

## Phonetics and phonology

**90–504 Fokes, Joann and Bond, Z. S.** (Ohio U.). The vowels of stressed and unstressed syllables in non-native English. *Language Learning* (Ann Arbor, Mich), **39**, 3 (1989), 341–73.

Non-native and native American English speakers produced two-syllable words such as *confess* and *confirm* and three- and four-syllable derived words such as *confession* and *confirmation* in isolation and in sentences. The durations and formant patterns of the vowels were measured for the first two syllables of each word. In addition, the ratio of vowel-to-syllable was calculated for the syllable {con}. The

non-native speakers had most difficulty with the four-syllable words, producing a vowel of variable quality in the first syllable and failing to reduce the vowel of the second syllable. In addition, the non-native speakers failed to produce appropriate durations for vowels according to position in word and stress pattern.

**90–505 Ladefoged, Peter.** Some reflections on the IPA. *UCLA Working Papers in Phonetics* (Los Angeles, Ca), **74** (1990), 61–76.

This paper is a commentary on both the newly revised International Phonetic Alphabet, and on the 1989 Kiel Convention of the International Phonetic Association at which it was produced. The new IPA chart is examined, and the pragmatic but conservative attitudes of the Association are described. It is shown that the IPA has a phonological basis, and that an IPA transcription has two parts: a text

containing IPA symbols, and a set of conventions (rules) for interpreting the symbols. The paper concludes with a personal view of the problems of whether there is a finite set of speech sounds, and whether a sound in one language can be equated with one in another, suggesting that for the phonetician there is no universal truth independent of the observer.

## Sociolinguistics

**90–506 Andres, Franz.** Language relations in multilingual Switzerland. *Multilingua* (Amsterdam), **9**, 1 (1990), 11–45.

The purpose of this paper is to provide a framework for the discussion of the project 'Unterrichtssprache Französisch/Deutsch (UFD)'. Part I summarises the most pertinent political, socio-economic and historical aspects of Switzerland as a nation, as far as these aspects are relevant for the objectives of the

project. Part II contains an account of the status of the four language groups and the relationship between them. In this part space is given to discussing the status and prospects of Italian and Romansch as national languages, although they are not included in the scope of the project as yet. [See also 90–515.]

**90–507 Görlach, Manfred.** Word-formation and the ENL-ESL-EFL distinction. *English World-wide* (Heidelberg, FRG), **10**, 2 (1989), 279–313.

A comparative study of English word-formation aims to determine whether we can correlate distinctions in the status of English in various speech communities with a set of distinctive features which would make it possible to identify the source of specific texts. Newspapers and dictionaries are used as source material for the study of English in six contemporary settings: in Scotland (ESD), in 'colonial' contexts such as the USA and Australia, in bi- and multilingual communities, in Creole-speaking communities and in second and foreign

language situations [discussion with examples]. It is difficult to systematise the field of word-formation sufficiently to provide a statistically significant typology; more data are necessary and phonology and syntax may prove more rewarding areas of investigation. While ENL-ESL-EFL are useful terms to express differences in the status of English in societies, differences are less important on the level of systems and norms, being more concerned with individual competence.

**90-508 MacKinnon, Kenneth and Densham, Jenny** (Hatfield Poly., Watford, Herts). Ethnolinguistic diversity in Britain: policies and practice in school and society. *Language, Culture and Curriculum* (Clevedon, Avon), **2**, 2 (1989), 75–89.

The paper describes the efforts of three indigenous minority-language communities in Britain (Scottish Gaelic, Welsh, and British Sign Language) to achieve mother-tongue education. It argues that their experiences illustrate aspects of social structure in Britain that are overlooked in conventional class analysis. The reluctance of the UK in the past to cater for the linguistic and cultural needs of the indigenous minorities is linked to present difficulties in coping with the immigrant minorities and with the demand for EC languages in preparation for the Internal European Market of 1992. Assimilationist assumptions still underlie current policies and

practice. Multilingualism is seen as a transitional phenomenon, and acculturation as the exchange of one culture for another rather than the acquisition of bicultural or bilingual identities and abilities. Ethnic diversity is presented as a problem, not as societal enrichment. The paper draws parallels between the teaching of the indigenous languages and the teaching of ethnic and EC languages. A synthesis is proposed in the form of a multilingual educational programme based on the UNESCO resolution of 1951 on the universal right to mother-tongue education.

**90-509 Man-Siu Yau** (Chinese U. of Hong Kong). The controversy over teaching medium in Hong Kong – an analysis of a language policy. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **10**, 4 (1989), 279–95.

This paper analyses a language plan proposed by the Hong Kong government to promote Chinese-medium education. A brief history of the past language situation in the secondary school system is first provided followed by an outline of the evolution of the proposed plan. Then the targets set up in the plan are examined against the background of the existing language requirements in the field of

education and employment. Since the English-biased linguistic infrastructure in the wider social setting does not correlate with the targets to be promoted in school, it is predicted that the proposed plan will not achieve much success. Moreover, the failure of the plan may even lead to the perpetuation of the inferiority of Chinese-medium education.

**90-510 Mar-Molinero, Clare** (U. of Southampton). The teaching of Catalan in Catalonia. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **10**, 4 (1989), 307–26.

One of the greatest challenges the language planners in Catalonia face in their drive to promote Catalan to an equal status with Castilian is that of teaching the language to the large non-Catalan population now found in Catalonia. This paper examines the provision of Catalan and the use of Catalan as a medium in Catalonia's education system at all

levels. A new legal framework has allowed the local Catalan government considerable scope to upgrade the teaching of Catalan. Whether resources and the support from the community are sufficient, and whether the policy favours Catalan aggressively enough to prevent Castilian remaining always the dominant partner are discussed.

**90-511 Mulac, Anthony** (U. of Santa Barbara, Ca). Men's and women's talk in same-gender and mixed-gender dyads: power or polemic? *Journal of Language and Social Psychology* (Clevedon, Avon), **8**, 3/4 (1989), 249–70.

One hundred and eight university students (54 men and 54 women) were recorded in 108, eight-minute, problem-solving interactions under two dyadic conditions: (a) same-gender, and (b) mixed-gender. Interactants were coded during each minute for: (a) amount of Talk, (b) Mean Length Utterance (MLU) and (c) Rate. MANOVA results for Talk indicated that men in mixed-gender dyads talked more than

did men and women in same-gender dyads, and they in turn talked more than women in mixed-gender dyads. For MLU, men consistently spoke in longer utterances, regardless of gender of their partner. No Rate differences were found involving gender. Additionally, when there was a control for interactant gender, individuals who talked more and in longer utterances were rated by their partners

as higher in Dynamism, an operationalisation of power. Finally, multiple regression analyses indicated that the Talk and MLU differences found were more predictable on the basis of gender than Androgyny, Empathy or Social Desirability. The

findings suggest that gender leads to differences in talk behaviour that are consistent with the appearance, but not necessarily the actual implementation, of power.

**90-512 Nehr, Monika.** The acquisition of literacy in bilingual education: Turkish schoolchildren in West Germany. *Multilingua* (Amsterdam), **9**, 1 (1990), 87–103.

The present article discusses the various social, psychological and educational problems associated with bilingual literacy teaching. The discussion centres in particular on problems experienced by Turkish schoolchildren in West German schools. It advocates a simultaneous and co-ordinated approach to bilingual literacy education. The article stresses

the positive implications of the transfer process from mother tongue to second language as far as the acquisition of literacy is concerned. Throughout the article, emphasis is put on the fact that the methodology should be adapted to the children's communicative needs and sensibilities, taking their intercultural background into account.

**90-513 Nelde, Peter Hans.** Le plurilinguisme dans l'Europe multilingue – avec un regard sur 1993. [Plurilingualism in a multilingual Europe – with an eye on 1993.] *Multilingua* (Amsterdam), **9**, 1 (1990), 47–65.

A concept of conflict is first discussed, and then applied to several European multilingual situations. Conflict-laden causes for linguistic discord are illustrated by examples of officially multilingual countries, the minority problem and urban multilingualism.

What attempts have been made to avoid or overcome the resulting conflicts are shown by a series of plans which have been used in multilingual

countries like Belgium. Since Europe, with its language conflicts often dating from the nineteenth century, has obviously not prepared sufficiently for a multilingual (partial) European Community in the year 1993, a few propositions for the acquisition of several languages should fan anew the discussion of a purposeful multilingualism that corresponds to the market. The article ends with a polemic look at the future of multilingual Europe.

**90-514 Rampton, Ben** (U. of Southampton). Some unofficial perspectives on bilingualism and education for all. *Language Issues* (Birmingham), **3**, 2 (1990), 27–32.

The recommendations of the Swann report on the education of children from ethnic minorities are challenged in the light of research into informal language behaviour within mixed-race friendship groups. Swann's assumption that relations among the youth are strained, and that only school can improve them, is refuted by a study of the recreational use of Panjabi by white and Afro-Caribbean adolescents. The phenomenon of joking abuse and the spread of *bhangra*, originally Panjabi folk music, in new forms, are connected with group allegiances and testify to close mixed friendships. In this context, it is suggested that language awareness programmes in schools would be valuable in

responding to the developing sense of a multilingual community. Whereas the Swann report opposes bilingual teaching, fearing social division, the evidence from this study suggests that separate language provision for youngsters of Indian and Pakistani descent does not undermine the sense of loyalty that their friends feel towards them, but rather reinforces admiration for the ethnically specific knowledge to be gained. Indeed, the possibility of providing bilingual education for majority monolinguals must not be dismissed. Emphasis is laid on the importance of attending to the sociolinguistic dynamics of youth culture when making educational policy decisions.

**90-515 Stotz, Daniel and Andres, Franz.** Problems in developing bilingual education programmes in Switzerland. *Multilingua* (Amsterdam), **9**, 1 (1990), 113–36.

On the basis of the preceding contributions to this issue, this paper presents the project 'Unterrichts-

sprache Französisch/Deutsch' (UFD), which was undertaken by an interdisciplinary group of re-

searchers and educators in Switzerland. Its goals are to improve the level of communicative competence of Swiss learners in a second national language and thereby to attempt to enhance the rapports between the various language groups. An outline of the concepts of communicative competence and individual (functional) bilingualism serves as a back-

drop against which current models of bilingual (immersion) education are presented. The paper reports the discussions and suggestions of a symposium in Berne that brought together academics, educators and interested parties with a view to implementing forms of bilingual education in Switzerland. [See also 90–506.]

**90–516 Tay, Mary W. J.** (National U. of Singapore). Code switching and code mixing as a communicative strategy in multilingual discourse. *World Englishes* (Oxford), **8**, 3 (1989), 407–17.

While the formal characteristics of code switching and mixing, such as free morpheme constraints and equivalence constraints, have been well documented across a variety of languages, relatively little is known about how code switching and mixing are used as communicative strategies in a multilingual community. This paper is an attempt to fill this gap. It examines various spoken texts which involve code switching and mixing between some of the main languages spoken in Singapore, such as English, Mandarin, Hokkien and Teochew. The analysis demonstrates how code switching and mixing are used as a communicative strategy, as a device for elucidation and interpretation, to establish solidarity

and rapport in multilingual discourse. Despite differences in the formal characteristics of the languages concerned, common communicative strategies have evolved as a result of languages in contact. This paper also discusses the linguistic, psychological and sociolinguistic implications of studies on code mixing and switching. It argues that such studies help us to better understand the function and forms of language used in a dynamic, multilingual community. This paper concludes with a plea to look at languages in multilingual communities as independent systems instead of as merely deviant or different forms of native English.

## Psycholinguistics

**90–517 Boland, Julie E. and others** (U. of Rochester). Lexical projection and the interaction of syntax and semantics in parsing. *Journal of Psycholinguistic Research* (New York), **18**, 6 (1989), 563–76.

A series of self-paced reading studies utilised an embedded anomaly technique to investigate long-distance dependencies with dative verbs. Previous research in the lab demonstrated that argument structure influences the gap-filling process. Experiment 1 extended that work by demonstrating that dative verbs pattern with other complex transitive verbs (i.e., a fronted filler that is implausible as the direct object will not be interpreted as the direct object until the absence of a noun

phrase after the verb forces the postulation of a direct object gap. This pattern contrasts with that of transitive verbs that subcategorise for a single internal argument position, where fronted fillers are obligatorily interpreted as the direct object). Experiments 2 and 3 investigate the prediction that semantic analyses precede syntactic analyses in dative questions. It is argued that the lexical information about argument structure and thematic roles can guide semantic interpretation.

**90–518 Charles-Luce, Jan and Luce, Paul A.** (State U. of New York at Buffalo). Similarity neighbourhoods of words in young children's lexicons. *Journal of Child Language* (Cambridge), **17**, 1 (1990), 205–15.

Similarity neighbourhoods for words in young children's lexicons were investigated using three computerised databases. These databases were representative of three groups of native English speakers: 5-year-olds, 7-year-olds, and adults. Computations relating to the similarity neighbourhoods of words in the children's and adult's lexicon

revealed that words in the 5- and 7-year-old's lexicons have many fewer similar neighbours than the same words analysed in the adult lexicon. Thus, young children may employ more global recognition strategies because words are more discriminable in memory. The neighbourhood analyses provide a number of insights into the processes of



auditory word recognition in children and the possible structural organisation of words in the young child's mental lexicon.

**90-519 Greene, John O.** (Purdue U., West Lafayette, Ind). *Journal of Language and Social Psychology* (Clevedon, Avon), **8**, 3/4 (1989), 193-220.

Two decades of extensive research and intense debate have served to make clear that human behaviour is characterised by both stability and variation over time and across situations. It remains, however, to articulate a coherent theoretical account detailing the processes of person-situation interaction that give rise to this consistency and discriminativeness. Toward this end, requirements for an adequate interactional theory are reviewed. Central to the approach taken here is the assumption that because consistency and discriminativeness are properties of behaviour, these phenomena are likely

to be understood only by recourse to models of behavioural production. The second section of the article then summarises a cognitive model specifying the structures and control processes comprising the behavioural output system. This model permits a reconceptualisation of individual dispositions and situational influences in terms consistent with the properties of the output system. Finally, the model is extended to the realm of nonverbal behaviour to make explicit claims concerning those conditions under which behavioural stability should be enhanced.

**90-520 Haberlandt, Karl** (Trinity Coll.) **and Graesser, Arthur C.** (Memphis State U.). Buffering new information during reading. *Discourse Processes* (Norwood, NJ), **12**, 4 (1989), 479-94.

Results are reported from two subject-paced reading experiments in which word-reading times were collected using the moving-window method. Word type, the amount of information at successive locations within sentences, and task were the independent variables, and word-reading time was the dependent variable. Reading times increased with successive locations, as indexed by the cumulative number of new arguments per sentence. There was an interaction involving word type, such

that reading times of content words increased more steeply than reading times of function words. Among content words, the increase was steeper for nouns than for verbs; and, among nouns, the increase was steeper for new nouns than for repeated nouns. The results are discussed in terms of buffer models of reading, the processing of different lexical classes, and hypotheses which predict serial position effects.

**90-521 Hadar, Uri** (Charing Cross and Westminster Medical School, London).

Two types of gesture and their role in speech production. *Journal of Language and Social Psychology* (Clevedon, Avon), **8**, 3/4 (1989), 221-8.

Speech is normally accompanied by numerous body movements such as hand gestures, head nods, posture changes, etc. These are known to have communicative and regulatory functions such as clarifying or emphasising messages, regulating speaking turns, etc. In addition and in parallel to these, it is argued, body movements have specific speech productive functions, primarily the facilitation of lexical selection and the regulation of prosodic

features. Movements serving the two functions differ in many ways, e.g. in their kinematic properties, complexity, timing in relation to speech, impairment in aphasia, mode of encoding and the stages of speech processing in which they originate. These differences are emergent, rather than prescriptive or rule-governed, originating in cognitive and motor constraints. The functional utilisation of body movement is locally optional.

**90-522 Hoff-Ginsberg, Erika** (U. of Wisconsin-Parkside). Maternal speech and the child's development of syntax: a further look. *Journal of Child Language* (Cambridge), **17**, 1 (1990), 85-99.

This study compared four categories of maternal utterances that were found in a previous study to predict children's rates of syntax development to a

category of maternal utterances that was unrelated to syntax development. The comparisons were designed to test the hypotheses that maternal

utterances which benefit syntax development do so by providing syntactically rich data or by eliciting conversation from the child. Data-providing and conversation-eliciting characteristics of the selected categories of maternal utterances were assessed from the same transcripts of 22 mothers interacting with their 2½-year-old children that had provided the database for the earlier study of predictive relations. Each of the three positive predictor categories of maternal utterances differed from the un-

related category – in more frequently illustrating the affected aspect of syntax development, in eliciting more speech from the child, or both. Neither of these characteristics was true of the negative predictor category. The pattern of results suggested that maternal speech supports the child's development of syntax by engaging the child in linguistic interaction and also by providing illustrations of the structures the child acquires.

**90-523 Osterhout, Lee** (Northwestern U., Ill) **and Swinney, David A.** (CUNY). On the role of the simplicity heuristic in language processing: evidence from structural and inferential processing. *Journal of Psycholinguistic Research* (New York), **18**, 6 (1989), 553–62.

This paper evaluates whether or not simplicity or 'minimalistic' heuristics, which are posited to account for local ambiguity resolution at the level of structural processing and for the lack of inferential elaboration during discourse processing, represent

the most accurate account of language processing. Evidence from on-line studies is presented which suggests that alternative, more knowledge-based mechanisms for handling processing are brought to bear in these situations.

**90-524 Tomasello, Michael** (Emory U.) **and others.** Young children's conversations with their mothers and fathers: differences in breakdown and repair. *Journal of Child Language* (Cambridge), **17**, 1 (1990), 115–30.

This study compared the conversations of mothers and fathers with their children at 1;3 and 1;9, with special attention to breakdown-repair sequences. It was found that, overall, children and secondary caregiver fathers experienced more communicative breakdowns than did children and primary caregiver mothers. More specifically, fathers requested clarification of their children more often than did mothers, and they most often used a non-specific query (e.g. *What?*). Mothers used more specific queries (e.g. *Put it where?*) and were involved in more 'looped' sequences involving multiple requests for clarification. Fathers also failed to

acknowledge child utterances more often than did mothers. After a father non-acknowledgement, children tended not to persist and when they did they often received further non-acknowledgements; the dyad did not often return to the child's original topic. After a maternal non-acknowledgement, on the other hand, children persisted and the dyad more often returned to its previous topic. The results are interpreted as support for the Bridge Hypothesis which claims that fathers present children with communicative challenges that help prepare them for communication with less familiar adults.

**90-525 Walker, Michael B. and Trimboli, Antonietta** (U. of Sydney, N.S.W., Australia). Communicating affect: the role of verbal and nonverbal content. *Journal of Language and Social Psychology* (Clevedon, Avon), **8**, 3/4 (1989), 229–48.

The role of nonverbal signals in communicating affect is not well understood. Recent research has both emphasised and played down the importance of the nonverbal signals relative to what is said. A careful examination of the evidence shows that the data in favour of and against nonverbal dominance come from two different empirical approaches. It is argued that both approaches are methodologically unsound. A new approach to the question is developed based on the assumption that the communication channel which maintains the affective

tone of the interaction is the primary channel by which affect is being communicated. The affective tone of the interaction can be established by examining the communicational context for any given message. This assumption allows mixed messages, in which the verbal and nonverbal channels are conveying opposed affective tones, to be analysed for channel dominance. Sixteen segments from interviews televised live were examined. In twelve of the sixteen segments the nonverbal channels carried the affective tone. A detailed



analysis of subject explanations for the remaining four segments revealed that affective messages are sometimes complex combinations of cues in which

the roles of the verbal and non-verbal channels are interwoven to communicate several messages simultaneously.

## Pragmatics

**90-526 Longacre, Robert E.** (U. of Texas at Arlington). Two hypotheses regarding text generation and analysis. *Discourse Processes* (Norwood, NJ), **12**, 4 (1989), 413-60.

It is proposed here that in any language and for any discourse type within that language the verb forms/clause structures can be arranged in a rank scheme in which a mainline of discourse development is encoded by a characteristic construction (or a very limited set of constructions) while lines of subsidiary development, which represent progressive degrees of departure from the mainline, are encoded in other constructions. It is further proposed that this graded salience scheme can then provide guidelines for the analysis of local spans of text (paragraphs) so that sentences whose independent

clauses have constructions which are high in the salience schemes are dominant over ancillary sentences which have constructions which are lower in the scheme. The first hypothesis has more to do with text generation, while the second has to do with text analysis. The two hypotheses are meant to yield salience schemes and constituent analyses which mutually corroborate and correct each other. These hypotheses and their reciprocity are illustrated here relative to narrative discourse in eight languages in five distinct linguistic areas.

**90-527 Wildner-Basset, Mary E.** (U. of Arizona). The clanger phenomenon and the foreign language learner. *IRAL* (Heidelberg, FRG), **28**, 1 (1990), 27-42.

Conversation between a native speaker and a language learner usually involves an asymmetrical power relationship, with the latter at a disadvantage. It is proposed that an understanding of the 'clanger' phenomenon may enable the learner to participate in a negotiation of identity and thereby contribute to the reduction of this disadvantage. The 'clanger' is defined as an aggressive utterance which has a disruptive effect on conversation; its purpose is to redefine the relationship between the participants. An example is utterance B(2) in the following extract:

A(1): Sir, I would like to explain to you how

terribly senseless and immoral it is to be poisoning our environment with...

B(1): What did you say?

A(2): Sir, I would like to expl...

B(2): Aw shuddup, freak!

Since 'clangers' are interpreted as showing an increase in dominance or hostility, their misuse has potentially serious interactional consequences. It is crucial for the teacher to distinguish between their intentional and appropriate use and accidental and deviant usage, which is manifested not only in verbal and prosodic features but also in concomitant facial expressions and gestures.