactic features like definiteness and plurality, and they are limited to particular internal structures. Semantically, they can be said to have meaning, though only of an individualistic kind,

unintegrated with other lexical meanings (perhaps supplemented with individual speaker's associations), and they fall into different classes, according as they refer to human beings, human artifacts, geographical locations, social organisations or literary-artistic titles. All these types are frequently marked orthographically with initial capitalisation (titles often having additional marking), but the border-line types of language names and time

designations are orthographically ambivalent. As designators of individuals, proper names stand partly inside and partly outside languages, some exhibiting 'polymorphy' across languages and others being invariable in form. There is frequently

confusion about who has the right to decide between competing forms of names. As regards names for new entities, although there are often clear conventions for choosing them, the right to choose is shared between 'trustees', officials, users and bearers.

88-102 Ervin-Tripp, Susan M. and others. Understanding requests. *Linguistics* (Amsterdam), **25**, 1 (1987), 107-43.

This paper reports an empirical test of the difference between two models of requests. One model is based on the notion that processing of requests starts from a literal interpretation of what is said, then checks with context, identifies speaker intention, and finally proceeds to choice of action. A contextually based model assumes hearers start from the situation, project normal activities for their role,

process language enough to identify contextual referents and check incongruity with the projected action, but analyse immediate speaker intentions only under special conditions such as irrelevance or incongruity. Experimental tests of interpretation on native-speaking children and language-learning children confirmed the contextually based model.

88-103 Kienpointner, Manfred (U. of Innsbruck). Topische Sequenzen in argumentativen Dialogen. [Topical sequences in argumentative dialogues.] *ZGL: Zeitschrift für germanistische Linguistik* (Berlin, FRG), **14**, 3 (1986), 321-55.

After a demonstration of the similarities between classical and modern theories of argumentation, Toulmin's five-element scheme of argumentation is compared with Öhlschläger's and others. In particular the element known as 'locus' or 'warrant' is focused on. On the basis of a brief discussion of the relation between domain-independent principles of argument and domain-dependent features of 'loci', heuristic procedures for getting to grips with the multifarious counterarguments which are employed in actual situations of argumentation are sketched out. An analysis of topical sequences in spoken argumentative dialogues which involve the problem of justice is then presented.

It is claimed that most domain-dependent variants of loci of justice can be dealt with by means of the rule of justice or G-rule (= *Gerechtigkeitsregel*), the gist of which is 'equality before the law' for persons, situations, actions, etc. These are seen to be linked to loci of difference in argumentation. The sequential relation which exists between loci of justice and loci of difference in the course of arguments is analysed. Three fundamental options

for reacting to arguments according to the G-rule are discussed: the interlocutor attempts to show (1) that a gradual or complete difference holds between the items discussed, (2) that an equivalent situation does not hold, or (3) that the G-rule applies but in a contrary sense to that intended by the other person in the argument. The application of these principles is illustrated by examples taken from interviews in *Der Spiegel*. The interactional forms of what are called G-sequences are said to be subpatterns of discourse moves of reproach and justification. Data from Austrian TV discussions in which moral issues such as whether women should do military service are discussed are analysed using the hypotheses presented. The focus is on an explication of the transitions and intertwinings of arguments which interlocutors employ. It is concluded that the use of the rule of justice appears to be an accepted practice, but more extensive empirical investigations into moralising argumentation in diverse speech communities are needed in order to test the claim more adequately.

88-104 Maynard, Senko K. On back-channel behaviour in Japanese and English casual conversation. *Linguistics* (Amsterdam), **24**, 6 (1986), 1079-1108.

In this paper, turn-internal listener back-channel strategies observed in Japanese casual conversation are studied in contrast with those in American English. After examining videotaped data consisting of three-minute segments of conversation performed by each of the 12 dyadic pairs, we propose that Japanese back-channel responses occur far more

frequently than in comparable American situations and that discourse context for back-channel behaviour in the two speech communities differs significantly. It is proposed that in Japanese, grammatical completion, sentence-final particles, and vertical head movement provide the contextual cues, while in English, grammatical completion



provides the single most significant context, with other context being only marginally relevant. It is concluded that while the functions of back channel are similar, the devices, the frequencies, and the

discourse context of back-channel strategies differ, and cultural and social implications of such differences in interactional style are explored.

88-105 Ryan, Marie-Laure. On the window structure of narrative discourse. *Semiotica* (Amsterdam), **64**, 1/2 (1987), 59–81.

The cognitive structure of narrative texts is a central concern for semiotics and discourse analysis, whose study so far has been hampered by a lack of effective analytical tools. This article attempts to provide such tools, and posits three main window management/window structure types: the external, the internal and the mixed ('window' refers to that part of the reference world of a story which can be shown without a referential break).

The 'internal' structure specifies the relationship between the facts of the reference world and the representation of those facts in the knowledge of the characters, the 'external' specifies how the reference world is progressively disclosed to the spectator (the associated 'window management' techniques deter-

mine whether or not the reader perceives the plot as connected, or is in possession of an accurate, complete perspective). A mixed cognitive structure indicates the relationship between character/reader knowledge, and the resulting presence or absence of narrative suspense.

In addition to discussing such story elements as narrative thread and subplot by reference to an analysis of *Snow White* [structure graphs], the author advances a method for counting windows and window shifts; she concludes by highlighting the need for a systematic study of window shift 'signals' and window management strategies across different genres and media.

88-106 Saville-Troike, Muriel. Dilingual discourse: the negotiation of meaning without a common code. *Linguistics* (Amsterdam), **25**, 1 (1987), 81–106.

In most communicative interactions, linguistic and non-linguistic elements are intertwined and difficult to isolate analytically. Here, interaction between speakers of mutually unintelligible languages has been analysed to identify what factors contribute to the successful negotiation of meaning in the absence of a common linguistic code. The primary data base is drawn from 30 hours of videotape which focused on two Chinese-speaking children in a nursery-school setting interacting with English-speaking children and adults. Evidence for the priority of top-down processing is presented, with successful interaction crucially determined in the first instance by appropriate apprehension of situation; strongly influenced by possession of shared scripts for overall situational purpose, act sequences, and roles. Within

comprehensible situations, genre-specific discourse structures are shown to provide scaffolding by further constraining possible interpretations of sequence, role, and intent. Finally, the successful joint construction of referential meaning is seen to involve the application of norms of interpretation within a comprehensible contextual framework of situation, structure, and intent. Prior experience is found to contribute to all levels of successful interpretation and negotiation of meaning in dilingual discourse, illustrating both the importance of non-linguistic schemata to the inferencing processes involved, and the developmental and language-independent nature of these aspects of communicative competence.

88-107 Schiffrin, Deborah. Discovering the context of an utterance. *Linguistics* (Amsterdam), **25**, 1 (1987), 11–32.

Although linguists often stress the concept of 'context', few make explicit the methodology used either for its discovery or for its incorporation into an analysis. After describing some methods of data collection and analysis, this paper proposes a model of local discourse contexts and suggests that particular expressions (discourse markers) provide clues

about where speaker/hearers locate their utterances within the contexts defined by this model. Markers are a device which can be used with contextualisation cues (Gumperz) and sociolinguistic variables (Labov) to index utterances to the local, interpretive, and social contexts of an utterance.

88–108 Swales, John and Najjar, Hazem (U. of Michigan). The writing of research article introductions. *Written Communication*, **4**, 2 (1987), 175–91.

Introductions to research articles (RAs) have become an important site for the analysis of academic writing. However, analysts have apparently not considered whether RA introductions typically include statements of principal findings. In contrast, this issue is often addressed in the manuals and style guides surveyed, most advocating the desirability of announcing principal findings (APFs) in RA introductions. Therefore, a study of actual practice in two leading journals from two different fields (physics and educational psychology) was under-

taken. In the *Physical Review* 45% of the introductions sampled contained APFs (with some increase in percentage over the last 40 years), while in the *Journal of Educational Psychology* the percentage fell to under 7%. These figures are at variance with the general trend of recommendations in primary and secondary sources. Thus preliminary evidence points to (a) a mismatch between descriptive practice and prescriptive advice and (b) diversity in this rhetorical feature between the two fields.

88–109 Ushie, Yukiko. 'Corepresentation' – a textual function of the indefinite expression. *Text* (Amsterdam), **6**, 4 (1986), 427–46.

This paper studies the textual function of those indefinite expressions that are used in coreference with a preceding element in a text. Establishment of a coreferential relationship in a text, though generally attributed only to the definite expression, is in certain contexts achieved by the indefinite expression. The relationship that obtains between an indefinite expression and a preceding expression which is coreferential with it is here called 'corepresentation'. Examination of various instances of corepresentation shows that it serves to present an already identified referent in a new light and from a different perspective due to the text producer's

'interpretation' and shift in the point of view. Corepresentation thus contributes to the textuality of a text in two ways; in terms of content, it achieves cohesion through the coreferential relationship it implies, and in terms of presentation, it shows how the text producer involves himself in presenting the content of the text. It has much in common with the function of tense as discussed by Weinrich. Further exploration is to be made concerning how the function of corepresentation is carried out in languages without the definite and the indefinite articles.

88–110 Wiener, Linda (St John's College, Santa Fé). Song-learning in birds: possible models for human language acquisition. *Word* (Miford, Ct), **37**, 3 (1986), 159–75.

The study of the vocal systems of song-birds may lead to fruitful hypotheses about the structure and development of human language. Both communication systems are organised hierarchically, display immature vocal stages with a sensitive period for acquisition, left brain asymmetry and dialectal variation. In birds the functions of songs (as opposed to calls) are for territorial defence, mate attraction, pair-bonding and possibly location and indication of motivational and territorial status. Dialectal variation appears to have the function of ensuring that birds which return to natal areas every year to nest mate appropriately; the critical period corresponds to the need to learn the local dialect by the

appropriate time. Similarly human languages and dialects may have evolved to maintain group cohesion. Many bird species appear to have an innate template which rejects the vocal behaviour of other species as a model for learning, some also requiring a social tutor. Auditory feedback is also required. Some display syntactic improvisation and inventiveness within a generative rule system. It is suggested that parallels between avian and human systems are the result of parallel evolutionary responses to similar environmental needs. As in humans there is some indication of separate phonological, syntactic and semantic systems.



88–111 Young, Lynne (Catholic U. of Louvain). Static and dynamic discourse structure; an analysis within the framework of communication linguistics. *ITL* (Louvain), **72** (1986), 27–51.

A context for communication is the product of several factors: social, temporal, geographical, participants' experience, etc. When this network interacts with the code or system of meanings, forms and functions, and sounds of a language, a pattern of discourse is produced.

A university lecture, delivered in a recording studio, was analysed in an attempt to assess the influence of contextual factors on the selection of components of the code. Analysis revealed the existence of static and dynamic discourse structures, both of which exhibited an evolving pattern of distinguishing characteristics in terms of lexical fields, tense, verbal modality, use of pronouns and

comparative structures; but whereas surface features are conspicuous in static discourse, especially statements presenting the structure of the lecture, dynamic discourse is marked by the recurrence of certain phases, for example, those in which the lecturer attempts to ensure that students participate in the lecture and its content.

Analysis of the influence of context on code selections in academic oral discourse may provide a framework for analysis of other types of discourse, and enable comparative description. It may also be useful in teacher training programmes, particularly in relation to the preparation of materials.