

Psycholinguistics

97-93 Akiyama, M. Michael and Williams, Nancy (U. of Michigan-Dearborn).

Spatial components in the use of count nouns among English speakers and Japanese speakers of English as a second language. *Language Learning* (Cambridge, MA), **46**, 2 (1996), 217-31.

In this study, 40 English speakers and 40 Japanese speakers of English as a second language (ESL) were asked to select a singular form or plural form of a noun in a certain linguistic context (e.g., 'a bag of apple or apples') involving containers and food. The size of container (small vs. large) and food (small vs. large) was controlled. The size of the small containers was comparable to that of tablespoons, and the size of the large to that of 4-quart pans. The size of small food items was comparable to that of

strawberries, and the size of the large to that of apples. Both English speakers and Japanese ESL speakers selected the singular noun form more often than the plural noun form when a small container was paired with a large food item (e.g., 'a tablespoon of apple'). Men selected the singular noun form more often than women in all contexts. These results suggest a strong influence of nonlinguistic factors on the use of linguistic rules even among ESL speakers.

97-94 Ayoun, Dalila (U. of Hawai'i, Manoa). The subset principle in second language acquisition. *Applied Psycholinguistics* (New York), **17**, 2 (1996), 185-213.

This study investigates the applicability of the Subset Principle in the second language (L2) acquisition of the Oblique-Case Parameter by 45 learners of French. First, the Subset Principle is defined and discussed, along with its learnability predictions in first language (L1) acquisition. Then, a brief overview of the relevant literature in L2 acquisition shows that the applicability of the Subset Principle is very much debated. In the present study, the results of a grammatically judgment task and a correction task provide partial support for the Subset Principle. It seems that the learners have acquired the lack of Exceptional-Case marking and preposition

stranding, two of the syntactic properties tested, based on the positive evidence available to them. However, they failed to reject a number of ungrammatical instances of dative alternation and dative passive, leading them to an overgeneralised grammar. It is suggested that L2 learners may need direct or indirect negative evidence to constrain their grammar. Further research is needed to conclude whether the Oblique-Case Parameter really is a parameter of Universal Grammar, and if so, whether adult L2 learners are able to reset their parameters to the proper target language values.

97-95 Demont, E. and Gombert, J. E. (Bourgogne U., France). Phonological awareness as a predictor of recoding skills and syntactic awareness as a predictor of comprehension skills. *British Journal of Educational Psychology* (London), **66**, 3 (1996), 315-32.

This study was designed to investigate the relations between two metalinguistic abilities (phonological awareness and syntactic awareness) and two components of reading (recoding abilities and comprehension). In order to study these connections, a four-year follow-up study comprising 23 children was set up. These children had been tested repetitively during their first years of learning to read. Results were analysed with fixed-order regression in which the dependent variable was either recoding abilities or comprehension

performances; the first steps were extraneous variables (intelligence and vocabulary levels) and the final step was that of metalinguistic measures. Stepwise regressions were performed including all the measures (metalinguistic performances and extraneous variables). Results indicate that children's phonological awareness predicts later recoding abilities, while syntactic awareness predicts later reading comprehension after effects of extraneous variables have been ruled out.



97-96 Derwing, Tracey M. (U. of Alberta). Elaborative detail: help or hindrance to the NNS listener? *Studies in Second Language Acquisition* (New York), **18**, 3 (1996), 283-97.

Three experiments were conducted to examine the effects of three types of elaboration – marked paraphrase, unmarked paraphrase, and unnecessary detail – on non-native speaker (NNS) listening comprehension. Participants (both native speakers and NNSs) were asked to listen to instructions and then draw or alter drawings on a page in front of them. The instructions were heard in one of four conditions, the basic set or one of the three

elaboration conditions. Subsequent analyses of the participants' comprehension indicated that all listeners had significantly more difficulty following instructions in the unnecessary detail condition than in any other. Marked paraphrase was found to facilitate comprehension in some cases. It was concluded that the quality of elaboration has implications for listening comprehension, in both the classroom and the workplace.

97-97 Frankel Tal, Naomi (York U.) **and Siegel, Linda S.** (Ontario Inst. for Studies in Ed.). Pseudoword reading errors of poor, dyslexic, and normally achieving readers on multisyllable pseudowords. *Applied Psycholinguistics* (New York), **17**, 2 (1996), 215-32.

This study examined the pseudoword reading strategies of dyslexic readers (i.e., children whose reading was significantly lower than predicted by their IQ score) and poor readers (i.e., children whose reading scores were consistent with their lower IQ scores). The disabled readers were grouped according to their reading grade level and were compared with reading level matched, normally achieving readers. The reading performance on a test of pseudoword reading (Woodcock Word Attack Subtest) for the three groups (dyslexic, poor, and normal readers) was analysed according to the type of error committed. The performance of dyslexic and poor readers was virtually indistinguishable at both reading grade levels 2-3

and 4-5. There was very little difference among dyslexic, poor, and normally achieving readers in the types of errors made. Nearly 50% of all the oral reading errors of all three groups were vowel substitutions, followed by consonant substitution and deletion and insertion errors. Sequential, reversal, and word substitution errors were committed infrequently for all three reader groups. The findings failed to support the existence of a critical phonological processing difference between IQ reading-discrepant and IQ reading-nondiscrepant disabled readers and suggest that disabled readers lag behind normally achieving readers in phonological decoding skills.

97-98 Franks, Steven L. and Connell, Phil J. (Indiana U.). Knowledge of binding in normal and SLI children. *Journal of Child Language* (Cambridge), **23**, 2 (1996), 431-64.

The properties of reflexives vary across adult languages with respect to (i) the domain in which a reflexive may be bound and (ii) the syntactic positions an appropriate antecedent may occupy. These two issues have been approached in Government-Binding theory in various ways, each with specific implications for acquisition. This paper examines these implications by testing normal and Specific Language Impaired (SLI) children for evidence of the binding domain and orientation properties of their grammars. The investigation reveals that, contrary to most previous claims,

normal children acquiring English pass through a long-distance binding stage. SLI children, however, do not display this pattern, tending instead to behave like very normal children in requiring the nearest available NP to be the antecedent. It is argued that this constitutes an early binding stage not previously identified. The findings are interpreted in terms of a conception of acquisition dubbed the 'competing grammars' model, according to which competing incompatible grammars may coexist in the mind of the learner.

97-99 Gierut, Judith A. (Indiana U.). Categorisation and feature specification in phonological acquisition. *Journal of Child Language* (Cambridge), **23**, 2 (1996), 397-415.

Distinctive feature specification and representation in phonological acquisition are examined in the

context of underspecification theory. Subjects were 30 children (aged 3; 1 to 5; 10) who exhibited

systematic differences in their linguistic knowledge of target phonological contrasts. A free classification task was used to tap children's conceptual knowledge of these contrasts, with features of place and manner experimentally manipulated. Three questions were addressed: which features do children use to categorise segmental information, do the defining features of a category shift as the phonological system advances, and which framework of underspecification theory best

accounts for the results? All children categorised segments on the basis of marked nonredundant featural properties, and used only one feature value to define category membership consistent with radical underspecification. Linguistic knowledge and linguistic input both influenced children's category judgements, but to different degrees. The emergence of phonological categories involved increasing feature differentiation as the child's productive phonology advanced.

97-100 Horiba, Yukie (U. of Massachusetts). The role of elaborations in L2 text memory: the effect of encoding task on recall of causally related sentences. *The Modern Language Journal* (Madison, WI), **80**, 2 (1996), 151-64.

To achieve coherence in a text representation, the reader must encode not only the ideas and events explicitly presented in sentences but also relations that link ideas and events. The research reported in this article was designed to investigate the relationships between the process of encoding and the resulting comprehension and representation of second language (L2) sentences that are causally related. Participants read sentence pairs varying in degree of causal relatedness and recalled one sentence of each pair when the other was given as a cue 24 hours later. When they generated an elaboration for each pair, recall was better than when

they studied the pair for memorisation. Recall as a function of degree of causal relatedness differed between the two encoding conditions. In the study condition, highly related sentences were generally recalled better than less related sentences. In the elaboration condition, recall for minimally related pairs was better than that for moderately related pairs and as good as that for highly related pairs. The results suggest that integration and elaboration had a critical effect on L2 readers' comprehension and memory of the sentences. The effect of processing efforts and reconstructive strategies are also discussed.

97-101 Juffs, Alan (U. of Pittsburgh). Semantics-syntax correspondences in second language acquisition. *Second Language Research* (London), **12**, 2 (1996), 177-221.

This article investigates knowledge of semantics-syntax correspondences in second language acquisition (SLA) within the Principles and Parameters framework. A parameter of semantic structure is used to investigate knowledge of two distinct, but underlyingly related, verb classes: change of state locatives and 'psychological' verbs. Chinese and English contrast in terms of the parameter setting. Experimental evidence indicates that adult Chinese learners of English as a second language (L2) initially transfer parameter settings, but

are able to reset the parameter. However, they only acquire L2 lexical properties and concomitant syntactic privileges with ease when L2 input adds a representation to their grammar. When positive L2 input should pre-empt overgeneralisations based on representation transferred from the first language (L1), for some learners L1 influence persists until quite advanced stages of acquisition. The implications of the results for the parameter-setting model of SLA are discussed.

97-102 Juffs, Alan (U. of Pittsburgh) and **Harrington, Michael** (U. of Queensland). Garden Path sentences and error data in second language sentence processing. *Language Learning* (Cambridge, MA), **46**, 2 (1996), 283-326.

This article expands on the authors' previous investigation of the parsing performance on *wh*-movement sentences by Chinese-speaking learners of English. They compare the difficulty second language (L2) learners have in parsing subject *wh*-traces in embedded finite and nonfinite clauses with the problems they have in parsing Garden Path (GP) sentences. Using the 'moving window' technique, 25 Chinese-speaking learners of English supplied

word-by-word reading times and grammaticality judgments on a range of *wh*-extraction structures and GP sentences in English. Analysis of the error and accurate judgment data and the word-by-word reading profiles supports the hypothesis that L2 learners of English may have a parsing, rather than a competence, deficit in judging grammatical *wh*-extraction.



97–103 Kuhara-Kojima, Keiko (Tokyo Women's Christian U.) **and others.**

Vocalisation latencies of skilled and less skilled comprehenders for words written in *hiragana* and *kanji*. *Reading Research Quarterly* (Newark, DE), **31**, 2 (1996), 158–71.

Three experiments were conducted to examine whether vocalisation latencies for Japanese words would be different between skilled and less skilled Japanese fifth-grade readers. The experimental words were written in *hiragana* (syllabaries) or *kanji* (morphograms), two types of scripts in the Japanese writing system. The words consisted of six clusters: (a) real words transcribed in *hiragana*, some involving special syllables and some not; (b) pseudowords in *hiragana*; (c) real words transcribed in *kanji*, in the language textbook for Grades 2 and 4, and, (d) pseudowords in *kanji*. Single-word vocalisation latencies were significantly shorter for skilled comprehenders than for less skilled comprehenders in both *hiragana* and *kanji*, for all clusters. These

results were replicated when pseudowords were excluded (Experiment 2) and when real words and pseudowords were presented in separate subsessions (Experiment 3). The results were consistent with findings for English and suggested that naming speed is a good indicator of the automaticity of the lexical access for both syllabaries and morphograms. Contrary to the previous findings for English, however, the skilled/less skilled differences in vocalisation latencies were greater for real words than for pseudowords for both *hiragana* and *kanji*, and greater for real *kanji* words than for real *hiragana* words. The applicability of the verbal efficiency theory proposed by Perfetti across languages and orthographies is discussed.

97–104 Locke, John L. (Massachusetts Gen. Hospital and Harvard Medical School).

Why do infants begin to talk? Language as an unintended consequence. *Journal of Child Language* (Cambridge), **23**, 2 (1996), 251–68.

Scholars have addressed a range of questions about language development, but for some reason have neglected to ask why infants begin to talk. Biologists often prefer 'how' to 'why' questions, but it is possible to ask about the immediate consequences of developing behaviours – an acceptable strategy for attacking causation – and psycholinguists can study the immediate consequences to the infant of behaviours that lead to linguistic competence. This

process is demonstrated with a series of illustrative proposals as to the short- and long-term consequences of vocal learning and utterance storage, two developmental phases that lead to talking, as well as the act of talking itself. The goal is to encourage investigation of behavioural dispositions that nudge the child, by degrees, towards proficiency in the use of spoken language.

97–105 Makoni, S. B. (Cape Town U.). Variation in unplanned discourse. *IRAL* (Heidelberg, Germany), **34**, 3 (1996), 167–81.

The study examines the variable realisation of the third person singular present tense by second language learners from one language background at elementary and intermediate levels of proficiency in unplanned discourse. The subjects have Shona, a Bantu language, as a mother tongue. The study is unlike previous studies not so much because it controls for differences in discourse mode but because it examines the effects of different linguistic contexts embedded in comparable discourse positions. The paper argues that, although the performance of the subjects is elicited from unplanned discourse, different discourse segments might vary in terms of their degree of plannedness.

The results of the study demonstrate that very little morphological variability occurs in the production of elementary learners, irrespective of either linguistic context or discourse position. The little morphological variation which is observed is lexical, with some words attracting target language-like variants earlier than others. The performance of the intermediate group lends support to the hypothesis that the distribution of grammatical variants is sensitive to linguistic context and that, contrary to one's expectations, second language learners are more likely to inflect verbs to mark the third person if the grammatical subject is realised, as opposed to when it is a zero subject.

97-106 Mellow, J. Dean (Northern Arizona U.). On the primacy of theory in applied studies: a critique of Pienemann and Johnston (1987). *Second Language Research* (London), **12**, 3 (1996), 304–18.

This article critiques Pienemann and Johnston's influential model of the acquisition of English-as-a-second language (ESL) morphology. While Pienemann and Johnston claimed that their model is confirmed and supported by the generative approach to morphology developed in Selkirk, this article suggests that Selkirk's lexicalist theory actually opposes their proposals. In addition, the article seeks

to demonstrate that their proposals are incompatible with syntactic analyses of word formation. The authors go on to say that the widespread influence of the Pienemann and Johnston model suggests that second language researchers must ensure that models of second language acquisition are solidly grounded in foundational theories. [cf. abstract 97-111]

97-107 Mellow, J. Dean (Northern Arizona U.) **and others**. Using time-series research designs to investigate the effects of instruction on SLA. *Studies in Second Language Acquisition* (New York), **18**, 3 (1996), 325–50.

This paper argues that the study of second language acquisition (SLA) theory and pedagogy can be enhanced through the use of time-series research designs. As quasi-experiments, time-series designs have features that improve internal validity. In addition, because these designs only require a small number of subjects, they are very practical, encouraging a greater number of empirical investigations of the many claims within the field

and permitting the use of authentic measures that have high construct validity. The longitudinal nature of the designs also enhances construct validity, potentially yielding new insights into the effects of instruction on SLA. The designs utilised in two time-series studies are reviewed in order to illustrate the design features, the questions that may be investigated, and the issues that are raised in interpreting data.

97-108 Minami, Masahiko (U. of Massachusetts). Japanese preschool children's narrative development. *First Language* (Chalfont St. Giles, Bucks.), **16**, 3 (1996), 339–63.

This study analysed oral personal narratives of 20 middle-class Japanese preschoolers, half of them four years old and half five, and their mothers, using stanza analysis and high point analysis. The patterning in stanzas revealed that, compared to four-year-olds, five-year-olds have begun to use the form of adult-like narratives. High point analysis indicated that compared to four-year-olds, five-

year-olds have begun to evaluate in the form of adult-like narratives. The results suggest that the preschool years, during which various narrative components evolve, represent a period of extremely rapid development in the child's acquisition of narrative capacity. They also illustrate that from early childhood on, Japanese children learn the narrative mode of discourse valued by their mothers.

97-109 Nohara, Michiko (U. of Connecticut). Preschool boys and girls use *no* differently. *Journal of Child Language* (Cambridge), **23**, 2 (1996), 417–29.

Twenty-one videotape recorded interactions of 42 preschool children (aged 3; 4 to 5; 3) in same-sexed dyads were coded and analysed to see how these children used the word *no* in their interactions. Results showed that while boys and girls used the word *no* equally frequently, they were found to use the word in different ways. A trend for boys to use *no* when correcting or prohibiting their playmate's behaviour more often than girls was revealed. Girls were more likely to provide reasons for denying or

rejecting their playmate's proposition or suggestion. The overall findings of this study are comparable to previously reported results indicating that males and females employ different styles of speech in order to accomplish the same goal. However, unlike most studies conducted on language and sex, this study claims to offer a unique approach in that it examines how boys and girls use a word that occurs equally frequently in their vocabulary to accomplish different goals.



97-110 Oshima-Takane, Yuriko and Derat, Leslie (McGill U.). Nominal and pronominal reference in maternal speech during the later stages of language acquisition: a longitudinal study. *First Language* (Chalfont St. Giles, Bucks.), **16**, 3 (1996), 319-38.

Ten English-speaking mother-child pairs were videotaped at 21, 24, 30 and 36 months of age in 25-minute free-play interactions to investigate mothers' use of proper names and their use of personal pronouns during the child's second and third years. The results revealed that mothers' unconventional nominal reference to speaker and addressee decreased, as their consistent pronominal reference increased with the age of their children. In addition, the results indicated that mothers used third person

pronouns more frequently in reference to toys than in reference to humans, when their children were 21 months of age. However, mothers' use of third person pronouns in reference to toys decreased with the age of their children, whereas their use of third person pronouns in reference to humans increased. These findings are discussed with regard to how such maternal input may help the child to learn correct nominal and pronominal references in English.

97-111 Pienemann, Manfred (Australian National U.) **and Johnston, Malcolm** (Western Sydney U.). A brief history of processing approaches to SLA: reply to Mellow. *Second Language Research* (London), **12**, 3 (1996), 319-34.

Mellow claims that the 'predictive model' is based on a transformational analysis of word formation. This paper seeks to show that this is incorrect and that, instead, the model is based on the psychological concept of exchange of linguistic information. The authors claim, therefore, that Mellow's evaluation of various types of transformational analyses is quite irrelevant for the model. To demonstrate their point, they reproduce the full text of the original description of the 'predictive model', and show that the transformational connection should properly be

traced to Clahsen's strategies which apply to syntax only. The strategies approach is then described in contrast to the 'predictive model' in order to characterise the two approaches and their historical context. This provides the background to a brief critique of the strategies approach. Theory formation in later processing approaches to second language acquisition (SLA) is then sketched out briefly before addressing several points of detail in Mellow's article. [cf. abstract 97-106]

97-112 Pine, Julian M. and Martindale, Helen (Nottingham U.). Syntactic categories in the speech of young children: the case of the determiner. *Journal of Child Language* (Cambridge), **23**, 2 (1996), 369-95.

There has been a growing trend in recent years towards the attribution of adult-like syntactic categories to young language-learning children. This is based, at least in part, on studies which claim to have found positive evidence for syntactic phrase structure categories in young children's speech. However, these claims contradict the findings of previous research which suggest that the categories underlying children's early multi-word speech are much more limited in scope. The present study represents an attempt to reconcile the findings of these different lines of research by focusing specifically on Valian's criteria for attributing the syntactic category of determiner to young children. The aim is, firstly, to replicate Valian's results

regarding her determiner criteria on a new sample of seven children between the ages of 1; 20 and 2; 6; secondly, to investigate the extent to which children show overlap in the contexts in which they use different determiner types; and, thirdly, to compare this with a controlled measure of the overlap shown by competent adult speakers. The results suggest that Valian's criteria for attributing a syntactic determiner category are too generous and could be passed by children with a relatively small amount of limited scope knowledge. They also provide at least some evidence that a limited scope formula account of children's early determiner use may fit the data better than an adult-like syntactic account.

97-113 Swanson, H. Lee (U. of California) **and Trahan, Mary** (U. of Northern Colorado). Learning disabled and average readers' working memory and comprehension: does metacognition play a role? *British Journal of Educational Psychology* (London), **66**, 3 (1996), 333-55.

The present study investigates (a) whether learning disabled readers' working memory deficits that underlie poor reading comprehension are related to a general system, and (b) whether metacognition contributes to comprehension beyond what is predicted by working memory and word knowledge. To this end, performance between learning and disabled ($N = 60$) and average readers ($N = 60$) was compared on the reading comprehension, reading rate, and vocabulary subtests of the Nelson Skills Reading Test, Sentence Span test composed of high and low imagery words, and a Metacognitive Questionnaire. As expected, differences between groups in working memory, vocabulary, and reading measures emerged, whereas

ability groups were statistically comparable on the Metacognitive Questionnaire. A within-group analysis indicated that the correlation patterns between working memory, vocabulary, metacognition, and reading comprehension were not the same between ability groups. For predicting reading comprehension, the metacognitive questionnaire best predicted learning disabled readers' performance, whereas the working memory span measure that included low-imagery words best predicted average achieving readers' comprehension. Overall, the results suggest that the relationship between learning disabled readers' generalised working memory deficits and poor reading comprehension may be mediated by metacognition.

97-114 Taraban, Roman (Texas Tech. U.) **and Roark, Bret** (Oklahoma Baptist U.). Competition in learning language-based categories. *Applied Psycholinguistics* (New York), **17**, 2 (1996), 125-48.

Competition is a property of cognitive processing which results from learning characterised by the indeterminate coding of instances and from processing characterised by the mutual influence of all activated representations on one another. In this study, non-French participants learned gender-appropriate adjectives (*petit* or *petite*) for a set of 24 French nouns. It was found that learning the same set of feminine French nouns could be made more or less difficult when the nouns in the masculine category created more or less competition. One measure from the Competition Model of

MacWhinney and Bates, cue reliability, predicted these competition effects. The authors tested an alternative measure based on the encoding of the nouns in memory (termed exemplars) and found that it predicted participants' mean learning performance somewhat more accurately. In the final section of this article, they extend their exemplar-based measure to a connectionist network in order to account for competition and the time course of learning. The network provided a superior fit to the data.

97-115 Thal, Donna J. (San Diego State U.) **and others.** Ties between lexical and grammatical development: evidence from early-talkers. *Journal of Child Language* (Cambridge), **23**, 2 (1996), 349-68.

Case studies are presented for two linguistically precocious children (early-talkers) aged 1; 9 and 1; 5, one of whom represents a striking dissociation between vocabulary size and mean length of utterance. Each early-talker is compared to controls in the same language stage; 10 in Early Stage I (mean age 1; 7) and 10 in Stage II (mean age 2; 3). Data are explored to determine if the dissociation is best characterised as one between grammar and semantics, or a difference in cognitive style. Results showed that the child who used mostly single words produced high proportions of predicates and bound

and closed class grammatical morphemes, providing no evidence of a dissociation between grammar and semantics. Results also failed to support a clear contrast between analytic and holistic processing, although partial support was found for some predictions based on cognitive style. A unifying account is proposed that considers differences in auditory short term memory, a factor which could affect the size of the linguistic unit that children can store, manipulate, and/or retrieve at a particular point in development.



97-116 Thordardottir, Elin T. and Ellis Weismer, Susan (U. of Wisconsin-Madison). Language assessment via parent report: development of a screening instrument for Icelandic children. *First Language* (Chalfont St. Giles, Bucks.), **16**, 3 (1996), 265-85.

This paper describes the process of creating a screening instrument for early language development in Icelandic children. The MacArthur Communicative Development Inventories form for toddlers (mother tongue English) was used as a model for drawing up a parent report checklist, assessing vocabulary and syntax. The advantages of a measure based on parent report are discussed. The procedure for drafting, testing, validating and revising this checklist, together with the collection of data by direct examiner assessment, is described.

Detailed results are presented of data collected from children aged 15-38 months, covering scores for total vocabulary, word use, bound morphemes, irregular forms, errors, and sentence length/complexity. Comparison is made of the results obtained from American and Icelandic children using the two measures. It is speculated that the division of the Icelandic language samples into vocabulary and syntax, based on the American model, is not wholly satisfactory, given inherent differences in the English and Icelandic languages.

97-117 Trahey, Martha (McGill U.). Positive evidence in second language acquisition: some long-term effects. *Second Language Research* (London), **12**, 2 (1996), 111-39.

It has been proposed that first (L1) and second language (L2) acquisition proceed in essentially the same manner (the L1 = L2 position), i.e. that learners acquire underlying unconscious knowledge of a language (linguistic competence) simply by being exposed to the linguistic input (primary linguistic data) in the environment, with instruction and error correction playing no role in the development of L2 competence. The study reported here investigated this issue, by examining the knowledge of adverb placement in English of 52 grade 6 francophone students (average age 12) learning English as a second language (ESL) in

Québec schools. A year earlier, they had been exposed to a flood of primary linguistic data on English adverb placement; tested immediately afterwards, it was found that while they had learnt which adverb positions were grammatical in English, they still used positions which were ungrammatical in English but grammatical in the L1. The results of a follow-up test one year later revealed that their knowledge had not changed, and indicate that exposure to an abundance of primary linguistic data did not lead to mastery of the structure. Possible explanations for these results and their implications for the L1 = L2 hypothesis are discussed.

97-118 Vainikka, Anne (U. of Pennsylvania) and **Young-Scholten, Martha** (U. of Durham). The early stages in adult L2 syntax: additional evidence from Romance speakers. *Second Language Research* (London), **12**, 2 (1996), 140-76.

In an earlier paper, the authors proposed an analysis of the acquisition of German by adult Korean and Turkish speakers based on the Weak Continuity account of first language (L1) acquisition. They claimed that second language (L2) acquisition initially involves a bare Verb Phrase (VP) whose (final) headedness is transferred from the learner's L1, with functional projections evolving entirely on the basis of the interaction of X-Theory with the input. This paper extends this account to data from Italian and Spanish speakers learning German. The analysis reveals that these learners initially posit a bare VP whose (initial) headedness is transferred from their L1s, but, while still at the bare VP stage,

they adopt the head-final of German. At this bare VP stage the morphological elements incompatible with the VP are not attested (e.g. auxiliary verbs, verbs marked for agreement and obligatory subjects). At the next stage of acquisition, similar to what was observed in the earlier paper, they posit a head-initial functional projection, which further resembles the first functional projection observed in the acquisition of German by children. The authors conclude that child L1 learners and adult L2 learners build up syntactic structure in much the same manner, and propose that the Weak Continuity approach accounts for all instances of syntactic acquisition.

97–119 Wagner, Johannes (Odense U.). Foreign language acquisition through interaction – a critical review of research on conversational adjustments. *Journal of Pragmatics* (Amsterdam), **26**, 2 (1996), 215–35.

The observation has been made that speech in contacts between native and non-native speakers may be modified and simplified to the point of ungrammaticality (the ‘me Tarzan’, ‘you Jane’ phenomenon). Since the early 1980s, a number of studies in second language acquisition have carried the notion of modification into the analysis of the interaction itself. The goal was to learn about interactional modifications and about how they relate to processes of language acquisition. In these

analyses, a number of concepts from Conversation Analysis (CA) have been applied. This paper discusses a number of methodological problems in this research, of which especially the model of communication assumed and the type of data analysed are the most prominent. Finally the paper discusses problems related to the introduction of core CA concepts into research on native–nonnative speaker communication.

97–120 Wakabayashi, Shigenori (Cambridge U.). The nature of interlanguage: SLA of English reflexives. *Second Language Research* (London), **12**, 3 (1996), 266–303.

This article examines experimental data on the second language acquisition (SLA) of English reflexives. The author claims that an experiment carefully designed to tap syntactic constraints of interlanguage grammar and the consideration of the consistency of responses of individual subjects reveal the systematicity of interlanguage grammar much more explicitly than previous studies. Of subjects’ behaviour, 95% perfectly matches the sanctions of parameter values suggested in Wexler and Manzini’s Governing Category Parameter and proper Antecedent Parameter. However, re-examined in

the light of the later alternative hypotheses in the Binding Theory, interlanguage grammar may violate the sanctions of Universal Grammar (UG) parameters for the variation of referential properties of anaphors. Taking into account this new evidence, the author suggests that: (a) SLA is systematic; (b) second language learners’ interpretations of English reflexives are attributed to their linguistic knowledge; and (c) UG is available in SLA, and SLA of the referential properties of English reflexives is carried out by (re)setting parameter values.

97–121 Whincop, Chris (U. of Edinburgh). Constructivism, optimality theory and language acquisition – the shapes we make in each other’s heads. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **7** (1996), 112–25.

This paper identifies a feature of neural nets which may be described as the principle of ease of processing (PEP) and which, it is argued, is the primary force guiding a learner towards a target grammar. It is suggested that the same principle lies at the heart of ‘Optimality Theory’, which characterises the course of language acquisition as a progressive reranking of a hierarchy of universal and violable constraints. It is observed that the hierarchy a learner is in possession of at any particular time is the learner’s present characterisation of the grammar

of the target language, and will determine what outputs nets involved in linguistic processing produce for any given inputs to those nets. It is suggested that spatial metaphors may give a clearer insight into the workings of neural nets, and that the process of self-organisation of nets in accordance with the PEP can be seen as a realignment of the positions of linguistic elements in a multi-dimensional space that is a characterisation of the target language.

97–122 White, Lydia and Genesee, Fred (McGill U.). How native is near-native? The issue of ultimate attainment in adult second language acquisition. *Second Language Research* (London), **12**, 3 (1996), 233–65.

A number of studies have reported that there is a negative correlation between age of second language (L2) acquisition and performance on a variety of

measures of L2 ability, and that individuals who begin learning an L2 after approximately 15 years of age fail to attain native-like levels of competence.

These results have been interpreted as support both for the hypothesis that there is a critical period for L2 acquisition and for the hypothesis that there is a maturational decline in access to Universal Grammar (UG). It is argued here that extant results are not an adequate test of the critical periods hypothesis because they are based on the performance of learners who have not necessarily achieved native-like proficiency in the L2. In this study, criteria are developed to establish whether an L2 speaker has

achieved native-like proficiency. The performance of three groups (near-native speakers of English, non-native speakers and controls) is compared on two tasks designed to tap aspects of UG which have been claimed to be subject to critical period effects. No significant differences were found between the near-native group and native speakers on either of the tasks, and it is concluded that native-like competence in an L2 is achievable, even by older L2 learners.

Sociolinguistics

97-123 Battenburg, John D. (California Poly. State U.). English in the Maghreb. *English Today* (Cambridge), **12**, 4 (1996), 3-14.

This article describes the role and status of English in the North African region of the Maghreb. The linguistic situation there is complex as several languages are used (French, Arabic, Berber), and their use is influenced by historical, political and religious factors. However, it is clear that English is beginning to play a more significant role in the Maghreb, while the emphasis on Arabic increases and the focus on French decreases. The education system of the region is still largely based on the French system, but in some areas of education

English is becoming more prominent. At university level, developments such as technology transfer programmes with the United States have resulted in an increase in resources provided for English language teaching. The increasing presence of the English language is also noted in other areas, such as the professions and the mass media. Whilst unlikely completely to usurp French in the near future, it is evident that, for economic and political reasons, English is set to play an important part in the future development of North Africa.

97-124 Feurer, Hanny (Quebec U.). Bilingual education among minority nationalities in China: a study of the Naxi pilot project at Yilong, Yunnan. *RELC Journal* (Singapore), **27**, 1 (1996), 1-22.

This article reports on the test results of a pilot project (PP) which involved teaching Naxi (a Sino-Tibetan language) and Chinese literacy to monolingual Naxi children, with the aim of facilitating the children's integration into the regular (Chinese) curriculum. The project was one of a number of bilingual programmes which the Central Government of China has sponsored among its 55 minority ethnic groups since the early eighties. The article compares the biliteracy with the regular Chinese literacy programmes in order to determine if it had a positive effect on the minority language students. 60 elementary-level students were tested in oral Naxi/Chinese (production) and written Chinese (production and overall quality). The

experimental group comprised 30 students from the PP and the control group, and 30 from the regular parallel classes (R). Test score results in oral Naxi productivity were highly significant, suggesting that PP students were more verbal in their first language than their R peers and reflecting higher self-esteem. However, there were no clear cross-language correlations for the oral skills. In spite of fewer periods of formal literacy instruction, the PP students' written holistic and structural scores in Chinese matched those of the regular classes. The biliteracy programme, as a direct result of the PP's academic success, is currently an integrated part of Yilong's primary school curriculum.

97-125 Gaudart, Hyacinth (U. of Malaya). Some Malaysian bilingual student teachers: a profile. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **17**, 2/4 (1996), 169-89.

Bilingualism is very much a part of the culturally diverse Malaysian scene, but is often taken for

granted, as are bilingual teachers. This paper is part of a study on student teachers, the majority having

Malay as the dominant home language. All the student teachers have had their primary and secondary schooling in Malay medium schools, but have studied English as a subject while in school. Nevertheless, English is used more often than Malay when communicating with current course mates, and the choice of which language to use in reading and writing also favours English. All are able to rise to academic demands in both English and Malay by the end of their programme. However, although they are apparently competent bilinguals, when

teaching, the student teachers have problems switching between the languages of instruction, in the use of various registers, and in communicating with pupils with low linguistic ability. The paper describes findings which have been based on a self-rating scale by 318 undergraduate student teachers of English as a second language (ESL) at a Malaysian university, responses to a self-rating scale by twenty ESL teachers and case studies of twenty bilingual student teachers, involving introspection, interviews, taped transcripts and observations.

97-126 Ihde, Thomas W. (Bergen Community Coll., New Jersey). Dialect choice and language learning. *Teangeolas* (Dublin), **35** (1995), 37-40.

A survey of adult learners of Irish attending a language immersion weekend in New York showed that the common assumption that learners knew little about dialects of Irish was unfounded. The most common reason given for preferring one of the three main regional dialects over the others was a family connection with a particular area of Ireland. Students were also influenced by their perceptions of the relative popularity of a given dialect. The dialect of their teachers appeared to be less important and

there was no evidence that a visit to the Gaeltachtaí (parts of Ireland where Irish is the first language of the population) had influenced either their original choice or a subsequent change. Learners often switched dialects during their studies, but although there is a growing trend towards *An Caighdeán Oifigiúil* or Standard Official Irish, teachers will still need awareness and knowledge of the Irish regional dialects.

97-127 James, Carl (U. of Wales, Bangor). Mother tongue use in bilingual/bidialectal education: implications for Bruneian Dwibahasa. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **17**, 2/4 (1996), 248-57.

This paper is a balance-sheet that presents and evaluates the arguments and research evidence for and against mother tongue (MT) use in bilingual classrooms. It endorses the claim that MT use bolsters second language development, cognitive development and content learning. Five recurrent arguments for MT use are outlined and their relevance for the Brunei *Dwibahasa* system of bilingual education are evaluated. It is suggested that the true MT of Bruneian children, Brunei Malay, should be used in primary school, and that the

pretence that *Bahasa Melayu* is their MT should be discarded. However, if bidialectalism is a goal, there are good reasons for teaching *Bahasa Melayu* as a second dialect of the Bruneians. As for the teaching of English, it is claimed that Bruneians are unwilling to embrace the 'Mickey MacDonald' culture, and suggested that English should be taught as a foreign rather than as a second language. The teaching approach recommended is not the traditional 'separation' approach, but a new *interfacing* approach, the principles of which are outlined.

97-128 Martin, Peter W. (Brunei Darussalam U.). Code-switching in the primary classroom: one response to the planned and the unplanned language environment in Brunei. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **17**, 2/4 (1996), 128-44.

This study looks at the phenomenon of code-switching in the primary school in Brunei Darussalam. Instruction in the first three years of the primary school is in *Bahasa Melayu*. From Primary 4 onwards English takes over as the language medium

for a number of the content subjects. Using data from a small number of classrooms at the Primary 4 and 5 levels, the paper looks at how the teacher incorporates elements of both *Bahasa Melayu* and Brunei Malay into content lessons. In providing the

background to this study, some emphasis is given to the sociolinguistic situation in Brunei and, in particular, the important role played by Brunei Malay, the *de facto* national dialect, in the community. Code-switching in the classroom is seen

within the wider framework of the norms of language use in the community, and the considerable linguistic pressures on students and teachers alike in the transition from *Bahasa Melayu* to English at Primary 4 level.

97-129 Myers, Dan (Providence U.). Studying words that teach culture. *IRAL* (Heidelberg, Germany), **34**, 3 (1996), 199-214.

Native English speakers have a conception of a private world which in general is different from that of native Chinese speakers. Two Chinese antonyms which illustrate this distinctive cultural difference, *si* and *gong*, are usually assigned the meanings 'private, selfish, illegal', and 'public, unselfish, legal', respectively. Experiments were conducted to test the semantic structure of these words, based on a methodology associated with prototype semantics. (The test material is reproduced in Chinese and paraphrased in English.) Results indicate that each of the terms is polysemous, its meaning being a combination of all three of the semantic elements associated with it; that, in each case, there is an

interaction or relatedness between the semantic elements; and that the elements 'selfish' and 'unselfish' are the strongest elements in the meaning structures. Consequently, no one element by itself is an adequate translation for either word, since *si* and 'private' and *gong* and 'public' (the most common translations) are not equivalents. Both *si* and *gong*, with negative and positive associations respectively in Chinese, appear to be distinctive to Chinese culture. It is concluded that, by determining their meaning in this manner, key words can explain a culture to outsiders and cultural misunderstanding can be avoided.

97-130 Siegal, Meryl (Holy Names Coll., CA). The role of learner subjectivity in second language sociolinguistic competency: Western women learning Japanese. *Applied Linguistics* (Oxford), **17**, 3 (1996), 356-82.

This paper examines the role of language learner subjectivity in the acquisition of sociolinguistic competency in a second language (L2). To look at the intersection of learner identity, social position, and L2 acquisition, the paper focuses on a case study of a white woman learning Japanese in Japan. A conversation between the learner and her professor

is presented to show the dynamic co-construction of identity and sociolinguistic proficiency within conversational interactions. The discussion of the interaction and implications for L2 acquisition are contextualised within a social, cultural, and historical framework.

97-131 Strubell, Miquel (Inst. of Catalan Sociolinguistics, Barcelona). Language planning and bilingual education in Catalonia. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **17**, 2/4 (1996), 262-75.

Bilingual educational policies are discussed in a case where the official and legal aim is to reverse a language shift, that of Catalan in Catalonia. The author outlines the context of such policies, and the attempts to encourage changes in language-choice habits, taking advantage of the favourable social attitudes towards the Catalan language. The enormously successful Catalan-language immersion programme in primary schools is described, and reference made to the reactions of some Spanish nationalists opposed to the programme. The main language act is discussed, as are the appropriate directorate general (founded in 1980), the Social

Council of the Catalan League (1991), with a wide social composition; and a General Plan of Language Normalisation, announced by the government in March 1995. The latter allows the overall design, coordination, monitoring and evaluation of the numerous projects to promote Catalan in (regional) government and other organisations. Finally, the results of these policies are briefly surveyed, in terms of improvements in language proficiency revealed by official censuses; and some comments are made on the pitfalls of bilingualism in a situation such as that of Catalan.

97-132 Taylor, Monica E. (U. of the West Indies). Jamaica and the economics of English. *English Today* (Cambridge), **12**, 4 (1996), 25-31.

Conventional wisdom and evidence from available measures of English language achievement strongly suggest that a majority of the students in the largely Creole-speaking society of Jamaica are not motivated to learn English, achieving at best only a degree of passive bilingualism. To put it another way, students are not buying English: neither as a consumer good (for immediate use) nor as an investment good (for future consumption). Greater and greater numbers of students are sitting through English language 'commercials' in classrooms all over Jamaica but fewer and fewer are opting to buy the product. Against this background, the paper explores the notion of the economics of language. It

argues that, given the current state of the English language market in Jamaica, government intervention is necessary if Jamaica does not wish to withdraw from the future of globalisation and technological advancement. Language policy measures are proposed to reduce the current expenditure on English language commodity advertising and increase the use of, as well as achievement in, English. This policy includes long term supply-enhancing measures to increase the number of proficient users of English, with incentives being offered for the promotion of English language proficiency in the market place.

97-133 Thomas, Lee (Nevada U.). Language as power: a linguistic critique of U.S. ENGLISH. *The Modern Language Journal* (Madison, WI), **80**, 2 (1996), 129-40.

Legislating restrictive language laws is not a new phenomenon; however, in the United States (U.S.), the history of such macrolevel language planning has been limited and relatively uninformed by language policy and planning research concerning the role that language legislation plays in any society. The author suggests that the current agenda of an organization called U.S. ENGLISH, promoting the legislation of English as the official language of the U.S., deserves the attention of all language teaching professionals as not only a thought-provoking

example of hegemonic language planning, but one which, if approved, will affect their professional lives as well as the balance of power in the country. History indicates that restricting language rights can be divisive and can lead to segregationist tendencies in a society. At the same time, such legislation rarely results in a unified society speaking solely the mandated language(s). This article presents a critical documentary analysis of the complex issues at stake in the debate on the role of language legislation in the U.S.

97-134 van Kampen, M. (Catholic U. of Louvain, Belgium). Communicating in Dutch, cultural divergence between Flanders and the Netherlands: consequences for the teaching of Dutch as a foreign language? *Dutch Crossing* (London), **19**, 2 (1995), 60-72.

The teaching of a second language (L2) generally assumes an underlying linguistic and cultural uniformity. This study examines the issues in teaching Dutch as a L2, taking the two varieties of the target language spoken across national borders (standard Netherlands Dutch and lower status Flemish Dutch), and two divergent target cultures. A model of Dutch cultural pragmatics is proposed to overcome the inequalities between Flanders and Holland. This framework would help identify aspects of the implicit knowledge of language and

appropriate language use of native speakers of both varieties, and facilitate a comparison of the two languages and cultures. Examples of high culture, such as literature and the Arts, could be used in Dutch L2 classrooms to make this implicit knowledge, or low culture, explicit. It is suggested also that teaching linguistic and cultural varieties of Dutch would reveal the complex inter-relationships between language and culture, make students aware of their own cultural norms, and thus lead to the development of a transcultural competence.



Pragmatics

97–135 Richardson, Bill (Dublin City U.). Spanish spatial deictic features: indices of entities, location and movement. *IRAL* (Heidelberg, Germany), **34**, 3 (1996), 215–31.

The spatial deictic features of Spanish are examined from the point of view of the uses to which these features are put. Underlying the study is a concern with the possible pedagogical implications of the topic and with an accurate description of the contrast between Spanish and English deixis. Spatial deictic features are presented as falling into three categories: indices of entities, indices of location and indices of movements. While the differences between spatial deictic features in English and Spanish respectively are not as great as those between those of some other language pairs, an adequate presentation of these differences depends on having available accurate descriptions of the

situation in English and Spanish. Several accounts of Spanish spatial deixis are shown to be marred by an excessive preoccupation with the notion of formal linguistic symmetry and by an attempt to present an artificially close correspondence between the areas of reference of demonstratives, locatives and personal pronouns, respectively. Characteristics of each of the three categories of spatial deictics are presented and discussed, and alternative explanations of their areas of reference are considered. The paper concludes that there is a need to view Spanish spatial deictics as elements *in use* and to see them as belonging essentially to their own individual deictic dimensions.

Language study

97–136 Antes, Theresa A. (Wayne State U.). Kinesics: the value of gesture in language and in the language classroom. *Foreign Language Annals* (New York), **29**, 3 (1996), 439–48.

Kinesics, the study of gesture and facial expression in a language system, has only recently received attention as an important subfield of semiotics or linguistics; however, the role played by gestures is undoubtedly as old as spoken language itself, if not older. Gestures are an integral part of everyday communication, sometimes accompanied by verbal language, sometimes standing alone. They make up

a stock that is known (at least implicitly) to the members of a community, yet they often go unnoticed when talking about (and teaching) language, culture, and communication. This article discusses the role that gestures play in language systems, evaluates them as a full-fledged semiotic system, and then shows the value of gestures in the foreign language classroom.

97–137 Baur, Rupprecht S. and Chlosta, Christoph (U. of Essen). Sprichwörter: ein Problem für Fremdsprachenlehrer wie -lerner?! [Proverbs: a problem for foreign language teachers and learners alike?!] *Deutsch als Fremdsprache* (Berlin, Germany), **33**, 2 (1996), 91–101.

It is argued that inappropriate use of German proverbs results from random learning and ignorance of their pragmatic dimension. Remedying teaching materials are now being developed. Corpus analysis shows that proverbs are used by different age groups in numerous text types of modern written and oral German, so they should be taught at least passively. However, syntactical, lexical and morphological deviations from contemporary standard German make them unsuitable for grammar teaching. One selection criterion for proverbs in foreign language (FL) teaching should be 'well-knownness' among native speakers, which implies frequency of use. This was measured by giving partial proverbs with

multiple-choice completions, syntactically and logically possible; and it is suggested that FL teaching could make use of such exercises. The author also says that little is known about what proverbs mean and how they are used. The hypothesis that proverbs are polyfunctional, i. e. usable for different purposes, and polysituational, i.e. occurring in many different contexts, has been substantiated in proverb corpus analyses of context elements, text types, degrees of (in)formality and demographical data for the Essen databank. It is suggested that the results could be used in textbooks to illustrate proverb use. Four examples of analysis and a list of well-known proverbs are given.

97–138 Kövecses, Zoltán (Eötvös Lorand U., Budapest) **and Szabó, Péter** (Szent László Gimnázium, Budapest). Idioms: a view from cognitive semantics. *Applied Linguistics* (Oxford), **17**, 3 (1996), 326–55.

According to the most common definition, idioms are linguistic expressions whose overall meaning cannot be predicted from the meanings of the constituent parts. Although the authors agree with the traditional view that there is no complete predictability, they suggest that there is a great deal of systematic conceptual motivation for the meaning of most idioms. Since most idioms are based on conceptual metaphors and metonymies, systematic motivation arises from sets of 'conceptual mappings or correspondences' that obtain between a source and a target domain in the sense of Lakoff and Kövecses. Three aspects of idiomatic meaning are

distinguished. First, the *general meaning* of idioms appears to be determined by the particular 'source domains' that apply to a particular target domain. Second, *more specific aspects* of idiomatic meaning are provided by the 'ontological mapping' that applies to a given idiomatic expression. Third, *connotative aspects* of idiomatic meaning can be accounted for by 'epistemic correspondences'. The authors also present the results of an informal experimental study which, it is claimed, show that the cognitive semantic view can facilitate the learning of idioms for non-native speakers.