Research in the supporting sciences

Sociolinguistics

95–470   Cheshire, Jenny and Moser, Lise-Marie (U. of Neuchâtel, Switzerland).
English as a cultural symbol: the case of advertisements in French-speaking
Switzerland. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon),
15, 6 (1994), 451–69.

As a world language, freed from its ties with any country where it is a native language, English acts both as a linguistic resource and as a symbolic resource for the different countries that use it. The occurrence of English in advertisements in the Suisse Romande is analysed in this paper as an illustration of the symbolic use of English. In the Swiss advertisements analysed here, English evokes connotations relating to stereotypes of countries where it is spoken as a native language, most notably the USA. It also evokes connotations associated with its use as an international language, symbolising, for instance, professionalism and international appeal. More significant, however, is the apparent appropriation of English as a symbol of Swiss national identity, allowing the French-speaking Swiss to construct a self-image that is consistent with the way in which they are seen by outsiders and to lay claim to a social identity that is not available to them through their own language.

95–471   Coupland, Nikolas and others (U. of Wales College of Cardiff). The social
meanings of Welsh English: teachers' stereotyped judgements. *Journal of Multilingual
and Multicultural Development* (Clevedon, Avon), **15**, 6 (1994), 471–89.

Research into the social meanings of Welsh, Welsh English, and Standard British English has produced mixed findings over the years. For example, Welsh English has been judged as highly as Welsh in some studies; in others, both Welsh English and Standard British English have been downgraded relative to Welsh. This study measured the evaluations of teachers all over Wales to a number of varieties of Welsh English, as well as Standard British English. These varieties were differentiated by all respondents on prestige, dynamism, pleasantness, and truly Welsh-sounding. Moreover, North Wales teachers were found to have different views from southerners of how Welsh-sounding each variety was. In addition, Welsh-speakers differed from non Welsh-speakers in their judgements of the relative prestige and dynamism of the varieties. Whilst the teachers endorsed the social value of Standard British English as holding most prestige, the South West Wales variety emerged as a contender for the title of Standard Welsh English, being judged not only relatively prestigious, but also dynamic, and the most pleasant and truly Welsh-sounding of the varieties studied.

95–472   Davidson, Keith. Is English a Swiss language? *English Today* (Cambridge),
42 (April 1995), 40–4.

Switzerland manages well enough without a common language. There is a Swiss language, Romansh, but it is spoken by less than one per cent of the population. The majority of the population (about 65 per cent) speak the distinctively Swiss forms of German known as *Schwyzertütsch*. Swiss German is largely incomprehensible to other German speakers, and can pose problems of mutual comprehension even in Switzerland. The standard German of the 'official' written language is used in publications, education and on formal occasions, but its status as the prestige variety is in decline. French is spoken by a little over 18 per cent of the population in the *Suisse romande* or *Romandie*, historically in two main dialect forms. It is 'the best French' that is the model, but some distinctive forms are standard even in the official language. In contrast to official opinion in France, the Suisse romande is not paranoid about *franglais*. Italian is spoken by less than 10 per cent of the population and is in principle a Lombardy dialect. Other languages are spoken by six per cent of the population, mostly migrant workers and English-speaking international communities in the big centres. How do the Swiss talk to each other? In all the linguistic regions, according to a survey of schools, English is becoming the preferred second language. Increasingly, public notices include English, alongside German and French, often to the exclusion of Italian, and it is to English that the Swiss seem to turn when problems of intelligibility arise. Many Swiss German executives can speak French, and their French-speaking colleagues have learned standard German, but they are divided by the 'dialects' of Swiss German. The English they speak is usually what French linguists term *anglo-américain* to distinguish it from a more strictly British standard.

Research in the supporting sciences ■

95–473 Dorian, Nancy C. (Bryn Mawr Coll., PA). Purism vs. compromise in language revitalisation and language revival. *Language in Society* (Cambridge), **23**, 4 (1994), 479–94.

Conservative attitudes toward loanwords and toward change in grammar often hamper efforts to revitalise endangered languages (Tiwi, Australia); and incompatible conservatisms can separate educated revitalisers, interested in historicity, from remaining speakers interested in locally authentic idiomaticity (Irish). Native-speaker conservatism is likely to constitute a barrier to coinage (Gaelic, Scotland), and unrealistically severe older-speaker purism can discourage younger speakers where education in a minority language is unavailable (Nahuatl, Mexico). Even in the case of a once

entirely extinct language, rival authenticities can prove a severe problem (the Cornish revival movement in Britain). Evidence from obsolescent Arvanitika (Greece), from Pennsylvania German (US), and from Irish in Northern Ireland (the successful Shaw's Road community in Belfast) suggests that structural compromise may enhance survival chances; and the case of English in the post-Norman period indicates that restructuring by intense language contact can leave a language both viable and versatile, with full potential for future expansion.

95–474 Lee-Wong, Song Mei 'Qing'/'please' – a polite or requestive marker? Observations from Chinese. *Multilingua* (Berlin), **13**, 4 (1994), 343–60.

This paper examines the functional significance of the Chinese lexeme *qing* in requestives used by Putonghua (Chinese Mandarin) speakers in the People's Republic of China, Melbourne and Singapore. The analysis of data makes extensive use of Brown and Levinson's framework of superstrategies (bald on record, positive politeness and negative politeness). Data are also examined in terms of socio-cultural constructs of relative power, relative social distance and degree of imposition.

One of the main aims of this analysis is to assess the definitive role of *qing* – should it be more legitimately regarded as a requestive marker or a polite marker? The other objective is to address two related questions: (1) to what extent does *qing* serve adequately as a politeness marker? (2) To what extent is it able to reflect the ethical aspect of politeness espoused in the Chinese tradition and custom?

95–475 Mar-Molinero, Clare (U. of Southampton). Linguistic nationalism and minority language groups in the 'new' Europe. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 4 (1994), 319–28.

In the discussions about language policies for a more integrated European Community, the issue of linguistic nationalism is at the centre. The notion of 'national' languages tied to the nation-state has never been accepted by Europe's linguistic minorities, but it now comes into potential conflict with any idea of a supranational European identity. The relationship between language and territory in defining EC language policies is crucial. Old and recent language

legislation has tended to evoke the principle of 'territoriality' in outlining linguistic rights. Taking Spain as an example, it will be argued that this is only partially appropriate for the language situations of the 'new' Europe. It will be suggested that the emergence of a Europe of the Regions offers an opportunity to question and reject the traditional models of the language–nation relationship.

95–476 O'Donoghue, Thomas A. (U. of Western Australia). Bilingual education at the beginning of the 20th century: the bilingual programme of instruction in Ireland 1904–1922. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 6 (1994), 491–505.

With the great interest in recent years in bilingual education and reporting of associated innovations and research in the academic literature, it is easy to lose sight of the fact that the field is one with a rich and diverse history. This paper considers a particular innovation in bilingual education in the first 20 years of the 20th century, namely, the Bilingual Programme of Instruction which was introduced in

selected schools in Ireland between 1904 and 1922. Firstly, the general background is outlined. Secondly, an analysis is offered of the likely factors which account for the initial acceptance of the programme. Finally, a variety of developments associated with the programme during the period 1904–22 is considered.

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95–477 Papademetre, Leo (Flinders U., Adelaide, Australia). Self-defined, other-defined cultural identity: 'logogenesis' and multiple-group membership in a Greek Australian sociolinguistic community. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 6 (1994), 507–25.

The dynamic processes involved in language use and development of a given bilingual/cultural group within a monolingually-dominant society necessitate constant language modification for the bilinguals, the consequence of which is modification of their cultural identity (self- or other-defined). The degree of modification of self-identity of a bilingual in a multicultural society can be correlated with the disappearances/appearances of aspects of language use which may wane and wax in relation to a dynamically-shared culture. In other words, cultural identity may be perceived by an individual as the result of an on-going process of *logogenesis*. This study investigates aspects of Greek and English language use among some second- and third-generation bilinguals living in the Australian urban social context of Adelaide, where the dynamic process of code interaction has created a sociolinguistic continuum that is used to define ingroup memberships. This process establishes levels of self-categorisation within the ingroup itself that determine a member's group-identity on the basis of which part of the continuum is shared by whom.

95–478 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.

95–479 Sabindemyi, C. (U. of Mons-Hainaut, Belgium). Les emprunts français dans le discours kirundi: un aspect du colinguisme kirundi-français. [Borrowings from French in the speech of Kirundi-speakers: an aspect of Kirundi-French co-existence.] *Revue de Phonétique Appliquée* (Mons, Belgium), **111** (1994), 155–74.

Contact between Kirundi (the official national language) and French (an official language) brings about phenomena of interlinguistic diglossia, alternation and borrowing (in the strict meaning of the word) in Burundi's speech. A questionnaire in Kirundi, concerning different themes, formed the basis of an oral study of twenty people at different levels of schooling. The results show considerable differences in the levels of borrowing (in its broad sense) from French in the speech of Rundi-speakers, according to variations in age, level of schooling and the subject of the discourse. Beyond this report lies the fundamental question of how to ensure peaceful coexistence between two languages by linguistic policies.

95–480 Short, Geoffrey (U. of Hertfordshire, Watford). Retain, relinquish or revise: the future for multicultural education. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 4 (1994), 329–44.

The recently revived debate between proponents of multicultural and antiracist education provides the starting point for this paper. Whilst not advocating an exclusively multicultural focus, the paper nonetheless seeks to defend multiculturalism against its antiracist critics. It does so in two ways. The first is by showing that the criticisms of its central tenets are either trivial, misguided or equally applicable to antiracist education. The second is by offering a previously unarticulated justification in terms of confronting the 'new racism' and removing the psychological barriers to an effective antiracist education. It is urged that multiculturalism be retained but in a revised form. In particular, stress is placed on the importance of teachers identifying and challenging their pupils' misconceptions of other cultures.

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Research in the supporting sciences ■

95–481 Stevenson, Patrick. 'Gegenwartsbewältigung': coming to terms with the present Germany. *Multilingua* (Amsterdam), **14**, 1 (1995), 39–59.

The political events of late 1989 in Germany spawned, amongst other things, myriad linguistic investigations, dealing with a broad range of issues typically brought together under the labels *Wende* ('turning point' or 'change') and *Umbruch* ('radical change'). Under this broad umbrella, research generally focused on two areas: one was a kind of linguistic rescue archaeology, an often frantic attempt either to hold on to rapidly disappearing forms of discourse or to capture linguistic ephemera thrown up by events, the other was a more profound analysis of political discourse. However, relatively little attention has been paid to the communicative environment of everyday life in the aftermath of the 'change'. Yet although *Wende* and *Umbruch* both suggest a confident and optimistic view of the future, a fresh start, it has now become commonplace to observe a widespread sense of loss, bewilderment, and disorientation in the population of the former GDR. This article discusses problems associated with the linguistic accommodation to the new realities, both on the level of personal interaction (language use 'by the public') and in texts produced for public consumption (language use 'for the public').

95–482 Talib, Ismail S. (National U. of Singapore). The development of Singaporean literature in English. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 5 (1994), 419–29.

Singapore is a multi-racial and multi-lingual country with four official languages: English, (Mandarin) Chinese, Malay and Tamil. A feature of the post-independence linguistic situation in Singapore is the increasing use of the English language. One of the consequences of its increasing use is the greater number of literary works written in the language, especially in recent years. However, the use of English for cultural purposes, such as the writing of literary works, has met with some controversy, especially in the earlier development of Singaporean literature in English. This article will attempt to trace the historical development of this literature, and the socio-cultural and political problems that a literature in a non-Asian language faces in a multilingual country like Singapore, where the other official languages and the ethnicity of the overwhelming majority of the population, are of Asian origin. Some features of a literature in English which has developed in such a multilingual and multicultural environment, will also be discussed.

95–483 Thompson, Linda (U. of Durham). The Cleveland project: a study of bilingual children in a nursery school. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 2/3 (1994), 253–68.

This paper presents the findings of an ethnolinguistic study conducted in the north-east of England on the language behaviour of a group of twelve children – six boys and six girls – during their first term in school. The informants, aged between three years and four months (3·4) and three years and seven months (3·7), are third generation British born into families of Pakistani origin, Moslems from the Mirpur region who speak Mirpuri, vernacular Urdu-Panjabi, and English.

The study draws on two theoretical perspectives: the Hallidayan tradition of language as socio-semiotic which describes discourse as semantic choice in social contexts, and Le Page and Tabouret-Keller's description of the ways in which individuals reveal their perceived ethnic identity through their language choice. The paper combines these perspectives in an analytical description of the linguistic behaviour of the children.

Data were collected from two complementary sources: naturally occurring discourse data were gathered using audio-taped recordings of the children's language use, and these were combined with 'thick' contextual data to provide a descriptive account of the ways in which the young informants were learning to be 'communicatively competent' in their new social context,.

In this paper three levels of data analysis are presented together with observations on the education of primary schoolteachers based on insights gained from this study.

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95–484 Todd, Loreto (U. of Leeds). Tracking the homing pidgin: a millenium report. *English Today* (Cambridge), **11**, 1 (1995), 33–40.

The years since the 1968 conference on the 'Pidginisation and Creaolisation of Languages' have seen an increasing interest in the subject. While both Atlantic and Pacific varieties of Creole share certain features, pointing to the possible existence of linguistic universals, this current survey of the discipline concentrates on English-based Creoles in the Atlantic region. The example of Kamtok in Cameroon reveals the difficulty of classifying varieties as either Pidgins or Creoles. The heterogeneity of the Kamtok speech community is reflected in every country whose inhabitants speak an English-based Pidgin or Creole. In such communities we find not compartmentalised English and Pidgin but a linguistic amalgam. This difficulty of classification is due both to the influence of English and, paradoxically, to the thoroughness of much current research.

Five future developments are foreseen: (1) the continued merging of English-based Pidgins and Creoles with English varieties spoken in the same region; (2) the discovery of closer links between the Atlantic and Pacific varieties; (3) attempts at standardisation of Pidgin and Creole orthography; (4) the internationalisation of some pidginised and creolised Englishes by creative writers, and (5) further research into the folk culture of people of African origin, helping them trace their regions of origin.

95–485 Williams, Colin H. (Staffordshire U.). Development, dependency and the democratic deficit. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 2/3 (1994), 101-27.

By focusing on structural changes which have influenced the development of Welsh and English in modern Wales, this paper examines several lessons to be gleaned from the construction of a comprehensive bilingual social order. The argument incorporates evidence from a variety of sources and agencies concerned with language and cultural reproduction. It surveys those features which increase the dependency of the less numerous language group on the local state and concludes with a discussion on the dualism involved in simultaneously transforming the range of social domains wherein the Welsh language is used and seeking greater group autonomy so as to influence the construction and direction of those domains. The central thrust of the argument is to ask to what extent our interpretation of democratic accountability within minority language communities will have to be reinterpreted as the price to be paid for a fully functional bilingual society in Wales.

Psycholinguistics

95–486 Bishop, D. V. M. (MRC Applied Psychology Unit, Cambridge). Grammatical errors in specific language impairment: competence or performance limitations? *Applied Psycholinguistics* (Cambridge), **15**, 4 (1994), 507-50.

Speech samples from twelve 8- to 12-year-old children with specific language impairment (SLI) were analysed. The feature deficit hypothesis maintains that SLI children may produce morphological markers (e.g. plural -s) correctly, but they do not appreciate their role in marking grammatical features. Rather, they treat them as meaningless phonological variants. Findings from the present study were incompatible with this hypothesis: (a) production of morphological markers was not random; errors were unidirectional, in almost all cases involving omission of an inflection in an obligatory context; (b) overregularisation errors were sometimes observed; (c) grammatical features differed in difficulty; (d) substitution of stems for inflected forms occurred with irregular as well as regular verbs; and (e) errors of pronoun case marking were common and always involved producing an accusative form in a context demanding the nominative. Children who used a specific inflectional form correctly in some utterances omitted it in others, suggesting a limitation of performance rather than competence. There were few obvious differences between utterances that did and did not include correctly inflected forms, though there was a trend for grammatical errors to occur on words that occurred later in an utterance. It is suggested that slowed processing in a limited capacity system that is handling several operations in parallel may lead to the omission of grammatical morphemes.

95–487   Carr, Thomas H. (Michigan State U.) **and Curran, Tim** (U. of Oregon). Cognitive factors in learning about structured sequences: applications to syntax. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 205–30.

Cognitive science has developed a number of experimental techniques for studying how people learn about sequentially structured stimulus material. The authors describe these techniques, review findings they have produced, and discuss the findings' relevance for understanding the mastery of syntax during second language learning. Three issues are addressed: (*a*) the nature or content of what is learned and how it might be represented in the language learner's knowledge base, paying special heed to acquiring abstract rules versus generalising across stored examples, (*b*) the role of conscious awareness in syntactic learning, and (*c*) the role of limited-capacity processing or focal attention in syntactic learning. Care is taken to distinguish between the latter two factors – focal attention to the task of learning about syntax and conscious awareness of particular syntactic structures are not the same thing and may well play different roles in successful acquisition.

95–488   Harris, Margaret and others (Royal Holloway, U. of London). Symmetries and asymmetries in early lexical comprehension and production. *Journal of Child Language* (Cambridge), **22**, 1 (1995), 1–18.

Six children were visited in their homes every two weeks for 18 months from the age of six months in order to observe their developing comprehension and production of words. Controlled testing of the children's developing vocabulary was also carried out to provide a more detailed picture of the precise context in which a word was understood or produced. The results showed both similarities and individual differences among the children in patterns of early comprehension. For all six children there was a very close relationship between early production and comprehension of words: words that were contextually flexible in production tended also to be so in comprehension and words that were context-bound also tended to be so in both modalities although there was some evidence that the two types of word differed in the extent to which comprehension preceded production. All children were also similar in showing evidence of contextually flexible comprehension very early on. However, there were individual differences both in the rate at which comprehension developed and in the lag between comprehension and production. The significance of this pattern of development for accounts of lexical development is explored.

95–489   Hernandez, Arturo E. and others (U. of California, San Diego). On-line sentence interpretation in Spanish–English bilinguals: what does it mean to be 'in between'? *Applied Psycholinguistics* (Cambridge), **15**, 4 (1994), 417–46.

This study investigates the real-time costs of sentence processing in early Spanish–English bilinguals. The results indicate that bilinguals use an amalgam (a combination of L1 and L2 strategies) of monolingual strategies in choosing the agent of a sentence. The reaction time (RT) data, however, reveal a slightly larger language specific component than the choice data. That is, bilinguals appear to fall more 'in between' the two monolingual groups in their choice profiles than in their RT profiles. This implies that early bilinguals may be paying a language-specific processing *cost in order to* maintain an 'in between' profile. The nature of the bilingual/monolingual dichotomy and its implications for the study of bilingual language processing are discussed.

95–490   Hyönä, Jukka (U. of Turku, Finland). Processing of topic shifts by adults and children. *Reading Research Quarterly* (Newark, Del), **29**, 1 (1995), 76–90.

Previous on-line studies of text processing have established a so-called topic-shift effect: Sentences that initiate a new topic in a text are given additional processing time by skilled adult readers. This study was designed to investigate this phenomenon further among experienced and less experienced readers. In Experiment 1, the processing of topic shifts was examined among adult readers and fifth graders of at least average comprehension ability; in Experiment 2, adults were contrasted with good and poor fifth-grade comprehenders. Two modes of text presentation were applied: one where topic boundaries were visually signalled by paragraphing, and another where sentences appeared individually on the computer screen. Both experiments established a highly reliable topic-shift effect for each

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subject group. Adults were shown to manifest a proportionately greater effect than fifth graders when more difficult expository texts were used, but

not with easy narratives. Paragraph marking did not influence the processing of topic shifts.

95–491 Lüdi, Georges. Dénomination médiate et bricolage lexical en situation exolingue. [Approximate formulation and lexical do-it-yourself in situations of 'verbal emergency'.] *Aile* (Paris), **3** (1994), 115–46.

In situations of 'verbal emergency' characterised by numerous lexical gaps at the moment of utterance, non-native speakers often make use of techniques of 'approximate formulation' either by employing words of their L1 (translinguistic formulation), or lexical items they believe to be more or less appropriate (provisional formulation) or by inventing new compound or derived words (a technique here called formulation by *bricolage*, i.e. 'do-it-yourself'). These strategies are to be compared with methods of 'indirect' or 'mediate denomination' used by native speakers when speaking about things that have no name, or names which they wish to reveal or are momentarily ignoring. Exploiting a large corpus of utterances made by German-speaking learners of French-as-foreign-language, this paper aims to show how learners progressively begin to master and use methods of indirect denomination in the way native speakers do, and to measure the role played in this process by the mutual negotiation of the pragmatic status of these techniques.

95–492 Marcos, Haydée and Bernicot, Josie (U. of Paris). Addressee co-operation and request reformulation in young children. *Journal of Child Language* (Cambridge), **21**, 3 (1994), 677–92.

The purpose of this study was to show that children under age 3;0 are capable of reformulating requests in different ways depending on how their addressee responds to the request. This adaptive ability is considered to be an indication of the use of both communicative and conversational skills. Children from French-speaking families were observed at two developmental thresholds: the end of the prelinguistic period (1;6) and the start of the linguistic period (2;6). The verbal and nonverbal outputs of the two groups of 12 children (1;6 and 2;6) were compared in three object request situations: the adult immediately complies with the request (satisfaction), the adult asks a clarification question (clarification), and the adult refuses to comply with the request (refusal). The ways in which the children adapted to each situation were found to be similar at the two ages considered. In the clarification situation, vocal productions and their repairs were more numerous, whereas in the refusal situation, non-reformulations and gazes to and from the requested object and addressee predominated. The discussion deals with the significance of these results in the development of communicative and conversational skills in children.

95–493 Pearson, Barbara Zurer (U. of Miami) and Fernández, Sylvia C. (U. of Maryland). Patterns of interaction in the lexical growth in two languages of bilingual infants and toddlers. *Language Learning* (Ann Arbor, Mich), **44**, 4 (1994), 617–53.

The authors investigated the extent to which bilingual children follow the same patterns and timetable of lexical development as monolinguals. For a group of 20 simultaneous bilingual (English–Spanish) infants, ages 10 to 30 months, the patterns of growth in one language were examined in relation to growth in the other and also with respect to growth in both languages combined. The MacArthur Communicative Development Inventories (CDI), standardised parent report forms in Spanish and English, provided measures of lexical growth in two languages at varying intervals within the age range. The two single-language measures, as well as Total and Total Conceptual language measures, were plotted across time, referenced on a second y-axis to the percent of the child's language environment that each language represented. For a subset of the children, the percentages of general nominals, social words, and verbs for each language were calculated to allow the characterisation of the children's learning strategies as 'referential' or 'expressive'. The rate and pace of development were similar to patterns observed in monolinguals. In addition, the vocabulary spurt was seen to occur in about the same percentage of children as has been observed in groups of monolingual children. The bilinguals differed from one another with respect to the relative independence of one language from the other, including the use of different learning strategies in the two languages by the same child.

95–494 Pine, Julian M. (U. of Nottingham). Environmental correlates of variation in lexical style: interactional style and the structure of the input. *Applied Psycholinguistics* (Cambridge), **15**, 3 (1994), 355–70.

Since the publication of Nelson's monograph, several studies have reported significant correlations between variation in children's early vocabulary composition and differences in the functional characteristics of mothers' child-directed speech. However, it is still not clear how these relations are actually mediated. This study attempts to investigate this issue by differentiating and testing two alternative explanations of the relations found in previous research on data from a study of eight mother–infant dyads between 0;11 and 1;8. Despite replicating previous findings of a relation between maternal descriptiveness and the proportion of nouns and maternal directiveness and the proportion of verbs in children's early vocabularies, the results reveal no relation between differences in mothers' interactional behaviour and differences in the functional characteristics of their children's spontaneous speech. On the other hand, specific relations were found between children's referential vocabularies and maternal descriptives that included nouns and between children's verb vocabularies and maternal descriptives that included verbs. These findings not only raise doubts about the validity of a functional similarity account of relations between maternal speech characteristics and variation in early vocabulary composition, but also suggest that they may be better understood in terms of the interaction between processing mechanisms that are common to all children and differences in the structure of the input to which different children are actually exposed.

95–495 Pulvermüller, Friedemann and Schumann, John H. (U. of California, Los Angeles). Neurobiological mechanisms of language acquisition. *Language Learning* (Ann Arbor, Mich), **44**, 4 (1994), 681–734.

In this paper the authors specify language acquisition processes in terms of brain mechanisms in order to explain the variable success achieved by early and late language learners. On the basis of the literature in language acquisition, neurobiology, and linguistics, a brain-based model for language acquisition is proposed. The model assumes two conditions must be met in order to acquire full knowledge of a particular language: first, that the learner is motivated to acquire the language; and second, that the learner is equipped with the ability to acquire grammatical knowledge. The authors explain the neural underpinnings for both motivation and grammatical ability and show how they interact to produce variable success in language acquisition.

95–496 Schumann, John H. (U. of California, Los Angeles). Where is cognition? Emotion and cognition in second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **16**, 2 (1994), 231–42.

This paper argues that the brain is the seat of cognition, that cognitive processes are neural processes, and that, in the brain, affect and cognition are distinguishable but inseparable. This perspective allows a reconceptualisation of the affective filter in terms of the brain's stimulus appraisal system, which interacts with cognition to promote or inhibit second language acquisition. A research strategy is proposed for investigating these ideas.

95–497 Service, Elisabet. Contribution des codes mémoriels à l'apprentissage lexical. [The contribution of memory processes to word learning.] *Aile* (Paris), **3** (1994), 147–60.

The psychology of learning new vocabulary items has been approached in traditional associative learning experiments. These experiments showed that the more meaningful the items to be learnt were, the easier they were to remember. Nevertheless, our understanding of the memory processes involved has remained rather superficial. Recent research in neuropsychology, native language vocabulary development and foreign-language learning points to the importance of phonological working memory in the learning process. The ability to remember word spellings is another potential factor contributing to individual differences in word learning ability. A framework for word learning is described in which modality-specific representational processes in working memory support a semantically driven memory encoding process, which serves to incorporate the

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new item into a semantically organised lexicon. Different types of foreign-language learning difficulties are discussed on the basis of this learning framework and some suggestions for their remediation are made.

95–498   Shute, Brenda (U. of Central England at Birmingham) **and Wheldall, Kevin** (Macquarie U., Sydney). The incidence of raised average pitch and increased pitch variability in British 'motherese' speech and the influence of maternal occupation and discourse form. *First Language* (Chalfont St Giles, Bucks), **15**, 1 (1995), 35–55.

The 'motherese' register (adults' speech to children) is said to be characterised by high vocal pitch compared with speech to other adults, but this assertion is largely based on studies of American English-speaking mothers. In the present study, 16 British mothers were recorded interacting with their children aged one to three years and with another adult. These interactions included both a reading aloud and a free speech condition. Half the mothers were professionally trained in child care. Analyses of the audiotapes revealed that this sample of British mothers did, as a group, show significantly higher average vocal pitch as indicated by fundamental frequency (Fo), greater pitch variability and slower rate of speech when addressing their own child compared with addressing another adult. This was true for both the free speech and reading aloud conditions for at least one of the measures of average Fo. Mothers varied considerably, however, in the extent of their motherese modifications, some even lowering their pitch when reading aloud to their children. The motherese modifications were significantly larger for conversational speech than for reading aloud, and those mothers who were professionally trained in child care raised their pitch significantly more than non-trained mothers when reading aloud to their children.

95–499   Singleton, David. Introduction: le rôle de la forme et du sens dans la lexique mentale en L2. [Introduction: the role of formality and meaning in the L2 mental lexicon.] *Aile* (Paris), **3** (1994), 3–27.

This article (which introduces the whole issue) begins by advocating a broad conception of the lexicon. It goes on to criticise the claim that L2 lexical operations are essentially and intrinsically formal in nature (as opposed to the semantic operations of the L1 mental lexicon), supporting this critique with results from the Trinity college Dublin Modern Languages Research Project. Finally, it discusses the contributions to the volume, finding in them further corroboration for the author's view that: (1) both formal and semantic processes are from the outset involved in the acquisition of a given L2 lexeme; (2) formal processes may have a particular importance in the early stages of the appropriation of an L2 lexeme; and (3) the principal learning task in this connection is, however, a semantic one.

95–500   Takahashi, Satomi and Roitblat, Herbert L. (U. of Hawaii, Manoa). Comprehension process of second language indirect requests. *Applied Psycholinguistics* (Cambridge), **15**, 4 (1994), 475–506.

This study examined the comprehension of English conventional indirect requests by native English speakers and Japanese learners of English. Subjects read stories inducing either a conventional or a literal interpretation of a priming sentence. Reading speeds did not vary as a function of the interpretation. Subsequent target sentences that paraphrased either the literal or the conventional interpretation of the prime sentence were read more quickly when they paraphrased a conventional interpretation of the sentence than when they paraphrased a literal interpretation. Target sentences were also read more quickly if they paraphrased the interpretation induced by the context than if they did not match. The results suggest that both native and nonnative speakers process both meanings of an ambiguous conventional request.

95–501   Thibaut, Jean-Pierre and others (U. of Liège). Actionality and mental imagery in children's comprehension of declaratives. *Journal of Child Language* (Cambridge), **22**, 1 (1995), 189–209.

Previous work has demonstrated that children understand sentences with actional verbs better than nonactional verbs. This 'actionality effect' has been reported to be restricted to passives and to be independent of experimental context. The present experiment was conducted with 48 French-speaking children aged 5;0–7;11. The actionality effect was studied by systematically varying the voice of the

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test sentences and the voice of the interpretive requests. Pictures corresponding or not to the predicate–argument structure of the sentences were presented to the subjects, who were independently classified as visualisers or non-visualisers, in order to investigate the relation between sentence actionality and mental imagery. The interaction between actionality, voice of sentence, and interpretive request revealed that the actionality effect depends on the type of task used in order to assess comprehension, and that it can be reversed in some conditions. The results also suggest that the actionality effect is linked to mental imagery. Visualisers demonstrated better comprehension of actional sentences than non-visualisers, whereas the reverse was true for non-actional sentences. Mental image may serve as a support for the computations involved in sentence comprehension.

95–502 Tomlin, Russell S. and Villa, Victor (U. of Oregon). Attention in cognitive science and second language acquisition. *Studies in Second Language Learning* (Bloomington, Ind), **16**, 2 (1994), 183–203.

This paper examines how the cognitive notion of attention has been employed in SLA and how it is understood in cognitive science. It summarises recent research on attention from cognitive and neuroscience approaches. Some reformulations of problems raised in SLA research related to attention are proposed. Current research offers detailed ideas about attention and its component processes. These ideas, elaborated theoretically and empirically in cognitive neuroscience, may help untangle some important but difficult issues in SLA. Early, coarse-grained conceptions of attention, such as the limited-capacity metaphor or the automatic versus controlled processing dichotomy, are recast into an integrated human attention system with three separate yet interrelated networks: alertness, orientation, and detection. This finer-grained analysis of attention is employed in a model of the role of attention in SLA.

95–503 Woutersen, Mirjam and others (U. of Nijmegen). Lexical aspects of standard dialect bilingualism. *Applied Psycholinguistics* (Cambridge), **15**, 4 (1994), 447–73.

Weinreich distinguished three types of bilingualism: the compound, the coordinate, and the subordinative. This division is used here to describe the effects of a small typological distance on the organisation of the bilingual lexicon. In order to do so, two relatively closely related varieties were used, standard Dutch and the dialect of Maastricht. Subjects had to carry out an auditory lexical decision task using the repetition priming paradigm. Stimuli under investigation were cognates and noncognates. There were two age groups (13 and 17 years old) and two language backgrounds (standard Dutch and Maastricht dialect). The results indicated no differences depending on age. With regard to language background, no interlingual repetition priming was found for the dialect speakers. However, in contrast with earlier findings on visual repetition priming, there were interlingual repetition effects not only for cognates, but also for the noncognates when the standard speakers were concerned. Therefore, it was concluded that, at least in the auditory modality, the dialect speakers in question are coordinate bilinguals and the standard speakers are subordinative bilinguals. Finally, it is shown that Weinreich's model in his pure form leads to unexplainable processes in language acquisition. for that reason, his distinctions are incorporated into the lexico-semantic model of Levelt.

Pragmatics

95–504 Capella, Joseph N. (U. of Pennsylvania). An evolutionary psychology of Gricean cooperation. *Journal of Language and Social Psychology* (Clevedon, Avon), **14**, 1/2 (1995), 167–81.

Human interaction is fundamentally cooperative in the Gricean sense. This implies that people try to make conversational contributions that are relevant to the conversation's direction and that listeners attempt to interpret the contributions of their partners as if they were relevant, even when they are obviously irrelevant. Even examples of conscious exploitation of the cooperative principle by unscrupulous actors help to prove the cooperative principle precisely because there is a principle that can be easily exploited. This article asks why this principle should occupy so central a place in interaction. Because people can be exploited by observing the cooperative principle, why should the reverse principle not be the rule? At first glance, evolutionary theory might seem to suggest that an

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uncooperative principle should have evolved rather than a cooperative principle. The author argues that a cooperative principle is not only not at odds with evolutionary theory but also a necessary consequence of social evolution.

95–505   Harris, Sandra (Nottingham Trent U.). Pragmatics and power. *Journal of Pragmatics* (Amsterdam), **23** (1995), 117–35.

This paper sets out to ascertain on the basis of actual language behaviour whether 'universal pragmatics', especially Grice's maxims and Habermas's validity claims, can provide a sustainable conceptual framework for understanding the relationship between pragmatics and power. On the basis of a data base of magistrate/defendant and police/suspect discourse, it examines the nature of strategic discourse in settings where participants have conflicting goals. Three specific propositions are put forward: (1) that the asymmetrical distribution of speech acts as a mode of strategic communication prevents validity claims being raised or challenged except by institutional representatives; (2) that 'truth' comes to be defined pragmatically as what is accepted explicitly as 'shared knowledge'. Powerful institutional members move from the 'given' to the 'new', which is often 'disputable', by a variety of communicative strategies which the less powerful 'clients' find difficult to challenge; (3) that there is a need to re-define the widely used concept of communicative competence so that any challenge to authority or the right to speak is not merely labelled as 'inappropriate' and/or 'incompetent' language behaviour. The paper concludes with an assessment of the usefulness of the work of Grice and Habermas in relationship to strategic discourse and proposes a possible model for future work.

95–506   Hartland, N. G. (Melbourne U.). Ways of describing: assessing, categorising, and discourse analysis. *Discourse Processes* (Norwood, NJ), **17**, 3 (1994), 407–19.

Assessing and categorising have been shown to be different types of descriptions, however, the different ways of talking involved in each have not been analysed. Drawing on ethnomethodology, this article argues that assessing and categorising are distinct and empirically identifiable ways of producing descriptions. These different ways of talking have practical implications for actors making descriptions. To analyse how these methods of describing work, the different manner in which they produce complex descriptions is analysed.

95–507   Swiatek, Jerzy. Metaphor in advertising. *Multilingua* (Amsterdam), **14**, 1 (1995), 61–73.

The adherents of the cognitivist approach to metaphor see it as one of the essential principles of human communication. Metaphor is no longer a marginal phenomenon but a pivotal point and a fundamental aspect of cognitive processing. In fact, it is so deeply rooted in mind and language that metaphorical expressions are disregarded in everyday speech. It is suggested in this paper that conventional metaphor plays a part in manipulating the addressee of newspaper advertisements. In advertising copy, product, consumer, and manufacturer acquire a special status which is best reflected in the metaphors PRODUCTS ARE PEOPLE and COMPANIES ARE PEOPLE.

95–508   Tracy, Karen (U. of Colorado, Boulder). Action-implicative discourse analysis. *Journal of Language and Social Psychology* (Clevedon, Avon), **14**, 1/2 (1995), 195–215.

Action-implicative discourse analysis is the name for a new type of discourse analysis, developed to be useful in the critique and cultivation of communicative practices in society. Developed within the metatheoretical framework of grounded practical theory, an extension and formalisation of Craig's earlier ideas about communication as a practical discipline, action-implicative discourse analysis seeks to characterise the communicative problems, conversational techniques, and situated ideals of communicative practices. After overviewing the method's metatheoretical framework, the article proceeds to highlight what is distinctive about this new method. By comparing and contrasting action-implicative discourse analysis with four markedly different discourse analytic approaches – conversation analysis, interactional sociolinguistics, critical discourse analysis, and discursive psychology – the article seeks to make the methodological approach's distinctive character visible. The article's final section explicates criteria that could be used in assessing interpretive discourse approaches generally, and action-implicative discourse analysis in particular.