

Sociolinguistics

90-91 Caldwell, Gary (Inst. québécois de recherche sur la culture). Being English in a French Québec: on the denial of culture and history in a neo-liberal state. *Language, Culture and Curriculum* (Clevedon, Avon), **1**, 3 (1988), 187–96.

Neo-liberal ideology, increasingly adopted by both French-speaking and English-speaking communities in Québec, has effectively removed the topic of culture from the language debate. The rights of the individual, as an individual, are now paramount. Cultural values, by contrast, appear ethnocentric and backward-looking, since they refer to the community rather than the individual and reaffirm the importance of history. Yet the primacy of cultural and historical factors can readily be dem-

onstrated in contemporary developments in the province. School reform and language legislation are taken as examples. The paper argues that neo-liberal ideology lessens the contact of the language debate with reality and is contrary to Canadian tradition, including the sovereignty of parliament. It also weakens the position of both French-speaking and English-speaking communities in Québec in the face of more powerful influences from outside the province and the country.

90-92 Guy, Gregory R. (Stanford U.). International perspectives on linguistic diversity and language rights. *Language Problems and Language Planning* (Austin, TX), **13**, 1 (1989), 45–53.

The current debate in the United States over official language policy has precedents in other countries. In the ancient world, all major states and empires were multilingual, as were the major medieval and early modern states. Today many important countries are multilingual. Indeed, the equation 'one nation = one language' is a relatively recent invention. Advocates of the officialisation of English in the

United States argue that the country risks being 'torn apart' by multilingualism, but such countries as Australia and the Soviet Union offer models for the successful management, even promotion, of multi-lingualism. Where language is used to obstruct access to jobs, education, progress and power, conflict can arise. The answer is to maintain parity, not to impose a single language on all.

90-93 Ó Ciosáin, Séamus, (Dept. of Finance, Dublin 2). Language planning and Irish: 1965–74. *Language, Culture and Curriculum* (Clevedon, Avon), **1**, 3 (1988), 263–79.

The decade following the publication in 1965 of the Irish Government's *White Paper on the Restoration of the Irish Language* saw a transition to what would now be described as the 'language planning' approach to language revival, characterised by its concerns for (1) fact-finding, (2) planning in the stricter sense, i.e. setting targets and selecting means, (3) implementation, and (4) the use of feedback to

direct the entire process. The approach is in sharp contrast to earlier efforts at language revival and maintenance, many of which are indicated in the report of the Commission on the Restoration of the Irish Language, presented in 1964. The paper identifies and describes the principal differences and suggests a general model distinguishing between revival 'by decree' and revival 'by planning'.

90-94 Waddell, Eric (U. Laval, Québec). The influence of external relations on the promotion of French in Canada. *Language, Culture and Curriculum* (Clevedon, Avon), **1**, 3 (1988), 203–14.

The paper outlines the changing role of French in the Canadian identity from the Report of the Royal Commission on Bilingualism and Biculturalism in 1967 to the present time. It is argued that the new bilingualism in English-speaking Canada, which largely consists of immersion French education, has more to do with Canada–USA relations than it has

with French–English relations within Canada. For English–Canadians, French marks a boundary, in the Barthian sense, with the USA. As such it tends to be viewed from outside Canada either romantically, as a colourful departure from the norm, or with hostility, as an obstacle to the aspirations of continentalism.

Psycholinguistics

90-95 Bryant, P. E. and others (U. of Oxford). Nursery rhymes, phonological skills and reading. *Journal of Child Language* (Cambridge), **16**, 2 (1989), 407-28.

Nursery rhymes are an almost universal part of young English-speaking children's lives. The authors have already established that there are strong links between children's early knowledge of nursery rhymes at 3;3 and their developing phonological skills over the next year and a quarter. Since such skills are known to be related to children's success in learning to read, this result suggests the hypothesis that acquaintance with nursery rhymes might also affect children's reading. Longitudinal data from a group of 64 children from the age of 3;4 to 6;3 are now reported which support this hypothesis. There is a strong relation between early knowledge of nursery rhymes and success in reading and spelling over the next three years even after differences in

social background, IQ and the children's phonological skills at the start of the project are taken into account. This raises the question of how nursery rhymes have such an effect. The answer offered here is that knowledge of nursery rhymes enhances children's phonological sensitivity which in turn helps them to learn to read. This paper presents further analyses which support the idea of this path from nursery rhymes to reading. Nursery rhymes are related to the child's subsequent sensitivity to rhyme and phonemes. Moreover the connection between knowledge of nursery rhymes and reading and spelling ability disappears when controls are made for differences in these subsequent phonological skills.

90-96 Cacciari, Cristina (U. of Bologna) **and Levorato, Maria Chiara** (U. of Verona). How children understand idioms in discourse. *Journal of Child Language* (Cambridge), **16**, 2 (1989), 387-405.

Some studies have shown that children tend to interpret figurative language literally. Our hypothesis is that they can reach an idiomatic competence if idioms are presented within a rich informational environment allowing children to grasp their figurative sense. First and third graders were presented with narratives biased both to the figurative meaning of idioms (experiment 1) and to the literal meaning (experiment 2) and then given a comprehension task. Experiment 3 was designed to

investigate children's production of idioms as compared to the comprehension abilities explored in experiments 1 and 2. Results show that informative contexts can improve children's ability to perceive idiomatic meanings even at the age of seven; and that children are less able to produce idioms than to comprehend them. Generally results emphasise that children seem able to perceive that language can be both figurative and literal.

90-97 Clark, E. V. (Stanford U.) **and Carpenter, Kathie L.** (U. of Colorado). The notion of source in language acquisition. *Language* (Baltimore, MD), **65**, 1 (1989), 1-30.

When children describe an event, they do not always make use of the conventional means for marking oblique arguments. In early attempts at passive constructions, for example, children often mark oblique agents with *from* instead of conventional *by*, as in *He isn't going to get hurt from those bad guys*. They also make use of *from* instead of *because*, as in *From I put it under there*. Such uses of

from typically appear prior to *by* and *because* for agency and cause. It is argued that these uses of *from* stem from children's conceptualisation of agents and causes as types of SOURCE. If so, children should extend a similar analysis to other types of source as well. There is evidence that they do, both in longitudinal records of single children and in experiments on imitations and repairs.

90-98 Cziko, Gary A. (U. of Illinois at Urbana-Champaign). A review of the state-process and punctual-non-punctual distinctions in children's acquisitions of verbs. *First Language* (Chalfont St Giles, Bucks), **9**, 1 (1989), 1-31.

A secondary analysis of empirical studies of children's acquisition of verbs was undertaken to

examine evidence for the state-process and punctual-non-punctual distinctions in children's early

use and understanding of verbs as postulated by Bickerton's language bioprogram hypothesis. Approximately 60 empirical studies were initially reviewed with 13 reporting findings relevant to the state-process and/or punctual–non-punctual distinctions involving the languages of English, French, Greek, Hebrew, Italian, Japanese, Polish, Serbo-

Croatian, and Turkish. It was found that these studies in general provide considerable empirical support for the hypotheses that children universally distinguish stative from process verbs and punctual from non-punctual verbs in the early stages of language acquisition.

90–99 Helot, Christine (St Patrick's Coll., Maynooth, Co. Kildare, Ireland). Bringing up children in English, French and Irish: two case studies. *Language, Culture and Curriculum* (Clevedon, Avon), **1**, 3 (1988), 281–7.

Two case studies of children being brought up trilingually (English, French and Irish) are presented. Patterns of language use are described and compared for the three languages, with the emphasis on function more than degree of proficiency. It is shown that the use of the minority language (Irish) is dependent on the exclusion of the majority

language (English). The paper also looks at the validity of Lambert's (1975) distinction between 'additive' and 'subtractive' bilingualism, and his claim that the 'roots' of bilingualism are in the sociopsychological aspects of language use, especially in the relative status of the two languages, as perceived by the learner.

90–100 Johnson, Neal F. and others (Ohio State U.). More on the way we 'see' letters from words within memory. *Journal of Memory and Language* (New York), **28**, 2 (1989), 155–63.

The present experiment is a replication and an extension of an earlier study which demonstrated that when subjects are asked to scan a word in order to detect a pre-designated target letter, the strategy they adopt is quite reminiscent of a memory scan, rather than a visual scan, in that they appear to engage in an exhaustive search. On the other hand, when the displays to be scanned visually were consonant arrays, the resulting pattern of data did appear to reflect the type of self-terminating search that is typical of a visual scan. The present experiment replicated that differential effect and demonstrated that whether or not subjects knew the nature of the display in advance was irrelevant. In

fact, the small differences that did occur suggested an enhanced processing efficiency when subjects did not have such advance knowledge. The data were interpreted as indicating that: (1) words are processed holistically; (2) such processing is not under the strategic control of the perceiver; and (3) component-level (letter) information can be obtained only by deriving it within memory from the word-level representation. It is suggested that the usual difference in scan rate obtained between words and non-words may not reflect any direct influence of that factor on the scan rate itself, but rather it may be a derivative effect that stems from a difference in the type of scan.

90–101 Stemberger, Joseph Paul (U. of Minnesota). Speech errors in early child language production. *Journal of Memory and Language* (New York), **28**, 2 (1989), 164–88.

There has been very little attention paid to non-systemic errors in child language that closely resemble the speech errors made by adults. Some 576 such errors were collected in the course of doing diary studies on my two children. Analyses reveal strong similarities with adult errors, suggesting that the language production system is set up in an adult-like fashion from a very early age. However, a number of differences suggest interesting ways in

which the child's language production system differs from that of adults: a lower rate of decay for the activation of elements that have been accessed and less interdependence between different phonological elements in a word or segment. The data are useful for settling some of the controversies about adult language production that are based on error phenomena and support some of the predictions made by recent connectionist models.



90–102 Weber, Ursula (U. of Brunswick). Zur Entwicklung von Diskursfähigkeit in der späteren Kindheit. [The development of discourse ability in late childhood.] *ZGL* (Berlin, FRG), **17**, 1 (1989), 1–21.

The development of discourse ability in late childhood is essentially the acquisition of pragmatic functions. This article examines developments in the deictic function of German personal pronouns in instructional dialogues. Such contexts require complex use of deixis because communicative effectiveness entails restructuring a past experience in such a way that the current listener can apply it in the future.

The study shows that in a context where children pass on instructions to a partner matched for sex, age and social background, pronoun selection is systematically related to temporal reference. The

pronouns *ich* (I) *wir* (we) are associated with perfective verb forms, and *du* (you) and *man* (one) with the present. Between 10 and 16 years, pronoun usage shifts from the first person plural to the second person singular, reflecting an increasing ability to relate to the role of the listener. Pronoun usage is therefore an indicator of discourse ability.

Case studies show significant individual differences. Some children choose one form and use it throughout the dialogue. Others are less consistent, although it is not always clear whether this is a sign of instability or flexibility.

Pragmatics

90–103 Button, Graham (Plymouth Poly.). A short review of research on language and social interaction in the United Kingdom. *Research on Language and Social Interaction* [formerly *Papers in Linguistics*] (Edmonton, Alberta, Canada), **22**, (1988/9), 327–46.

A brief review of some current trends in the field of 'talk-in-interaction' in the UK, under the headings of 'conversational analysis', 'discourse analysis' and 'considerations from psychology'. The social dimension of talk and interaction is stressed here, so conversational analysis is particularly prominent. It is pursuing two broad sets of interests: (1) the sequential organisation of ordinary conversation,

and (2) talk in institutional settings. A form of discourse analysis which has emerged in social studies of science attends to the more sociological issue of the relationship between talk and the social organisation of settings. [A description of the work of the British Sociological Association's Sociology of Language Group is given.]

90–104 Holmes, Janet (Victoria University of Wellington). Sex differences and apologies: one aspect of communicative competence. *Applied Linguistics* (Oxford), **10**, 2 (1989), 194–213.

This paper examines sex differences in the distribution of apologies in order to illuminate the complexity of the language learner's task in acquiring communicative competence. Apologies express negative politeness. They signal the speaker's awareness of having impinged on the hearer's negative face and restricted her/his freedom of action in some way. A corpus of apologies permits an analysis of the range of strategies used by New Zealanders for expressing this aspect of negative politeness as well as the distributional patterns for women and men. The offences which elicit apologies

and the strategies selected to realise them provide clues to the kind of speech acts the community regards as FTAs (face-threatening acts) and the relative seriousness of different FTAs. As with other speech acts, apologies can serve as illuminating sources of information on the sociocultural values of a speech community, including possible differences between female and male values. Learning how to produce, interpret, and respond to them appropriately requires a thorough familiarity with those values.

90-105 Kohlmann, Ute and others (Inst. für Deutsch als Fremdsprachenphilologie, Heidelberg, FRG). Textstruktur und sprachliche Form in Objektbeschreibungen. [The structure of texts and linguistic form as revealed in the naming of objects.] *Deutsche Sprache* (Berlin, FRG), **17**, 2 (1989), 137–69.

The aim of this study is to describe the principles according to which meaning is organised in texts, and to demonstrate by means of selected linguistic phenomena (the naming of objects, word order and subordination) how the structural properties of texts determine the choice of specific expressions. Two factors which are of importance for the organisation of meaning in texts are discussed: firstly the

communicative purpose and secondly the knowledge shared by the speaker and the hearer. The theoretical assumptions are tested using data from a corpus of 9 descriptions of objects. The theory of the organisation of meaning used in the study provides the framework for an analysis of linguistic properties displayed by the texts.

90-106 Lötscher, Andreas (U. of Basle). Thematische Organisation in Planungs- und Verkaufsgesprächen. [Thematic organisation in planning and sales conversations.] *Deutsche Sprache* (Berlin, FRG), **17**, 2 (1989), 114–36.

Planning and sales conversations are analysed as examples of structured problem-solving procedures which 'search for an unknown object' and which have phases in common such as the narrowing down of the search field and the evaluation of suggestions. A model is developed which can account for complex topic sequences in such conversations.

The complexity of structuring principles amounts to that of an augmented transition network, but the levels of thematic organisation only partially account for the structure of discourse. In addition, the various levels may function independently of each other, suggesting that it may not be possible to regard conversational structure as being homogeneous across levels.

90-107 Watts, Richard J. (U. of Berne, Switzerland). Taking the pitcher to the 'well': native speakers' perception of their use of discourse markers in conversation. *Journal of Pragmatics* (Amsterdam), **13**, 2 (1989), 203–37.

The article investigates ways in which native speakers perceive the use of discourse markers such as *you know*, *right*, *well*, *like*, etc. by other speakers. There is evidence from the stretch of verbal interaction analysed to suggest that discourse markers are evaluated negatively in order to characterise socially validated members of the in-group in a family gathering by stigmatising outsiders

as discourse marker users. This can only be done, however, if the markers themselves are perceptually salient, salience being more easily identified if they are used as righthand rather than lefthand discourse markers. Paradoxically, speakers appear entirely unaware of the fact that and the extent to which they themselves make use of discourse markers.

90-108 Wilensky, Robert (U. of California, Berkeley, CA). Primal content and actual content: an antidote to literal meaning. *Journal of Pragmatics* (Amsterdam), **13**, 2 (1989), 163–86.

It has generally been assumed that, since the term 'literal' distinguishes productive uses of words from idiomatic uses, non-metaphoric from metaphoric, and direct from indirect, literal meanings must be the same as sentence meanings, i.e. that they could be computed from knowledge of the words and general grammar rules of the language. However, this widespread presupposition appears to be false. In particular, literal readings of a sentence, even out of context, generally make recourse to extralinguistic knowledge, while some non-literal ones

do not. Furthermore, the semantic content derivable from purely grammatical and lexical knowledge may not even be a possible interpretation of a sentence.

Since these distinctions are hopelessly misleading, a new set is proposed based on a different organisation of knowledge. 'Primal content' refers to the interpretation we can assign to a sentence based on lexical and grammatical knowledge, broadly construed. 'Actual content' refers to the specific meanings speakers encode into utterances



and extract out of utterances, generally making liberal use of extra-linguistic facts. In addition, to avoid a possible arbitrary association of meaning with utterance that recourse to speaker meaning might entail, the notion of the 'sensible speaker/hearer' is introduced. The sensible speaker/

hearer acts as an idealised normative language user. We can then define the 'ordinary content' of an utterance as the actual content assigned to a sentence by the sensible speaker/hearer. This set of distinctions is meant to provide a firmer basis for theorising about meaning.