
Research in the supporting sciences

Sociolinguistics

90-359 Bhatia, Tej K. Bilinguals' creativity and syntactic theory: evidence for emerging grammar. *World Englishes* (Oxford), **8**, 3 (1989), 265-76.

This paper focuses on a code-mixed variety of English and Hindi, termed 'Filmi English'. In addition to extending the empirical scope of Indian English, the study aims, first, to examine the formal and functional aspects of Filmi English, and second, to examine the adequacy of the transformational-generative and government-binding models of bilingual code-mixing proposed by Woolford and Di Sciullo *et al.* This paper calls for a re-examination of the conclusion arrived at by previous investigators

that code-mixing yields no hybrid rules; therefore, no new grammar is born. It is argued that in at least one case – that of the Filmi English in South Asia – it is necessary to countenance the possibility that a third system specific to the mixed variety may arise. To achieve these goals a quantitative analysis of a corpus of more than 2000 intrasentential code-mixed sentences drawn from a film magazine, *Stardust*, is performed.

90-360 Cheng, Li-Rong (San Diego State U.) and **Butler, Katharine** (Syracuse U.). Code-switching: a natural phenomenon vs language 'deficiency'. *World Englishes* (Oxford), **8**, 3 (1989), 293-309.

Code-switching is a very important aspect of bilingualism, and is a natural occurrence when two bilingual speakers engage in discourse. For the most part, such individuals are not consciously aware that they are code-switching. Nonetheless, it serves an important social function. Whenever there is more than one language spoken in a community, its population will code-switch. The purpose of this paper is to first examine the types of code-switches that bilingual speakers use and listener attitudes toward this behaviour. Some linguists view code-switching as inevitable, and feel that it helps to express meanings more precisely, while others believe that code-switching can serve to pollute a language, rather than enhance the communication between bilingual individuals. Professionals in speech-language pathology have viewed the use of the amount and types of code-switching as indicators for relative language proficiency or, on occasion, as

the lack thereof. Some practitioners view code-switching as a symptom of language deficiency. However, the authors contend that when code-switching is used to maximise communication and to strengthen not only the content but the essence of the message, it can be considered an asset, not a deficiency. However, when used in great abundance, and to the degree that it interferes with communication, it can be considered a deficit. Second, this paper discusses the importance of collecting data based on the ethnographic approach in order to gain more insight into this phenomenon. Such data need to be analysed qualitatively as well as quantitatively. The authors propose a framework for in-depth studies, i.e. cumulative studies of code-switching under various contexts. The following analyses of each instance of code-switching may then assist researchers to obtain a holistic and qualitative understanding of such behaviours.

90-361 Giesecke, Michael. 'Natürliche' und 'künstliche' Sprachen? Grundzüge einer informations- und medientheoretischen Betrachtung des Sprachwandels. [Natural and artificial languages? Characteristics of a study of language change based on information- and media-related theories.] *Deutsche Sprache* (Berlin, FRG), **4** (1989), 317-40.

All communication depends on media, which are subject to change in the course of cultural history. This article shows how the concept of language in different periods is determined by the medium

dominant at the time. Language change and changes in the perception of language are traced back to changes in the medium.

90-362 Hemphill, Lowry (U. of Massachusetts). Topic development, syntax, and social class. *Discourse Processes* (Norwood, NJ), **12**, 3 (1989), 267-86.

A conclusion of 20 years' research into social class differences in speech is that working-class speakers

make greater use of pronouns as compared to nouns and use fewer subordinate constructions than do



middle-class speakers. These syntactic findings have been linked, in the work of Basil Bernstein and others, to hypothesised differences in class-based language orientations or 'codes.' The present study uses data from adolescent discussion groups to argue that social class differences in syntax result instead from differences in the conversational styles of working-class and middle-class speakers. Contrasting styles of topic development are docu-

mented: a working-class approach which makes use of anaphoric reference and ellipses across speaker turns, and a middle-class approach which identifies topics with full NP's in each new speaker's turn. These approaches to topic development are first tied to differences in the group's turn-taking styles and are then related to observed patterns of pronominal reference and subordination in the two groups.

90-363 Kassai, Georges (CNRS, Paris). La différence sexuelle dans le langage et ses interprétations. [Sex difference in language and its interpretations.] *Contrastes* (Paris), Oct. (1989), 3-10.

Examples are given from various cultures of differences, real or supposed, between male and female language. In some South African languages women are prevented by taboo from uttering their husband's name or other words containing the same syllable; in Arabic women may use fewer, or reduced, pharyngeal and emphatic consonants; in Japanese there are extensive differences, particularly affecting pronouns and the use of Chinese-influenced (male) or indigenous (female) vocabulary. In Santo Domingo men and women spoke completely different languages for some generations because the men were invaders who had killed the local males.

The details and even the reality of such differences

are, however, often unclear because the sources are old and the reports are by non-linguists. Claims for such differences in the Western world are particularly dubious: Houdebine, for example, showed that a supposed preference among French women for the prestigious open /è/ over the closed /é/ reflected only how women *thought* they spoke: when tape-recorded, they were found to use the non-prestigious /é/.

The final section concerns the language of seduction, and deals mainly with the Dogon of Africa, who believe that 'good words' before love-making guarantee fertility.

90-364 Myers-Scotton, Carol (U. of S. Carolina). Code-switching with English: types of switching, types of communities. *World Englishes* (Oxford), **8**, 3 (1989), 333-46.

Types of code-switching are defined, according to their social functions, with switching 'as an unmarked choice' receiving special attention. This type of switching occurs when bilingual peers make relevant their dual and simultaneous membership in the two groups symbolised by the two different linguistic varieties involved in the switching pattern.

Structural constraints on switching are discussed across code-switching types. It is argued that the types of code-switching characterising a community become predictors of the functional allocation of linguistic varieties and of intergroup competition in that community.

90-365 Le Page, R. B. (U. of York). What is a language? *York Papers in Linguistics* (York), **13** (1989), 9-24.

It is argued (i) that the concept of a closed and finite rule-system is inadequate for the description of natural languages; (ii) that, as a consequence, the writing of variable rules to modify such rule-systems so as to accommodate the properties of natural language is inappropriate; (iii) that the concept of such rule-systems belongs instead to a world of stereotypes about language which are usually politically or ideologically motivated, and which must constantly be re-examined (it belongs also to written language, which is an animal of a different nature in important respects from spoken language and not an alternative representation of

the same animal); (iv) that sociolinguists – and, as the author believes, all linguists – should while taking note of such stereotypes and the effects they have upon natural language, be concerned with the description of *la langue* – that is, of the systems inherent in the linguistic behaviour of networks of individuals, and with working towards models of adequate explanatory adequacy for this purpose.

In pursuing and illustrating the argument, the author draws upon the reports and discussions of the 1986 York Workshop of the International Group for the Study of Language Standardisation and the Vernacularisation of Literacy.

90-366 Pap, Leo (SUNY Coll., New Paltz, NY). The language situation in Switzerland: an updated survey. *Lingua* (Amsterdam), **80**, 2/3 (1990), 109-48.

The history of Switzerland is outlined briefly with special reference to evolution from unilingual to quadrilingual policy. Official modern language policy in the four language territories is described, with data on language boundaries and relative number of speakers. Extent of individual (as against societal) multilingualism in Switzerland is described, in conjunction with language attitudes and names

attaching to the different language groups. The role of 'dialects' vs. 'standard language' in the four territories is compared in some detail. Special developments since World War II are focused on. The survey concludes by discussing the role of religious, economic, and/or political cleavages in interlingual relationships.

90-367 Rusch, Paul. National vs. regional models of language variation: the case of Austrian German. *Language, Culture, and Curriculum* (Clevedon, Avon), **2**, 1 (1989), 1-16.

The case of Austrian German illustrates the powerful role of historical and political factors in the creation of language norms, and the continuing conflict of national vs. regional models of language variation in Europe. The dominance of the national model leads to the assumption that there are four main varieties of German, corresponding to the political units of East and West Germany, Austria and Switzerland. This leads, in turn, to the idea that Austrian and Swiss German are inferior to the varieties of German

spoken in West and East Germany. It also influences the search for internal norms within the German-speaking nations as a group, by giving undue precedence, in the case of Austria at any rate, to the language spoken in the region of the capital city. The paper examines the historical background to the concept of Austrian German, looks at some representative features of the German language in this area, and argues for the separation of the concepts of language and nationality.

Psycholinguistics

90-368 Berman, Ruth A. (Tel-Aviv U.) **and Clark, Eve V.** (Stanford U.). Learning to use compounds for contrast: data from Hebrew. *First Language* (Chalfont St Giles, Bucks), **9**, 3 (1989), 247-70.

This study investigated children's ability to produce compounds by asking them to label contrasting subcategories (e.g., *tea-pot* vs. *coffee-pot*) as distinct from generic categories (e.g. *pot*, *chair*). Sixty Hebrew-speaking children, aged 2;0 to 7;4, and 12 adults, answered three questions about each of a series of picture-sets. The first question checked their ability to understand novel compound (noun-noun) labels for a subcategory, and everyone did very well on this. The next two questions elicited labels for a further subcategory and the pertinent generic or basic category. Adults and older children produced compound nouns as labels for sub-

categories, and favoured one-word labels for generic categories. Two- and three-year-olds produced mostly inappropriate, one-word labels for both levels of categories. But children's subcategory labels, whether compounds or nouns with relative clause or prepositional phrase adjuncts, consistently included a dimension of contrast, while their generic category labels mentioned the absence of such a dimension. These findings suggest that children early on recognise contrasts among subcategories and between these and generic level categories, but that it takes them some time to learn to produce the appropriate linguistic devices.

90-369 Bialystok, Ellen and Niccols, Alison (York U., Ontario). Children's control over attention to phonological and semantic properties of words. *Journal of Psycholinguistic Research* (New York), **18**, 4 (1989), 369-87.

A study is reported in which children from 5 to 9 years old were examined as they gained awareness and control over the phonological and semantic properties of isolated words. Children were asked to

match a stimulus word on the basis of either its sound or its meaning under conditions that varied in their support for the correct answer. The results are presented as discriminability data, indicating the



child's ability to distinguish these properties under the different experimental conditions. Although all the children could select either of these properties in a simple control condition, adding various levels of distraction interrupted their ability to attend to the requested feature. In the age range examined, the

youngest children were unable to attend selectively to either feature, older children adopted a default or bias to phonological properties, and only the oldest children were able to attend to meaning as well as sound. Even for the oldest children, however, performance was far from perfect.

90-370 Brady, Susan (U. of Rhode Island and Haskins Labs.) **and others.** Speech repetition abilities in children who differ in reading skill. *Language and Speech* (Hampton Hill, Middx), **32**, 2 (1989), 109-22.

A previous study demonstrated inferior speech repetition abilities for poor readers with degraded stimuli. The present study, in contrast, used clear listening conditions. Third-grade average and below-average readers were tested on a word repetition task with monosyllabic, multisyllabic, and pseudoword stimuli. No group differences were obtained on speed of responding, and the lack of

reaction time differences between reading groups was corroborated on a control task which measured verbal response time to non-speech stimuli. However, below-average readers were significantly less accurate at repeating the multisyllabic and pseudo-word stimuli. This evidence is compatible with the hypothesis that encoding difficulties contribute to the memory deficits characteristic of poor readers.

90-371 Gathercole, Virginia C. (Florida International U.). The acquisition of sex-neutral uses of masculine forms in English and Spanish. *Applied Psycholinguistics* (Cambridge), **10**, 4 (1989), 401-27.

This study examines the acquisition of sex-neutral uses of masculine terms by English- and Spanish-speaking children. English and Spanish differ in that sex-neutral uses of masculine terms are much more common in the latter, and in that English is a natural-gender language, while Spanish is a grammatical-gender language. For these reasons, it was hypothesized that Spanish-speaking children might discover the neutral, unmarked interpretations of masculine terms earlier than their English-speaking

counterparts, who might have difficulty in moving away from an early sex-based interpretation of such forms to their sex-neutral application. Data from 256 children failed to confirm the hypothesis. Subjects from both language groups appeared to pay little attention to gender marking outside the noun, and they both paid less attention to masculine gender markers than to feminine gender markers outside the noun.

90-372 Gernsbacher, Morton Ann and others (U. of Oregon). Building and accessing clausal representations: the advantage of First Mention versus the Advantage of Clause Recency. *Journal of Memory and Language* (New York), **28**, 6 (1989), 735-55.

Two seemingly contradictory phenomena were investigated: the Advantage of the First-Mentioned Participant (participants mentioned first in a sentence are more accessible than participants mentioned second) and the Advantage of the Most Recent Clause (concepts mentioned in the most recent clause are more accessible than concepts mentioned in an earlier clause). This contradiction was resolved by measuring how quickly comprehenders accessed participants mentioned in the first versus second clauses of two-clause sentences. The data supported

the following hypotheses: comprehenders represent each clause of a two-clause sentence in its own mental substructure. Comprehenders have greatest access to information in the substructure that they are currently developing; that is, they have greatest access to the most recent clause. However, at some point, the first clause becomes more accessible because the substructure representing the first clause of a two-clause sentence serves as a foundation for the whole sentence-level representation.

90-373 McKoon, Gail (Northwestern U.) **and others**. Making the connection: generalised knowledge structures in story understanding. *Journal of Memory and Language* (New York), **28**, 6 (1989), 711-34.

Six experiments examined the connections in memory between two stories describing the same action sequence. The action sequences represented script-like MOP structures such as *eating at a restaurant*, like those proposed by Schank (1982). In the experimental procedure, subjects read a long list of stories, and then, after reading all the stories, they were presented with a list of phrases for which they were required to make *old/new* recognition judgments. Connections among the stories in memory were examined with pairs of phrases placed in the test list such that a priming phrase immediately preceded a target phrase. When a priming phrase was from the same story as its target phrase,

responses to the target were facilitated. When a priming phrase was from another story of the same MOP as the target, responses were facilitated only if the test phrases were related to the MOP; there was no significant facilitation if the test phrases were not related to the MOP. In the case where the phrases were related to the MOP, there was as much facilitation when the phrases were from different stories as when they were from the same story. These results are shown to contradict previously proposed models of memory for script-like sequences, and a new, limited encoding, model is proposed.

90-374 Rubin, Donald L. and others (U. of Georgia). Development of informational adequacy in speech and writing. *Applied Psycholinguistics* (Cambridge), **10**, 4 (1989), 387-99.

Theory and research pertaining to relationships between oral and written communication offer support to seemingly contrary hypotheses regarding the development of informational adequacy in speech and in writing. Because the social cognitive demands of face-to-face interaction are less complex than those of prototypical written communication, younger children might be expected to display greater audience adaptation in speech. On the other hand, the process of encoding in writing facilitates certain cognitive operations, and, therefore, children might be expected to communicate more effectively in writing. Empirical studies warranting conflicting conclusions, however, have administered tasks that tap different communication functions, either ex-

planatory or referential. This study replicates and extends this previous research by administering referential and explanatory communication tasks in both speech and writing to children at three grade levels. In addition, an independent measure of social cognitive ability was administered. Results confirmed increasing differentiation with age between speech and writing, with fifth graders displaying greater informational adequacy in writing. Children's performance in written communication, rather than speech, revealed a dependency on social cognitive ability. Differences between referential and explanatory communication suggested by previous research were confirmed.

90-375 Schinke-Llano, Linda (Millikin U.). Early childhood bilingualism: in search of explanation. *Studies in Second Language Acquisition* (Bloomington, Ind), **11**, 3 (1989), 223-40.

Research into early childhood bilingualism is reviewed, mainly focusing on the work of the last five or six years, which have seen a growing interest in internal processing and in the environmental factors of input and interaction alongside perennial topics, such as the cognitive effects of bilingualism (now most often considered positive), simultaneous and sequential acquisition, unitary versus differentiated language systems, and the relation between L1 and L2.

A multidisciplinary, multidimensional approach

to early childhood bilingualism is called for. In particular investigation of pairs of languages not including English (especially non-Indo-European languages) is necessary to examine their specific interactions. Studies of trilingualism in children, language loss, and individual differences in language acquisition, would also contribute to establishing an adequate model for the interplay of environmental and neuro-psychological factors which constitutes the complex phenomenon of child bilingualism.



90-376 Smith, Suzanne T. (Massachusetts General Hospital) **and others.** Syntactic comprehension in young poor readers. *Applied Psycholinguistics* (Cambridge), **10**, 4 (1989), 429–54.

Children with specific reading disability fail to understand some complex spoken sentences as well as good readers. This investigation sought to identify the source of poor readers' comprehension difficulties. Second-grade good and poor readers were tested on spoken sentences with restrictive relative clauses in two experiments designed to minimise demands on working memory. The methodological innovations resulted in a high level of performance

by both reader groups, demonstrating knowledge of relative clause structure. The poor readers' performance closely paralleled that of the good readers both in pattern of errors and in awareness of the pragmatic aspects of relative clauses. The findings suggest that limitations in processing account for comprehension difficulties displayed by some poor readers in previous investigations.

90-377 Spenny, Maria J. and Haynes, William O. (Auburn U., Alabama). Semantic and phonological performance in adults learning novel object and action words. *Journal of Psycholinguistic Research* (New York), **18**, 4 (1989), 341–54.

Twenty normal adults participated in two training sessions designed to teach eight novel object words and eight novel action words. Each subject received comprehension and production training and was probed at the end of each session to determine the ability to retrieve lexical items in a naming task. The probe data were also analysed for phonological accuracy. Reaction time measures for the production probes were recorded to determine differences between action and object words in terms of retrieval difficulty. The results demonstrated a significant difference in early learning of action and object words during comprehension training and

production training and in production probes. Object words tended to be learned more easily in both comprehension and production training, and they were retrieved correctly more often in production probes. There were no significant differences in the phonological accuracy between the word types. Reaction time data indicated significant differences in early as well as later learning between action and object words, with object words having significantly shorter reaction times as compared with action words. Results are discussed in the context of prior research.

90-378 Tyler, Andrea (U. of Florida, Gainesville) **and Nagy, William** (U. of Illinois at Urbana-Champaign). The acquisition of English derivational morphology. *Journal of Memory and Language* (New York), **28**, 6 (1989), 649–67.

Three paper-and-pencil measures were administered to students in fourth, sixth, and eighth grades to assess different aspects of their knowledge of English derivational suffixes. Children appear to develop a rudimentary knowledge of derivational morphology – the ability to recognise a familiar stem in a derivative – before fourth grade. Knowledge of the

syntactic properties of derivational suffixes appears to increase through eighth grade. Knowledge of the distributional properties of suffixes also increases, with sixth-grade students showing an increase in overgeneralisation errors parallel to that found for inflectional suffixes in much younger children.

Pragmatics

90-379 Cheshire, Jenny (Birbeck Coll., U. of London). Addressee-oriented features in spoken discourse. *York Papers in Linguistics* (York), **13** (1989), 49–63.

This paper analyses three linguistic features (*this*, *never* and *all*) which are used in spontaneous conversation to express emotional involvement. *All* and *never* have a referential function, and *this* has both a referential and a deictic function; the paper is a preliminary attempt, therefore, at analysing the

subjectivity of reference and deixis. The main focus, however, is on the way in which speakers use these features to express emotional involvement and to orient the discourse towards the addressee, by directly involving the addressee in what is being said. It is also suggested that these three features can

be markers of foregrounding in discourse, highlighting, or giving discourse prominence to, that

part of the utterance with which they enter into construction.

90-380 Coates, Jennifer (Roehampton Inst.). Modal meaning: the semantic-pragmatic interface. *Journal of Semantics* (Nijmegen, Holland), **7**, 1 (1990), 53–63.

This paper discusses briefly both semantic and pragmatic approaches to meaning, and stresses the significance of insights gained from interactional sociolinguistics. Seven examples of modal meaning, all taken from one spontaneous conversation between friends, are analysed in some detail. Drawing on these examples, the author tries to demonstrate the range of meanings deployed by speakers, and

the many complex functions which discourse serves. Speakers are sensitive to their own face needs and to the face needs of others; they are also constrained by the need to construct coherent text. Participating in conversational interaction involves the speaker both in acts of identity, in so far as talk is self-expression, and in acts of solidarity in so far as friendly talk is a demonstration of friendship and connection.

90-381 Huspek, Michael (State U. of New York – Albany). Linguistic variability and power: an analysis of 'you know' - 'I think' variation in working-class speech. *Journal of Pragmatics* (Amsterdam) **13**, 5 (1989), 661–83.

In an attempt to overcome certain inadequacies of paternalist and idealist approaches to linguistic variability, this essay argues for the necessity of analysing the context-based meanings of linguistic variants of socially disadvantaged speakers from the standpoint of their own needs – including the most basic need of overcoming devaluation in contexts

which involve powerful others. An analysis of *you know/I think* variation in some American industrial workers' speech is then forwarded with an emphasis on meaning and context, as demonstration of the need to develop alternative ways of analysing linguistic variability.

90-382 Müller, Frank. Translation in bilingual conversation: pragmatic aspects of translatory interaction. *Journal of Pragmatics* (Amsterdam), **13**, 5 (1989), 713–39.

Translation – and in particular oral lay translation – is a field 'in search of theory' (Toury, 1980). The present article takes a conversation-analytic point of view and envisages translation as a members' activity and as a continued mode of interaction, introduced, organised and handled by members of bilingual or multilingual participant constellations. The explorative study presented here looks at several aspects of how this is done in five German–Italian participant

constellations. It is argued that natural lay translation modes admit a much wider variety of possible realisations and applications than do professional ones. The greater flexibility of negotiated lay translation modes permits a multilingual constellation to choose a mode that serves its specific pragmatic and interactive needs as an effective instrument and as an *organon* of bilingual interaction.

90-383 Ulichny, Polly (U. of Massachusetts/Boston) **and Watson-Gegeo, Karen Ann** (U. of Hawaii at Manoa). Interactions and authority: the dominant interpretive framework in writing conferences. *Discourse Processes* (Norwood, NJ), **12**, 3 (1989), 309–28.

This paper examines writing conferences between teachers and students in two sixth-grade urban classrooms, within the context of the modified process writing approach used by the teachers and societal and institutional influences that affect the structure and content of the discourse. The construct 'dominant interpretive framework' is developed to

analyse the teacher's authority and control of knowledge and communication as it is played out in interaction. Pedagogical innovations, such as process writing approaches, may come to closely resemble familiar classroom routines as they are transformed by institutional pressures and familiar habits of schooling.



90-384 Wolf, Dennie and Hicks, Deborah (Harvard Graduate Sch. of Ed.). The voices within narratives: the development of intertextuality in young children's stories. *Discourse Processes* (Norwood, NJ), **12**, 3 (1989), 329-51.

In recent years much has been learned about how fully even young speakers acquire more than grammar, learning, in addition, how language is used variously across different registers and genres. However, young speakers are learning more than the rules of baby talk or story telling. They are

discovering that naturally occurring speech is a rich mix of voices and forms, where the moves between perspectives and kinds of text convey meaning as certainly as the words do. In this paper, longitudinal observations of children's narratives is used to describe how this occurs.

90-385 Wright, Peter (U. of Essex). Using constraints and reference in task-oriented dialogue. *Journal of Semantics* (Nijmegen, Holland), **7**, 1 (1990), 65-79.

This paper presents an analysis of linguistic data that stems from a task-oriented dialogue. It is demonstrated that certain referring expressions used in this setting are potentially ambiguous and indeterminate but do not lead to referential errors such as under- or over-population of the discourse representation. Three studies are reported which show that it is the skilled use of non-linguistic constraints, present in

the task, which facilitates successful reference. When these non-linguistic constraints are removed, skilled speakers are able to make a compensatory adjustment in the precision of their referring expressions. The ability of people to make this compensatory adjustment is an aspect of referential skill not revealed by more traditional task-oriented assessments.