

Linguistic theory

89-243 Fillmore, Charles J. and others (U. of California, Berkeley). Regularity and idiomaticity in grammatical constructions: the case of 'let alone'. *Language* (Baltimore, Md), **64**, 3 (1988), 501-38.

Through the detailed investigation of the syntax, semantics, and pragmatics of one grammatical construction, that containing the conjunction 'let alone', the view is explored that the realm of idiomaticity in a language includes a great deal that is productive, highly structured, and worthy of serious grammatical investigation. It is suggested

that an explanatory model of grammar will include principles whereby a language can associate semantic and pragmatic interpretation principles with syntactic configurations larger and more complex than those definable by means of single phrase structure rules.

89-244 Pritchett, Bradley L. (Northwestern U.). Garden Path phenomena and the grammatical basis of language processing. *Language* (Baltimore, Md), **64**, 3 (1988), 539-76.

A central issue in the field of language processing concerns how grammatical theory and parsing are related. Evidence from processing breakdown (GARDEN PATH phenomena) reveals the conditions under which local ambiguity results in unprocessable sentences. These data provide evidence that the processor operates by admitting structure which

maximally satisfies the principles of Government and Binding Theory locally at every point during a parse, and that the constraints on syntactic reanalysis during processing are also derived from grammatical theory. Alternative approaches to parsing are demonstrated to be incapable of accounting for the wide range of garden path effects.

89-245 van Voorst, Jan G. Thematic roles are not semantic roles. *Revue Québécoise de Linguistique* (Montreal, Canada), **17**, 1 (1988), 245-59.

This article discusses the value of thematic roles for the description of phenomena of grammar. Notions like agent, patient, etc., do not have any explanatory value in the grammar. For instance, there is no relationship between the middle, subject selection in English and the impersonal passive in Dutch and these roles. This makes it impossible for the language

learner to distil them from the grammatical system. The notion of Event Structure creates a more explanatory link between the grammar and semantics. This notion explains the functioning of the impersonal passive in Dutch. It is notions like this that should play a principal role in a more explanatory semantic theory.

Sociolinguistics

89-246 Breitborde, Lawrence B. (Beloit Coll., Beloit, Wi). The persistence of English in Liberia: sociolinguistic factors. *World Englishes* (Oxford), **7**, 1 (1988), 15-23.

English has been a language of both prestige and socioeconomic advancement in Liberia. Historically, this was based on the political and economic position of a native English-speaking ethnic elite, as well as the spread of western values and customs within the majority of the non-clite. A military coup in 1980 removed the native English-speaking elite from

their position of dominance in the social structure. The role of English, however, has not significantly been weakened. The Liberian case demonstrates the importance of the spread of western-based cultural values, independent from the role of elites in the social system, in understanding the continued significance of English.

89-247 Keshavarz, Mohammad Hossein (University Coll. of Wales and Teacher Training U., Tehran). Forms of address in post-revolutionary Iranian Persian: a sociolinguistic analysis. *Language in Society* (Cambridge), **17**, 4 (1988), 565-75.

The sudden shift from power to solidarity in Iran in the face of the sociopolitical upheaval in the country has yielded some interesting changes in the forms of address in Persian. In general, since the Islamic Revolution of 1979, forms of address in Persian have undergone a sociolinguistic simplification. In post-revolutionary Iran plain speech and forms of address

marking solidarity have gained popularity, whereas asymmetrical forms reflecting the complex social class structure of pre-revolutionary Iran have gradually declined. This article gives a sociolinguistic account of the forms of address in present-day Iranian Persian and documents the impact of the revolution on this aspect of the Persian language.

89-248 Wetzel, Patricia J. (Portland State U.). Are 'powerless' communication strategies the Japanese norm? *Language in Society* (Cambridge), **17**, 4 (1988), 555-64.

Parallels between female communication strategies in the West and Japanese communication strategies are striking. Power figures prominently in descriptions of male-female behaviour in the West and, by implication, in descriptions of Japanese linguistic behaviour. Similarities between Western female and

Japanese communication styles are taken not as an indication that Japanese linguistic behaviour is feminine, but as indicative of the problems inherent in analysing linguistic behaviour in culturally bound terms such as power.

89-249 Yu, Vivienne W. S. (Grantham Coll. of Education, Hong Kong) and **Atkinson, Paul A.** (University Coll. Cardiff). An investigation of the language difficulties experienced by Hong Kong secondary school students in English-medium schools: some causal factors. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **9**, 4 (1988), 307-22.

There is considerable research evidence to prove that the English-medium education in Hong Kong is ineffective for the majority of pupils, but hardly any research has been done on the factors that lead to this phenomenon. The present study is an attempt to examine some contributory factors.

Some 118 subjects responded to a questionnaire designed to investigate the subjects' language, educational and social background as well as their opinions on the two languages and the medium of

instruction. The responses indicated that several factors contributed to the ineffectiveness of the English-medium education in Hong Kong: the pupils' lack of exposure to English outside the classroom; the absence of the Hawthorne effect previously shown to have positive influence on new second-language immersion programmes; and the possibility that the pupils suffer from 'subtractive bilingualism', which prevents them from learning the languages effectively.

Psycholinguistics

89-250 Carlisle, Joanne F. (Northwestern U.). Knowledge of derivational morphology and spelling ability in fourth, sixth, and eighth graders. *Applied Psycholinguistics* (Cambridge), **9**, 3 (1988), 247-66.

This study investigated students' knowledge of derivational morphology and the relationship between this knowledge and their ability to spell derived words. The subjects (fourth, sixth and eighth graders) were given the Wide Range Achievement Test, Spelling subtest, and experimental tests of their ability to generate base and

derived forms orally, to spell the same base and derived words, and to apply suffix addition rules. The results indicate strong developmental trends in both the mastery of derivational morphology and the spelling of derived words; however, spelling performances lagged significantly behind the ability to generate the same words. Success generating and

spelling derived words depended on the complexity of transformations between base and derived forms. Further, mastery of phonological and orthographic transformations most strongly distinguished the three grades in both spelling and generating derived

words. Indications that the older students were using knowledge of morphemic structure in spelling derived words were found in analysis of the spelling of base and derived word pairs and the application of suffix addition rules.

89-251 Caron, Jean (U. de l'Haute Normandie, Rouen) **and others.** Conjunctions and the recall of composite sentences. *Journal of Memory and Language* (New York), **27**, 3 (1988), 309-23.

Subjects learned a list of pairs of unrelated one-clause sentences. The second sentence, cued by the first, was more frequently recalled if the sentence pair was connected by *because* or if subjects were to think of causal relationships than if the sentence pair was unconnected or connected by *and* or *but*. This

effect is not due to differential retrievability, rather to inferential association formation elicited by the conjunction *because* as opposed to the conjunction *and*. *But* also elicited inferences which, however, were not successful in establishing a coherent framework integrating the sentences.

89-252 Dee-Lucas, Diana and Larkin, Jill H. (Carnegie Mellon U.). Novice rules of assessing importance in scientific texts. *Journal of Memory and Language* (New York), **27**, 3 (1988), 288-308.

Previous research shows that content area novices judge certain categories of information (e.g., definitions, facts, equations) as more important than others. This research tested the hypothesis that novice importance judgements are based on category membership, rather than content differences between categories. Subjects of varying expertise judged the importance of sentences in physics texts when they were presented in one of two forms: definitions or facts (Experiment 1), and equations or their verbal equivalents (Experiment 2). The two sentence versions were always identical in substantive content. Experts and naive subjects (subjects

without physics training) judged these variants to be similar in importance. However, beginning physics students judged definition and equation versions as more important. Thus beginning-level students develop rules specifying what categories of information are important, so that sentence category is a salient text feature. Sentence category is irrelevant for experts, who judge importance according to content, and naive subjects, who have not formed expectations regarding the importance of information categories. These results suggest how a content schema might evolve in novice learners.

89-253 Franco, Fabia and D'Odorico, Laura (U. of Padua, Italy). Baby talk from the perspective of discourse production: linguistic choices and context coding by different speakers. *Journal of Psycholinguistic Research* (New York), **17**, 1 (1988), 29-63.

Twenty men and 20 women with children under 3 years of age, and 20 men and 20 women without children were asked to select the most suitable utterance for a series of drawings representing different contexts of mother/father-infant interaction. Data were analysed in three sections related to different hypotheses: In Phase 1, informational content and syntactic construction of sentences were selected in strict relationship with context by all speakers ('closeness to context' rule); in Phase 2, different speech acts were selected by different speakers within the same context (analysis of illocutionary force and canonicity); in Phase 3, the same contexts were linked to different interactional dimensions for the four groups, which formed different representations of the same interactional scene. Results are discussed in an attempt to integrate

specific rules of adult-infant interaction and more general aspects of discourse production.

The basic hypotheses about the main points - (a) generality of the 'closeness to context' rule as a determinant of baby talk (BT), (b) the peculiarity of pragmatic characteristics for different kinds of speakers, and (c) the relationship between differential coding of interactionally relevant dimensions and some discourse elements - all have been verified. The general picture that emerges is that BT is a kind of discourse with the specific feature of being worked out 'close to context,' so that linguistic outcome mirrors or conveys what is perceived about the context regarding both the present 'state of affairs' and possible developments of the interactional scene.

89–254 Issidorides, Diana C. (Free U., Amsterdam). The discovery of a miniature linguistic system: function words and comprehension of an unfamiliar language. *Journal of Psycholinguistic Research* (New York) **17**, 4 (1988), 317–39.

Two experiments investigated two complementary hypotheses: (a) The presence of semantically unimportant function words in sentences will not slow down the way subjects, unfamiliar with the language, extract the meaning of those sentences, provided suprasegmental cues are present, and conversely (b) the omission of such function words – as in native speakers' simplified speech to non-native speakers – will not necessarily facilitate the task of meaning extraction, contrary to popular belief. In Experiment I, Dutch adult subjects were exposed to sentences in a miniature artificial language (MAL). In Experiment II, Greek adult subjects were exposed to sentences in an unfamiliar natural language (Dutch). In both experiments, the sentences contained eight words constituting a

miniature linguistic system (mls), a system that subjects discovered through an audiovisual, concept-identification task. The rate by which subjects performed this task was investigated as a function of two linguistic variables: (a) the presence or absence of semantically unimportant function words, and (b) the presence or absence of suprasegmental cues, in the input sentences, respectively. Results from both experiments confirmed the hypotheses ($p < .001$). The findings are discussed with reference to the linguistic v. cognitive simplicity issue, and to the comprehension v. production issue in language acquisition research. The methodological potential of the experimental paradigm for psycholinguistic research is also discussed.

89–255 Jacobs, Bob (U. of California, LA). Neurobiological differentiation of primary and secondary language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **10**, 3 (1988), 303–37.

This paper examines language as a 'multimodal sensory enhancement system,' integrating recent neuroanatomical and neurophysiological findings on the ontogenesis of neuronal structures with the generative concept of Universal Grammar (UG) for determination of fundamental differences between primary (PLA) and secondary (SLA) language acquisition. Substantial attention is given to general neurobiological principles such as experience expectant/dependent synaptogenesis, formational/organisational v. associational/reactive plasticity, characteristics of modular cortical organisation, and general epigenetic qualities (e.g., intra- and inter-

hemispheric competition, selective neuronal preservation, etc.) of the developing brain. Special emphasis is placed on neurobiological specialisations relative to language (e.g., interhemispheric differences in dendritic arborisation in Broca's area). The assumed innateness of UG is critically examined, with the neurobiological evidence indicating (a) the first language (L1) does not equal the second language (L2) neurobiologically, and (b) epigenetic factors contributing to PLA are often underestimated. The relevance of these conclusions for SLA is also briefly discussed.

89–256 Saville-Troike, Muriel (U. of Illinois at Urbana-Champaign). Private speech: evidence for second language learning strategies during the 'silent' period. *Journal of Child Language* (Cambridge), **15**, 3 (1988), 567–90.

This study focuses on children who go through a 'silent' period early in the course of second language development, during which they largely cease verbal communication with speakers of the second language (English). Video recordings with radio microphones under natural conditions revealed that most of these children engaged in extensive private speech, which they were found to use for a variety of intrapersonal learning strategies, including (1) repetition of others' utterances, (2) recall and practice,

(3) creation of new linguistic forms, (4) paradigmatic substitution and syntagmatic expansion, and (5) rehearsal for overt social performance. Quantity and quality of private speech was related not only to the children's level of cognitive development and the difficulty of the learning task (confirming previous research), but also to the children's social orientation and learning style, and to the domain of knowledge (language) that was being acquired.

89–257 Schaerlaekens, A. (Catholic U. of Louvain, Belgium) **and others.**

Language adjustment in international adoptions: an exploratory study. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **9**, 3 (1988), 247–66.

The process of linguistic adaptation of foreign children who are adopted by families with a totally different mother tongue is bound to be a very peculiar one. This paper gives a survey of the existing (scarce) literature dealing with this problem. In addition an investigation was carried out concerning foreign children adopted into Dutch-speaking families. Enquiries concerning this process were made by means of a questionnaire sent to the parents of 118 children born in India and adopted by Dutch-speaking families in Belgium. On the basis of these data, an attempt is made to formulate answers to two questions: (1) How, on average, does linguistic adaptation progress, and what may parents be led to expect? (2) Is this group of children a risk

group with regard to lasting language problems which could eventually result in learning problems?

On the basis of the accumulated data it is possible to form a picture of the adaptation process, which falls into a short, early period and a further acquisition process. Children who are younger than three years upon their arrival appear to deal with both periods differently from children who are older on their arrival. The answer to the second question must be formulated differently for each of these two groups. Striking for the entire group is the increased occurrence of various ear conditions. As is well-known, any hearing problem is a risk factor in language acquisition.

89–258 Tomasello, Michael and Herron, Carol (Emory U., Atlanta).

Down the Garden Path: inducing and correcting overgeneralisation errors in the foreign language classroom. *Applied Psycholinguistics* (Cambridge), **9**, 3 (1988), 237–46.

In this study two methods for teaching grammatical exceptions in the foreign language classroom are compared. Thirty-nine students in two sections of an introductory college French course served as subjects. Eight target structures, exemplifying 'exceptions to a rule,' were randomly assigned to one of two teaching conditions for a section taught in the spring; each structure was assigned to the opposite teaching condition for a section taught the following autumn. In one condition students were simply taught the exception as an exception. In the other – what was called the Garden Path condition –

canonical exemplars encouraging students to induce the rule were presented; they were then asked to generate the form (known to be an exception) and then their resulting over-generalisation error was corrected. Analysis of subsequent formal testing showed that students learned the exception better in the Garden Path condition and that this advantage persisted throughout the semester-long course. It was hypothesised that this technique helped students to focus attention both on the rule and on the features of the particular structure that marked it as an exception.

89–259 Tunmer, William E. and others (U. of Western Australia).

Metalinguistic abilities and beginning reading. *Reading Research Quarterly* (Newark, Del.), **23**, 2 (1988), 134–58.

A two-year longitudinal study was conducted to examine the role of metalinguistic abilities in the initial stages of learning to read. At the beginning of first grade, 118 students were administered three tests of metalinguistic ability, three prereading tests developed by Clay (1979), a test of verbal intelligence, and a measure of concrete operational thought, or operativity. At the end of first grade, the students were readministered the metalinguistic and Clay tests, and three tests of reading achievement; the latter were readministered at the end of second grade. Results suggested that children's ability to acquire low-level metalinguistic skills

depends in part on their level of operativity, and that in the beginning stages of learning to read, metalinguistic ability helps children to discover *cryptanalytic intent* (that print maps onto certain structural features of spoken language) and grapheme-phoneme correspondences. It is also suggested that some minimal level of phonological awareness may be necessary for children to profit from letter-name knowledge in the acquisition of phonological recoding skill, and that phonological and syntactic awareness play more important roles in beginning reading than pragmatic awareness.

89-260 Velleman, Shelley L. (Massachusetts General Hospital Neurolinguistics Lab.). The role of linguistic perception in later phonological development. *Applied Psycholinguistics* (Cambridge), **9**, 3 (1988) 221-36.

This study tested the hypothesis that certain sound substitutions in older, normally developing children are perceptually based substitutions, typified by poor discrimination, while others are phonetic substitutions – phonemic distinctions that are maintained by the child in a phonetically non-adult fashion. The perception and production of English voiceless fricatives in 12 normally developing monolingual children aged 3;2-5;6 was investigated using a picture-pointing task, audio recordings, and acoustic analysis. Results include significant

correlations between production and perception scores for /θ/ but not /s/ and significant acoustic differences in substitutions of [θ] for /s/ (versus productions of [θ] for /θ/) but not in substitutions of [f] or [s] for /θ/. It is suggested that substitutions for /θ/, with the correlated poor discrimination, may indicate a non-adult phonemic representation, while substitutions for /s/ tend to have a motoric basis in older children. Stages in the acquisition of /θ/ are hypothesised.

Pragmatics

89-261 Adegbija, Efurosibina (U. of Ilorin, Nigeria). 'My friend, where is Anini?' Decoding the meaning of utterances. *Journal of Pragmatics* (Amsterdam), **12**, 2 (1988), 151-60.

Using as a reference point the utterance 'My friend, where is Anini?' made by the President of the Federal Republic of Nigeria to a retiring Inspector-General of police, this paper investigates factors that help us in inferring meaning. It is proposed that a swift synthesis of meanings harboured at several levels of language and occurring simultaneously with the meaning of an utterance being decoded, is a prerequisite for grasping higher order types of meaning which are conveyed by pragmatic factors such as the presuppositions of the utterance, of the speaker and of the addressee or hearer, and of the context; world knowledge; the nature of the relationship between the participants; and the sig-

nificance of the occasion and place of an utterance. When these pragmatic factors join forces with the purely linguistic elements in the process of conveying or inferring meaning, the actual value of a speaker's intended message may appreciate, depreciate, or be entirely misconstrued. Thus, given different pragmatic backgrounds, every utterance is not only capable of depth, but also of multiplicity of meaning. Consequently, the utterance in question is an indirect speech act which conveys an entirely different meaning to people within the Nigerian socio-cultural milieu that it would to an American, a British, or even to a non-Nigerian African audience elsewhere.

89-262 Frank, Jane (Georgetown U.). Miscommunication across cultures: the case of marketing in Indian English. *World Englishes* (Oxford), **7**, 1 (1988), 25-36.

Successful communication requires that messages achieve their intent. If the explicit purpose of the message is to generate sales, yet the originator's implicit intent (persuasion) is not achieved, marketing strategies can be said to have failed. This paper focuses on the contents of a direct-response sales letter written in English, which offers a product marketed by an Indian firm to an American audience. It contends that in marketing situations where success is highly dependent on the way English is used by non-native speakers, communicative failure may be related to differences in usage which have the effect of preserving semantic meaning at the expense of conveying pragmatic

intent. Using two differing pragmatic approaches as a framework, portions of the letter are analysed in detail, then compared to findings made from similar examination of two comparable texts, representing the efforts of American and British copywriters, presumed to be native-English-speaking. Based on the limited data, it is tentatively concluded that native-speaking recipients of such sales material will be unpersuaded by discourse which does not conform to expected shared norms of understanding. Further, the results suggest that a commonly shared language is insufficient grounds to predict success in achieving cross-cultural marketing objectives.

88-263 Scotton, Carol Myers (U. of South Carolina) and **Barnsten, Janice** (Michigan State U.) Natural conversations as a model for textbook dialogue. *Applied Linguistics* (Oxford), **9**, 4 (1988), 372-84.

This paper considers the relevance for TESOL classes (and, indirectly, for any second language classes) of several studies of natural conversations involving native speakers of American English in direction-giving and also in directive use in service encounters. The study demonstrates that all direction-givers show overwhelming uniformity in the structure of their direction-giving turn. Also, natural direction-giving contains many other turns and parts outside of the request for directions and the actual directions. In addition, findings show such exchanges make cognitive and interactional demands on the direction-seeker not normally taught

in TESOL textbook dialogues. The directive studies present empirical evidence on how the unmarked (expected) directive form in American English varies across situations. The paper argues that unless classroom materials contain the interactional and peripheral parts characteristic of real direction-giving, the learner will have little chance to develop selective listening skills. Also, unless classroom directive exercises pay attention to what form is unmarked for what situation, the learner may use syntactically well-formed directives in marked ways.

89-264 Selting, Margret (U. of Oldenburg, FRG). The role of intonation in the organisation of repair and problem handling sequences in conversation. *Journal of Pragmatics* (Amsterdam), **12**, 3 (1988), 293-322.

Transcripts of repair and/or problem handling sequences from natural conversations are presented and analysed with special reference to the role of intonation in the interactive organisation of these sequences. It is shown that (a) in the initiation of so-called repair or local problem handling sequences, intonation is used as a type-distinctive device, and (b) in the handling of a global problem handling sequence, intonation is systematically used as a means to constitute and control participant co-operation. In general, intonation is analysed as one

contextualisation cue co-occurring with specific syntactic, semantic and discourse organisational devices to signal the status of an utterance in conversational context. It is hypothesised that especially in the global problem handling sequence, different categories of intonation, i.e. different accent and contour types, are systematically used to signal and control participants' interactive problem handling in different, indexically relevant ways simultaneously.

89-265 Sirois, Patricia and Dorval, Bruce (U. of New Orleans). The role of returns to a prior topic in the negotiation of topic change: a developmental investigation. *Journal of Psycholinguistic Research* (New York), **17**, 3 (1988), 185-210.

Returns to a prior topic occurring in the conversations of small groups of acquainted peers were examined to learn more about how topic is organised in such settings and how it changes with age. Twenty-five discussion groups were formed, five at each of the following grades: second, fifth, ninth, twelfth, and college. The eighth meeting of each group was examined, comprising 13,811 speaking turns total, which includes 502 returns other than those occurring after side sequences. There are three main findings. First, at all ages, returns were frequently used to counter attempts at topic change.

This finding warranted the creation of a model for the negotiation of topic change that includes returns. Second, there were no age differences in the means used for negotiating topic change, but there were substantial age differences in the way these means were actually employed. These differences suggest that adolescents and young adults adopt a consensual orientation to topic negotiation. Third, other results suggest that consensual orientation to topic negotiation is a generalisation of the consensus orientation to topic maintenance that is acquired during childhood.

89–266 Swales, John (U. of Michigan). Discourse communities, genres and English as an international language. *World Englishes* (Oxford). **7**. 2 (1988). 211–20.

The concept of discourse community is proposed as a more functional and goal-directed grouping than either speech community or speech fellowship. Six criteria for the existence of a discourse community are outlined and then exemplified. Two claims are advanced: (1) genres are properties of discourse communities, and (2) strong levels of interpersonal relationship are not criterial for the creation of a discourse community. The second half of this paper examines, by way of application of the theoretical discussion, the genre of the reprint request, and

discusses the discourse communities that either do or do not participate in the genre. It is argued that the reprint request possesses the full range of genre characteristics, and that the particular source of reprint request cards provides a different kind of evidence about the current status of English as an international language. Finally, the paucity of requests from the Third World is noted, and suggestions made with regard to consequences and remedies.

89–267 Tyler, Andrea E. and others (U. of Florida, Gainesville). The effect of discourse structuring devices on listener perceptions of coherence in non-native university teacher's spoken discourse. *World Englishes* (Oxford). **7**. 2 (1988). 101–10.

This paper addresses some of the sources of communication difficulty in the academic context through a discourse examination of videotaped teaching demonstrations by 18 Korean and Chinese teaching assistants. It has been suggested that the primary source of listener perceptions of disorganisation in spoken academic discourse might be the overall order in which information is presented. This study, however, reveals that rhetorical organisation was not the problem. Research on native speakers' discourse in an academic environment has indicated that effective communicators use a number of devices to orient their listeners to the relative importance among ideas within the discourse, and simultaneously to convey the interrelationships

among these ideas. In particular, there is extensive use of prosody. Native speakers also use a variety of syntactic constructions such as topicalisation in order to focus the attention of the listener and show relative foregrounding and backgrounding. Use of these devices provides native-speaker listeners with a set of cues which allow them to construct coherence. This study shows these cues were absent in the Chinese and Korean speakers. The main structuring devices were lexical repetition and parataxis. In effect, the Chinese and Korean speakers are constructing an undifferentiated, flat discourse structure within which the native-speaker listener is unable to perceive the intended relationships among the ideas presented.