

## Linguistic theory

**93-233 Zwanenburg, Wiecher.** Lexique, morphologie et interprétation sémantique. [The lexicon, morphology and semantic interpretation.] *Cahiers de Lexicologie* (Paris), **60**, 1 (1992), 5–17.

In the framework of generative grammar, the formal system of syntax, morphology and phonology (with discrete properties) is linked to the semantic or conceptual system (with gradual properties) by an interface consisting of the lexicon and semantic correspondence rules. The lexicon specifies the idiosyncratic semantic properties of words and

phrases, the correspondence rules the regular ones. Moreover the lexicon specifies the idiosyncratic formal properties of words and phrases. Thus the lexicon, as a component separate from morphology, accounts for the discrete formal idiosyncrasies of words and phrases as well as for their gradual semantic idiosyncrasies.

## Sociolinguistics

**93-234 Bruthiaux, Paul** (U. of Southern California, Los Angeles). Language description, language prescription and language planning. *Language Problems and Language Planning* (Berlin, Germany), **16**, 3 (1992), 221–34.

This paper considers the apparent paradox underlying the aims of linguists who attempt to influence, deliberately and systematically, the linguistic behaviour of a community, while trying to avoid charges of prescriptivism. The strongly normative nature of traditional grammar is compared to the linguistic relativism that has characterised much recent sociolinguistic work, and a compromise is seen as unavoidable because language planning cannot and should not be value-free. The need for rapid modernisation in emerging nations requires

that linguistic behaviour should not be left entirely to natural forces. Descriptivist linguistics have a role to play in this process provided they do not associate with morally reprehensible governmental projects. A balance must and can be achieved between promoting viable economic units and preserving linguistic diversity. In collaboration with social scientists and government authorities, linguists are uniquely qualified for carrying out the language planning task successfully.

**93-235 Ehlich, Konrad.** Kommunikationsbrüche – vom Nachteil und Nutzen des Sprechkontakts. [Communication breakdowns – on the disadvantages and benefits of language contact.] *Zielsprache Deutsch* (Munich, Germany), **23**, 2 (1992), 64–74.

A typology of language contact with 10 categories is offered: one category is non-contact, four involve initiative by speakers of the expanding language (e.g. immigration, aggression), three involve initiative from the other side (e.g. adoption of prestige forms), two from both sides. Some involve actual movement of people, some do not, and there are varying consequences as regards bilingualism and language loss.

Ehlich believes that multilingualism is neither inherently dangerous and scarcely possible, as often

claimed earlier this century, nor inherently enriching, as often recently argued. For many people, especially economic migrants forced into language contact situations rather than seeking them out, multilingualism can be psychologically difficult and threatening to personal identity. There is a possibility of gaining a richer, more complex identity, but to do so we must achieve *Distanz*, the experience of difference, so that we can integrate that which disturbed and even threatened to destroy our identity. [Illustrative poem.]

**93-236 Frangoudaki, Anna** (U. of Athens). Diglossia and the present language situation in Greece: a sociological approach to the interpretation of diglossia and some hypotheses on today's linguistic reality. *Language in Society* (London), **21**, 3 (1992), 365–81.

In the first part of the article, an approach to Greek diglossia is proposed, focusing on the differing social

functions of the two coexisting Greek languages. The adoption of 'pure' Greek in the early 19th

century represented a compromise, which made possible the rejection of Ancient Greek as the official language of the new state. The language question that developed at the turn of the century represented an effort to modernise Greek culture in the context of economic and social change brought about by the rise of the bourgeoisie. Starting in the interwar period and increasingly after the civil war, 'pure' Greek became associated exclusively with authoritarian politics. The language reform of 1976,

which formally abolished diglossia, thus came at the end of a long process of devaluation of the official 'pure' language. Yet, in recent years, a meta-linguistic prophecy of language decline has received widespread acceptance. The second half of the article examines the reasons for its success and the resulting revival of the argumentation questioning Demotic Greek, and concludes that they should be attributed to a crisis of national identity.

**93-237** **García, Carmen.** Responses to a request by native and non-native English speakers: deference vs. camaraderie. *Multilingua* (Amsterdam), **11**, 4 (1992), 387-406.

This paper is the third in a series examining the linguistic choices made by American and Venezuelan female speakers in various English language speech events [see abstract 91-246]. In this article, the author examines participation of native speakers and non-native speakers in a role-played situation responding to a request. The analysis shows that the participants made linguistic choices reflecting their different sociocultural backgrounds: native speakers participated within a 'business' frame, underlined their preference for the expression of deference,

while non-native speakers participated within a 'friendly' frame, underlining their preference for the establishment of camaraderie. As a consequence, the interchange was disharmonious mainly due to a 'frame clash'. The results of this study reinforce what was found in previous research and lead to the conclusion that it is important for non-native speakers to understand and learn the appropriate frames of participation and the different linguistic choices that are associated with it, to avoid cross-cultural miscommunication.

**93-238** **Hendry, Joy.** Honorifics as dialect: The expression and manipulation of boundaries in Japanese. *Multilingua* (Amsterdam), **11**, 4 (1992), 341-54.

The paper addresses the question of change in the use of honorifics in Japanese, to some extent parallel to changes in European languages. Derived from a social anthropological study using participant observation in the world of housewives, the paper works with collective ideas about the classification of people through observations of language use to make direct comparisons between honorifics and

the use of local dialect. Both serve to express social boundaries within a society which is too often described as homogeneous, and while honorifics are still concerned with power relations, they may be used as much to express allegiance to informally ranked social groups as to identify individual differences of status.

**93-239** **Kapanga, André Mwamba** (U. of Nebraska-Lincoln). Discourse strategies in francophone African literary works. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13**, 4 (1992), 327-40.

In multilingual contexts such as those found in Africa, ethnic conflicts have played a major role in human relations, and have often led to linguistic conflicts. The resulting situation has made it difficult to implement local languages as national and official languages. During colonisation, these linguistic problems were usually solved by adopting European languages as vehicles of communication among linguistically and culturally diverse peoples.

have unfolded throughout the francophone world in Africa. The native speakers' common reaction to texts created in African varieties of French has been puzzlement, alarm, indignation, mockery, and the like. Using texts from novels written by francophone African writers, it is shown that these reactions have ensued from linguistic processes known as grammatical deviations, non-native lexicalisation, and non-native style features.

In this paper, it is shown that the cross-cultural use of French has resulted in creative linguistic and stylistic modifications reflecting the sensibilities, inherited cultural patterns, and disposition of its users. Accordingly, new linguistic varieties of French

This paper also shows that in the African context, French is acquired in the socio-cultural and intellectual context of Africa and not the Christian, Franco-European intellectual milieu of the native varieties. As a consequence, new discourse strategies

that express the beliefs, values, experiences, and knowledge gained in the African setting have developed. Given that these discourse texts are intended for an African audience, African authors who write in French are directly or indirectly compelled to use varieties that serve as the basis of daily linguistic input in most communicative interactions. Finally, it is shown that readers of francophone African literary work must conse-

quently develop the textual competence for these varieties. This competence, according to Y. Kachru (1987), involves three types of knowledge: the knowledge of the linguistic characteristics of African varieties of French; the familiarity with the experiences, expectations, beliefs, values, and knowledge of the African people; and the knowledge of text types in African literature.

**93-240 Moffatt, Suzanne and Milroy, Lesley.** Panjabi/English language alternation in the early school years. *Multilingua* (Amsterdam), **11**, 4 (1992), 355-85.

This paper describes the language alternation patterns of two groups of Panjabi/English speaking bilingual children, aged respectively 3;00-3;06 and 4;00-4;06. A substantial corpus of data collected in four situational contexts in a schoolroom setting is examined by means of quantitative and qualitative procedures, and utterance-internal and sequential types of analysis. The suitability of a number of different models for this type of child-language data is discussed and evaluated, and an analytic frame-

work is proposed. Three different patterns of language alternation are distinguished as recurrent in the data, labelled respectively as code-mixing, code-changing, and code-switching. Inferences are drawn from observed regularities, with particular attention to the level of sociolinguistic sensitivity revealed by these young children. Their ability to accommodate to both addressees and third party participants is noted, and the question of their meta-linguistic awareness discussed.

**93-241 Mohanan, K. P.** (National U. of Singapore). Describing the phonology of non-native varieties of a language. *World Englishes* (Oxford), **11**, 2/3 (1992), 111-28.

The currently popular methodology of describing non-native varieties of languages uses the description of a standard native variety as the frame of reference, and describes the non-native variety as a list of deviations from the 'norm'. In this paper, the author rejects this methodology, and argues that, if a non-native system is viewed as an 'independent' system, it should be described in its own terms, and the analyses should follow the methodology used for the analysis of any linguistic system, native or non-native. The analysis will be constructed on the basis of data internal to the variety. It is only after we construct such analyses that we can start comparing two different linguistic systems.

Using data from Educated Singapore English

(ESgE), the author shows that we can employ the tools of theoretical phonology to construct phonological analyses of non-native varieties in their own terms. Aside from yielding theoretically valid descriptions, this methodology can reveal interesting facts and patterns which a mere comparison with a native variety often obscures. After clearly separating 'description' from 'comparison,' and ruling out any reference to native varieties in the description of non-native varieties, the author suggests that, for theoretical purposes, the most fruitful use of the comparison of a non-native variety with a native variety is for the exploration of the evolution of the non-native variety.

**93-242 Myers, Jamie** (Pennsylvania State U.). The social contexts of school and personal literacy. *Reading Research Quarterly* (Newark, Del.), **27**, 4 (1992), 297-334.

Educators express a need for students to experience ownership of literacy, yet students often value the literacy tasks educators define as non-authentic. Viewing literacy as a collection of socially constructed practices, the researcher observed and interviewed eighth-grade students over a period of 9 weeks. The students constructed different literacy practices to signal membership status in various

clubs. In 'achievement' clubs, students produced authorised forms with little attention to the personal meaningfulness of the ideas. Students often faked and contested their membership in achievement clubs, and they formed 'how-to-do-school' clubs to share ways to successfully produce required forms of literacy. In 'academic' and 'personal' literacy clubs, literacy helped students negotiate meanings

about the self, others, and shared worlds of interest. The most equitable social relationships and generative thinking processes were characteristic of academic and personal literacy clubs. Membership extends the theory of authentic literacy by high-

lighting how students in everyday life construct and value multiple literacies and how teachers might promote the authentic literacies valued by educators.

**93-243 Odlin, Terence** (Ohio State U.). Transferability and linguistic substrates. *Second Language Research* (London), **8**, 3 (1992), 171-202.

This article considers the issue of transferability, a well-known concept in the SLA literature but not one so frequently investigated in language contact research. Three principles can help to identify effects of transferability in language contact: similar distributional range in L1 and L2; multiple geographic occurrences; and high likelihood in certain geographic areas. The article shows the applicability of the principles to language contact in the British Isles (especially Ireland) with a detailed discussion of absolute constructions, structures which show interesting relations between syntax and discourse, and which also seem susceptible to crosslinguistic in-

fluence. Although counterarguments are possible to make, they do not account for the known facts. Moreover, the evidence for the transferability of absolutes in Hiberno-English strengthens the case for crosslinguistic influence in a totally different language contact situation, the Indian subcontinent. The most general conclusion to be drawn from the discussion is that SLA research and language contact studies can be mutually enriching. The former can provide principles to establish the likelihood of transfer of particular structures, while the latter can expand the range of data that will contribute to a sound theory of transferability.

**93-244 Press, Jeffrey Ian.** The situation of the Breton language in Brittany. *Multilingua* (Amsterdam), **11**, 4 (1992), 407-26.

Breton has never in recent times played a civic or prestigious public role in France. Developments since 1789 have dealt the language massive blows. It has become stigmatised with negative characteristics, something which has had an impact on the psychology of native speakers, who often feel shame in their local 'micro-dialect', and overall reject the 'standard language', the role of which might be argued to be played by French rather than the Breton standard language. The media and education have assumed considerable importance in deter-

mining the fate of minority communities. The implications for Breton, which is atrociously served in these areas, are described. Reference is also made to the difficult problem of defining what is to be understood by 'Bretonness'. In 1978 Fañch Elegeoet referred to the refusal or failure to transmit one's identity. After the two World Wars this situation prevailed in Brittany. But a public presence is being won for the language, and the slippery *droit à la différence* has been supplanted by *le goût de la différence*.

**93-245 Scholfield, Phil.** Cluster analysis in the study of language variation: a review and an example. *Bangor Research Papers in Linguistics* (Bangor, Wales), **3** (1991), 55-88.

Cluster analysis is a cover term for a collection of statistical techniques for identifying and illuminating the nature of groupings among informants, texts etc. that have been measured on a number of variables. A review of the use of such techniques in sociolinguistics, dialectology and stylistics is followed by an explanation of the main principles, problems and types of cluster analysis as applied to numerical data. Analogies with the techniques of component/factor analysis are drawn and the whole

account is illustrated by an analysis of some published data on the creole of Belize. The factual conclusion of the data analysis is that the author's acceptance of an overall tripartite acrolect-mesolect-basilect distinction is not supported from the clustering in her data samples. The overall methodological conclusion is that cluster analysis techniques are worthy of wider use in the study of language variation, but need careful and questioning use, which they have not always hitherto received.

**93–246 Speicher, Barbara L.** (DePaul U., Ill) and **McMahon, Seane M.** Some African-American perspectives on Black English Vernacular. *Language in Society* (Cambridge), **21**, 3 (1992), 383–407.

Sixteen African Americans affiliated with a university participated in open-ended interviews exploring their experiential, attitudinal, and descriptive responses to Black English Vernacular (BEV). The fields of sociolinguistics and education report complex and contradictory attitudes and research findings regarding this code. In addition, media representations of BEV have been misleading. This article investigates how these sources have influenced the attitudes of these African Americans over the

last 20 years. Few trends and little unanimity were found among the respondents. This finding is neither problematic nor surprising. African Americans do not comprise a monolithic group, acting, speaking, and thinking as one. The results are summarised, and three issues that emerged from the interviews are discussed: problems with the label, *Black English Vernacular*; the possibility that BEV was socially constructed; and the perception that BEV is a limited linguistic system.

**93–247 Sridhar, S. N.** (State U. of New York, Stony Brook). The ecology of bilingual competence: language interaction in the syntax of indigenised varieties of English. *World Englishes* (Oxford), **11**, 2/3 (1992), 141–50.

The study of Indian English (IE) has made major strides in the last quarter of a century, moving away from the prescriptivist paradigm ('Indianisms' or 'common errors in IE' approach) to what Kandiah has referred to as the 'Kachruvian paradigm' in which the distinctive characteristics of IE are viewed as natural, and necessary, developments as a transplanted language is used to express a unique socio-cultural content. This shift in perspective has underscored the need for detailed descriptive and analytical studies which can form the basis for generalisations about the nature of IE and its implications for theories of language acquisition and change. This paper is intended as a contribution in this area. The author analyses some aspects of the syntax of the English used by an educated IE speaker and places it with reference to the lectal range of IE. In the process, he discusses several issues relating to competence, performance, and the relationship between ideolects, regional or substratum varieties, and standard varieties of indigenised Englishes. In

accounting for the source of the specific syntactic features that characterise the speaker's English, and, by extension, IE and other indigenised varieties of English (IVEs) in general, it is observed that most of these features result from the single most powerful strategy of bilingual behaviour, namely transfer of structures from the mother tongue. This leads to a discussion of the role of transfer in current theories of second-language acquisition and use. It is argued that the current theories of transfer, which assume monolingual communication as their prototype, misrepresent the extent, motivation, and functions of transfer in multilingual settings. Far from being a sign of incomplete acquisition and an impediment to communication, transfer in these settings functions as an efficient and effective cognitive and communication strategy. Indigenised varieties of English, therefore, constitute a powerful argument for adopting a functional theory of bilingual linguistic competence.

## Psycholinguistics

**93–248 Aldridge, Michelle.** Parents' expectations and attitudes regarding their children's language acquisition. *Bangor Research Papers in Linguistics* (Bangor, Wales), **3** (1991), 30–42.

It is generally accepted that the task of language acquisition is achieved both through the child's innate capacities and its linguistic experiences. Moreover, it is equally accepted that early school ability is linked with language acquisition. It is therefore the responsibility of those caring for young children to ensure that they have the appropriate linguistic input in the pre-school years. The survey described in this paper established that parents are aware of the importance of their child's

language development and of the key role they play in this process. Furthermore, on the whole, they have realistic expectations regarding their child's speech development (but not comprehension). However, results suggest that certain sections of the population need more information about how they might linguistically interact with their child in order to optimise the language opportunities in the pre-school years.

**93-249 Furrow, David** (Mount Saint Vincent U.) **and others.** Mental terms in mothers' and children's speech: similarities and relationships. *Journal of Child Language* (Cambridge), **19**, 3 (1992), 617-31.

In this study, mental terms in mothers' and their children's speech at two and three years of age were studied in order to examine the relationships between maternal and child use. Nineteen mother and child dyads were videotaped for one hour on each of two days when the children were 2;0 and again for two one-hour sessions on separate days when they were 3;0, and mental terms were noted. The utterances in which mental terms were used were coded for function. Results supported the existing picture of children's mental term use. Few terms appeared at 2;0, but many were used at 3;0 with *think* and *know* predominating. Mental terms occurred more commonly in utterances used to regulate the interaction between the participants

than in utterances referring to mental states. Children's mental term use mirrored that of their mothers. Further, mothers' use of mental terms for particular functions when their children were 2;0 predicted their children's use at 3;0. While allowing no conclusions about causation, the findings suggest that the development of mental state language, and thus presumably a theory of mind, is fostered by the linguistic environment. Specifically, it is argued that the tendency of mothers to focus their children's attention on mental processes by talking about them and, more importantly, by using utterance types which conceivably direct the children to reflect on their own mental states, is associated with children's use of mental terms.

**93-250 Hoff-Ginsberg, Erika** (U. of Wisconsin-Parkside). How should frequency in input be measured? *First Language* (Chalfont St. Giles, Bucks), **12**, 3 (1992), 233-44.

Studies of the role of child-directed speech in language acquisition have often ignored variation in the amount of speech children hear. The present paper argues that there is no empirical justification for doing so and demonstrates that the resultant descriptions of child-directed speech look quite different depending on how variation in total output is handled. There is real variation in how much talk

children hear, and many previous studies of the effects of input have thus failed to consider a potentially important variable. Future research should be aimed at untangling the influence on language development of the total amount of speech children hear and of the relative frequencies of properties of that speech.

**93-251 Kravin, Hanne.** Erosion of a language in bilingual development. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **13**, 4 (1992), 307-25.

This study investigated the language development of a Finnish-English bilingual child, focusing on the relationship between the developmental patterns of language loss in bilingual situations and the variations in input factors, including social, emotional and attitudinal factors. The subject was the researcher's own child at age six. Thirteen one-hour recordings of speech samples were collected in natural settings during a ten-month period. Diary notes from the child's first six years were also collected. Anecdotal data from the first six years indicated a relation between the child's language

acquisition and the exposure to a larger language community. The speech samples showed no increase or decrease in Finnish language development. Several areas of Finnish grammar were partially mastered but, overall, the findings indicated that the language development in the child's Finnish stagnated. It is argued that this stagnation was due to the lack of broader linguistic input in Finnish (i.e. the lack of a Finnish community). These findings suggest the importance of linguistic input outside the home.

**93-252 Lanza, Elizabeth** (U. of Oslo). Can bilingual two-year-olds code-switch? *Journal of Child Language* (Cambridge), **19**, 3 (1992), 633-58.

Sociolinguists have investigated language mixing as code-switching in the speech of bilingual children three years old and older. Language mixing by

bilingual two-year-olds, however, has generally been interpreted in the child language literature as a sign of the child's lack of language differentiation.

This study applies perspectives from sociolinguistics to investigate the language mixing of a bilingual two-year-old acquiring Norwegian and English simultaneously in Norway. Monthly recordings of the child's spontaneous speech in interactions with her parents were made from the age of 2;0 to 2;7. An investigation into the formal aspects of the

child's mixing and the context of the mixing reveals that she does differentiate her language use in contextually sensitive ways, hence that she can code-switch. This investigation stresses the need to examine more carefully the roles of dominance and context in the language mixing of young bilingual children.

**93-253 Pizzuto, Elena and Caselli, Maria Cristina** (Inst. of Psychology, National Research Council, Rome). The acquisition of Italian morphology: implications for models of language development. *Journal of Child Language* (Cambridge), **19**, 3 (1992), 491-557.

This study explores the spontaneous acquisition of Italian inflectional morphology by three children (age range 1;4-3;0). Longitudinal, free speech samples are examined, focusing on the development of the morphological paradigms of Italian verbs, pronouns and articles. Data analysis is conducted using criteria appropriate to allow reliable cross-linguistic comparisons with data from English. By this means the authors evaluate the plausibility of a

nativist, parameter-setting account of language development in Italian and English, as recently proposed for these two languages. Results show that the general developmental patterns observed in Italian are not significantly different from those found in English. These findings are not consistent with current interpretations of parameter-setting accounts of language development. Alternative explanatory models are discussed.

**93-254 Tyler, Ann A.** (U. of Nevada, Reno). Profiles of the relationship between phonology and language in late talkers. *Child Language Teaching and Therapy* (London), **8**, 3 (1992), 246-64.

The focus of this article is on the relationship between phonological and language development in children who were identified as slow in expressive language development at 21 to 32 months of age. A detailed retrospective review of 12 children who were followed for six months to a year or longer is presented. Lexical, syntactic, and phonological information from clinical records was analysed to determine if language and phonological domains were developing commensurately. All subjects displayed phonological and language behaviours that were commensurate at their initial evaluation.

At the one-year follow-up data point, 25% of the subjects no longer displayed an expressive language delay. The majority of subjects were still delayed in development and no longer displayed language and phonological skills that were commensurate. For half of the subjects, phonological behaviours lagged behind developmental language level. Profiles regarding the time when phonological and language domains separate are proposed, and variables related to outcomes, such as the focus of intervention, are discussed.

## Pragmatics

**93-255 Bhatia, Tej K.** (Syracuse U., NY). Discourse functions and pragmatics of mixing: advertising across cultures. *World Englishes* (Oxford), **11**, 2/3 (1992), 195-215.

The aim of this paper is to examine the role of English in print advertising at the global level. A typology of the mixing of English in Asian and European languages is presented. In addition to examining the formal properties of mixing, the discourse functions of mixing are also analysed. This cross-linguistic study goes on to argue that the pattern of mixing, even multiple mixing, is not a phenomenon restricted to the languages of the developing nations which are undergoing the

process of modernisation. European languages such as French, Italian and Spanish also reflect the same pattern to some extent. Moreover, some languages, such as Japanese and Chinese, which are not very receptive to 'foreignism', have yielded to influence from English that goes beyond the phenomenon of linguistic borrowing. What is even more intriguing is that English has begun to penetrate those discourse domains which were once guarded fiercely by French.

**93–256 Johnstone, Barbara and others.** Gender, politeness, and discourse management in same-sex and cross-sex opinion-poll interviews. *Journal of Pragmatics* (Amsterdam), **18**, 5 (1992), 405–30.

This paper looks at 48 telephone public-opinion survey interviews conducted by female interviewers. In 23 interviews respondents are women, while in 25 interviews respondents are men. The authors ask whether the interviewers, who work from a script and deviate from it only for pressing reasons, use language differently with women than with men. Specifically, the authors look at politeness strategies, by which the interviewer keeps the respondent involved and willing to continue, and discourse management techniques, by which the interviewer handles the flow of topics and turns and ensures that she gets the sorts of answers she needs. Small but interesting differences in politeness are found: female respondents elicit more sympathy and understand-

ing, while male respondents elicit more attention to their wants and needs and more joking. For discourse management, more substantial differences are found: male respondents are managed more in almost every way. This may be because men are less comfortable with this discourse type, in which interviewers control topic and turn-allocation, than are women, and hence less compliant and more eager to subvert the interview by turning it into teasing or banter. The findings suggest that even anonymous, information-oriented discourse is crucially interactional and point to the importance of discourse management in non-conversational genres.

**93–257 Kasper, Gabriele** (U. of Hawaii at Manoa). Pragmatic transfer. *Second Language Research* (Utrecht, The Netherlands), **8**, 3 (1992), 203–31.

Throughout the short life of interlanguage pragmatics as a subdiscipline of second language research, it has been a virtually uncontested assumption that non-native speakers' comprehension and production of linguistic action is considerably influenced by their L1 pragmatic knowledge. The literature strongly supports this hypothesis. However, whereas there has been a lively controversy about the role of transfer in the traditional core areas of second language research (syntax, morphology, semantics), there has been little theoretical and methodological debate about transfer in interlanguage pragmatics.

As a contribution to such a debate, this article seeks to clarify the concept of pragmatic transfer,

proposing as a basic distinction Leech/Thomas' dichotomy of sociopragmatics versus pragmalinguistics and presenting evidence for transfer at both levels. Evidence for purported pragmatic universals in speech act realisation and for positive and negative pragmatic transfer is discussed. Further issues to be addressed include the conditions for pragmatic transfer (transferability), the interaction of transfer with non-structural factors (proficiency, length of residence, context of acquisition), and the effect of transfer on communicative outcomes. The article concludes by briefly considering some problems of research method in studies of pragmatic transfer.

**93–258 Rundquist, Suellen.** Indirectness: a gender study of flouting Grice's maxims. *Journal of Pragmatics* (Amsterdam), **18**, 5 (1992), 431–49.

There is a popular belief that women's speech is more indirect than men's speech. However, there has been little empirical evidence to support this claim. Moreover, indirectness is often treated as a unitary concept, when in fact there are several types of indirect speech. Presented here is a completed study exploring the relationship between gender and indirectness, focusing on one type of indirectness, what Grice refers to as flouting the maxims of conversation. Results of this study indicate that the men flout more than the women do in the situations examined.

Finding empirical evidence that men speak more indirectly than women do in certain situations confronts a societal myth that the reverse is true. Within Sperber and Wilson's (1986) theory of indirectness, which as a cognitive rather than a social basis, one would be less likely to expect social variables to interact with degrees of indirectness. The results of this study show that there are differences in the degree to which men and women flout the Gricean maxims, thus providing evidence supporting a theory with a social component.

**93-259 Selting, Margret** (U. of Oldenburg, Germany). Prosody in conversational questions. *Journal of Pragmatics* (Amsterdam), **17**, 4 (1992), 315-45.

An analysis of question-word questions in conversational question-answer sequences results in the decomposition of the conversational question into three systems of constitutive cues, which signal and contextualise the particular activity type in conversational interaction: (1) syntactic structure, (2) semantic relation to prior turn, and (3) prosody. These components are used and combined by interlocutors to distinguish between different activity types which (4) sequentially implicate different types of answers by the recipient in the next turn.

Prosody is only one co-occurring cue, but in some cases it is the only distinctive one.

It is shown that prosody, and in particular intonation, cannot be determined or even systematically related to syntactic sentence structure type or other sentence-grammatical principles, as most former and current theories of intonation postulate. Instead, prosody is an independent, autonomous signalling system, which is used as a contextualisation device for the constitution of interactively relevant activity types in conversation.

**93-260 Watts, Richard J.** (U. of Berne, Switzerland). Acquiring status in conversation: 'male' and 'female' discourse strategies. *Journal of Pragmatics* (Amsterdam), **18**, 5 (1992), 467-503.

Distinctions are often made between 'male' and 'female' discourse strategies, for example, that women use minimal listener responses more frequently than men or that men interrupt more frequently than women. In this article the author outlines one way of assessing how and to what degree female and male discourse participants gain status during the discourse. The notion of social network is adapted to allow an assessment of the interpersonal links created as the discourse progresses through time, the revised concept being termed the 'emergent network'. Within each emergent network 'powerful strategies' allow the participant to

acquire more prestige than neutral strategies. Extracts from three videotaped stretches of discourse involving non-native teachers of English are submitted to a network/status analysis to show that women and men have equal access to both kinds of strategy, but that the women do indeed make greater use of neutral strategies than the men and that their use of the more 'prestigious' strategies is more supportive and less competitive than that of the men. The fundamental question that remains is why certain types of discourse strategy should be seen as more prestigious than others.

**93-261 Wierzbicka, Anna** (Australian National U., Canberra). The semantics of interjection. *Journal of Pragmatics* (Amsterdam), **18**, 2/3 (1992), 159-92.

This paper argues that interjections – like any other linguistic elements – have their meaning, and that this meaning can be identified and captured in the natural semantic metalanguage developed by the author and her colleagues. A number of interjections from English, Polish, Russian, and Yiddish are discussed, and rigorous semantic formulae are proposed which can explain both the similarities and the differences in their range of use. For example, the English interjection *yuk!* is compared

and contrasted with its nearest Polish and Russian counterparts *fu!*, *fe!*, *tfu!*. The author shows that while the meaning of interjections cannot be adequately captured in terms of emotion words such as *disgust*, it can be captured in terms of more fine-grained components, closer to the level of universal semantic primitives. The role of sound symbolism in the functioning of interjections is discussed, and the possibility of reflecting this symbolism in the semantic formulae is explored.

**93-262 Wilkins, David P.** (SUNY, NY). Interjections as deictics. *Journal of Pragmatics* (Amsterdam), **18**, 2/3 (1992), 119-58.

The paper examines some of the semantic and pragmatic consequences of a form being both a lexeme (i.e. a simple sign) and a conventional utterance. The approach presented here has far-reaching consequences for the manner in which interjections are identified, analysed, and sub-

classified. In particular it is suggested that interjections have all the features attributed to utterances, including the facts that they convey complete propositions and have an illocutionary purpose. Given that interjections are context-bound, it is possible to observe that the referential arguments in

the propositions conveyed by interjections are provided by context. As lexemes, interjections have 'real' semantic (i.e. propositional/conceptual) content, and within the decomposition of all interjections are basic deictic elements such as 'I<sub>U</sub>', 'you<sub>A</sub>', 'now<sub>T</sub>', 'here<sub>P</sub>', and 'this<sub>I</sub>'. These 'primitive' deictic elements are not tied referentially to any entities until they are placed in context. In this sense both a pragmatic and a semantic approach are required to account for interjections. Inter-

jections are, therefore, shifters (indexicals) by virtue of being built semantically out of basic deictic elements and so should be considered a reasonable topic within the study of deixis.

Definitions, using the Natural Semantic Metalanguage approach to lexical decomposition, are proposed for a varied range of interjections from English, Mparntwe Arrernte (Central Australia), American Sign Language, and Italian.

**93–263 Young, Richard** (Southern Illinois U.) **and Milanovic, Michael** (U. of Cambridge Local Examinations Syndicate). Discourse variation in oral proficiency interviews. *Studies in Second Language Acquisition* (Bloomington, Ind), **14**, 4 (1992), 403–24.

In this paper a theoretical model of dyadic native–nonnative speaker (NS–NNS) discourse is proposed in which discourse is described in terms of three features: interactional contingency, the goal orientation of participants, and dominance. The model is then used to study the discourse of 30 dyadic oral interviews of the Cambridge First Certificate in English examination. Results demonstrate the effectiveness of the model in abstracting

the structure of oral interview discourse. They show that the discourse of oral proficiency interviews is characterised by greater reactivity by NNS candidates and greater orientation toward goals by NS examiners. Variation in the structure of the discourse is also investigated in this study. This is shown to be related to the examiner, the theme of the interview, the task in which the participants are engaged, and the gender of examiner and candidate.