

Linguistic theory

87–367 Maurel, J-P. (U. of Toulouse-Le Mirail). Acquisition du langage et diversité des langues. [Acquisition of language and diversity of languages.] *Revue de Phonétique Appliquée* (Mons, Belgium), **78**, 9 (1986), 167–73.

Data are presented to support the Chomskyan hypothesis that an innate universal grammar serves as a basis for the acquisition of language-specific grammatical knowledge. *Quand as-tu dit que Paul était mort?* ‘When did you say Paul had died?’ is ambiguous, since *quand* may have been fronted from the end of either the main or the subordinate clause. But *Quand as-tu dit qu’était mort Paul?* is unambiguous, since the inversion in the subordinate clause is possible only because *quand* originated within the subordinate clause. Since such facts are

neither taught, nor, probably, encountered in language acquisition, native-speakers’ ability to make such interpretations must, it is claimed, be innate.

Differences among languages may be explained by supposing that universal grammar includes not only a system of principles (e.g. of binding), but also the possibility of parametric variations. Several syntactic differences between Italian and French can be accounted for by the fact that in Italian the verbal inflection can behave like a pronominal element.

87–368 Nerlich, Brigitte (Wolfson Coll., Oxford). Saussurean linguistics and the problem of meaning – from dynamic statics to static dynamics. *Language and Communication* (Oxford), **6**, 4 (1986), 267–76.

Saussure asked the question: how can speakers use language in social interaction as discourse, i.e. how is a signifying activity possible? The social exercise of language refers at every moment to a ‘system’ that provides the speaker with rules and elements that enable her/him to produce meaningful sentences. *Langue* is the active potentiality of producing *parole* and used by Saussure in two senses: (1) as the ‘mechanism of language’ and (2) as the ‘system of semiotic devices’. Two difficulties arise: (a) how can one define an object for linguistics that represents a sort of model of that ephemeral reality which makes it possible for *parole* to function, but which

nevertheless changes all the time; and (b) how can one define linguistic units? These problems can only be solved if the system (the mechanism) is considered ‘dynamic’. Saussure recognised this – he did not see the system as ‘static’ in the sense of non-dynamic. Systematic variation can therefore be accounted for in a Saussurean framework, i.e. a ‘static’ account of the dynamics of variation. Such a study of the actual negotiation of meaning in a speech situation is not to be confused with the study of rates of variation – dynamic statics – or the comparative study of effects of variation.

87–369 Ingram, David. (U. of British Columbia). Explanation and phonological remediation. *Child Language Teaching and Therapy* (London), **2**, 1 (1986), 1–19.

This paper explores the relationship between research on a theory of phonological acquisition and the development of remedial programmes for phonological remediation. In particular, it examines the cyclical approach proposed by Hodson and Paden (1983) for the remediation of English-speaking children. This approach, while apparently successful, has been developed with relatively little

theoretical justification. Preliminary results from crosslinguistic research on children acquiring Quiché, French, Swedish, Estonian, and Bulgarian are reported which have led to theoretical claims about the acquisition of phonology. It is shown that these same claims provide a rationale for the success of the cyclical approach.



87-370 Konopszynski, Gabrielle (Lab. de Phonétique, Besançon). Vers un modèle développemental du rythme français: problèmes d'isochronie réconsidérés à la lumière des données de l'acquisition du langage. [Towards a developmental model of rhythm in French: a reconsideration of the problems of isochrony in the light of language acquisition data.] *Bulletin de l'Institut de Phonétique de Grenoble* (Grenoble), **15** (1986), 157-90.

To test the theory that the tendency to lengthen utterance-final syllables is innate, an investigation was carried out into the early development of rhythmic features in French-speaking infants. The speech of four children was monitored between the ages of 8 and 24 months. Measures were carried out on 2236 syllables of CV structure (973 final, 1263 non-final). No significant compression of utterances according to length was found up to 23 months. From 8-10 months all syllables tended to isochrony.

From 11 months non-final syllables are progressively reduced in length; final syllables are progressively lengthened from 11-15 months, after which their length is stabilised. From 16 months there is a progressive differentiation of articulatory times for different segment types. The innateness hypothesis is therefore rejected in favour of one of acquisition. [Statistical analysis, tables and instrumental measurements and displays.]

Sociolinguistics

87-371 Mitchell, T. F. (U. of Leeds). What is educated spoken Arabic? *International Journal of the Sociology of Language* (Amsterdam), **61** (1986), 7-32.

The term Educated Spoken Arabic (ESA) can be applied to a continuum of language forms between Modern Standard Arabic (MSA) – the written language of literature, administration and the media, very close to Classical Arabic – and the local vernaculars. It avoids many morphological complexities of MSA, preferring analytic forms.

ESA is not accepted as a written language, so that even a radio discussion programme with educated

participants is heavily grammatically edited for publication. It is, however, used over large parts of the Arabic-speaking region, with some local differences in what can occur and what is marked as informal/formal and stigmatised/unstigmatised. When Arabs from different areas meet, they show great language awareness in avoiding forms unintelligible to or stigmatised by their interlocutors, and can shift freely along the stylistic continuum.

87-372 Schumann, John H. (U. of California at Los Angeles). Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **7**, 5 (1986), 379-92.

This paper presents a model of second language acquisition based on the social-psychology of acculturation. The model maintains that certain social and psychological variables cluster into a single variable, acculturation. The model predicts that learners will acquire the target language to the

degree they acculturate to the target language group. Six studies that in various ways seek to test the Acculturation Model are reviewed and evaluated. Technical problems that affect such research are discussed, and the current status of the model is assessed.

87-373 Shorrab, Ghazi (Youngstown State U.). Bilingual patterns of an Arabic-English speech community. *International Journal of the Sociology of Language* (Amsterdam), **61** (1986), 79-88.

The study of the bilingual pattern of Arabic-English speaking families and their preschool children points to the importance of the phenomenon of de-ethnisation, or assimilation to the newly acquired American way of living. The family at home is the terrain on which the competition between the two

languages takes place. The conflict is usually between the mother tongue, which is an imported yet distinct part of the heritage, and the new dominant language that expresses the new culture.

Consequently, the degree of bilingualism and acculturation can really be measured through the

study of de-ethnisation; that is to say, adopting the new concepts of the new land. A stage of fixed bilingualism can refer to a stage of accommodation. However, if there is a trend toward assimilation, this process would be accompanied by 'monolingualisation'.

This study also points to the importance of the attitudes of the parents in shaping the bilingual or

perhaps monolingual trends in their children. In the end, language attitude is always one of the primary factors in accounting for which languages are learned, which are used, and which are preferred by bilinguals. The study also emphasises the impact of the peer group, which ultimately shapes the means of communication that these children may adopt in their future lives.

87-374 Stieblich, Christel. Interpersonal accommodation in a bilingual setting. *Language Problems and Language Planning* (Berlin, FRG), **10**, 2 (1986), 158-76.

This study explores the views of a homogeneous French-speaking student population with respect to the use of English and/or French in interpersonal encounters in a bilingual setting (Quebec/Canada). It examines to what extent these views reflect the changes in linguistic behaviour sought by recent legal reforms. It also explores whether an American anglophone (AA) and a Quebec anglophone (QA) are similarly perceived and evaluated when using English and/or French.

Students indicated their reactions to a simulated

dialogue between an AA or a QA customer and a Quebec francophone (QF) salesman; the language used by each speaker differed according to the experimental condition. While use of English was considered acceptable, use of French produced the more positive personality judgments. A comparison with recent studies in the same context shows a state of transition of linguistic standards. The results are discussed in terms of changing language behaviour and interpersonal accommodation.

Psycholinguistics

87-375 François, Frédéric and others. Noms, verbes et adjectifs ou définir et classer. [Nouns, verbs and adjectives, or defining and classifying.] *Etudes de Linguistique Appliquée* (Paris), **62** (1986), 26-39.

50 primary school children were asked to classify 14 words as noun, verb or adjective, to give reasons, and then to define the words. Scores ranged from 89% (*un éléphant*), 82% (*courir*), down to 31% (*le travail*) and 22% (*fané*). Concrete nouns and verbs denoting actions were easiest, other nouns and verbs and most adjectives rather difficult. There was only a small difference between the two classes studied (CE2 and CM2, aged about 8 and 11). On the surface this seems to support the conventional view that young children are incapable of abstract thought, and understand words only as broad semantic entities.

Performance on the justifying and defining tasks,

however, showed that this view is too simple. Relevant criteria such as conjugation and co-occurrence with articles were often invoked, and even children who scored low on the first task could often give correct definitions which respected syntactic category. The kinds of definition used (synonym, example, hyponym, description, derivation etc.) suggest an underlying system of word-classes, different from that of the grammarian, but equally valid. The logic which leads from *fané* to *fleur* or *liberté* to *libre*, although it depressed scores on the first task, is valid if one views definition as a pragmatic, real-life activity.

87-376 Goldfield, Beverley A. (Harvard U.) Referential and expressive language: a study of two mother-child dyads. *First Language* (Chalfont St. Giles, Bucks), **6**, 2 (1985/6), 119-31.

The relationship between object and social attention, maternal language, and referential and expressive speech was examined for two children who represent lexical extremes in a study of early word learning. Children were videotaped at play in the home at 12, 15, and 18 months; mothers kept a record of the

first 50 words. The child who acquired a highly referential lexicon was more sociable and engaged in less toy play and exploration than the child with a highly social-expressive lexicon. However, the child with more object labels more often initiated episodes of joint attention by showing and giving

toys, and heard more maternal talk which labelled and described toys. More personal-social speech in the second child was associated with more nontoy-

mediated social attention, and more socially expressive maternal language.

87-377 Kuczaj, Stan A. (Southern Methodist U.). General developmental patterns and individual differences in the acquisition of copula and auxiliary 'be' forms. *First Language* (Chalfont St. Giles, Bucks), **6**, 2 (1985/6), 111-17.

Children's acquisition of copula and auxiliary *be* forms was investigated in order to assess the notion that syntactic development proceeds in a specific to general fashion, with initial specific acquisitions gradually evolving into general productive ones.

The results support this view of syntactic development, and highlight the need for more careful consideration of individual differences in syntactic development.

87-378 McDaniel, Mark A. (U. of Notre Dame, In) **and others.** Encoding difficulty and memory: toward a unifying theory. *Journal of Memory and Language* (New York), **25**, 6 (1986), 645-56.

Past studies exploring the mnemonic benefits of encoding difficulty have produced inconsistent results. To explain these disparate results, a framework is proposed that focuses on the type of processing that is induced by different difficulty manipulations, the nature of the learning material, and the importance of encoding both relational and individual-item information. Specifically, it is argued that a given difficulty manipulation will improve recall if it encourages processing of the type of information (i.e., relational or individual item) that is not encoded obligatorily from the

material. Predictions from this framework were tested in two experiments in which different difficulty manipulations were performed on two different types of text. For descriptive texts, a difficulty manipulation that encouraged relational processing produced the highest recall. For fairy tales, recall was higher when subjects performed a difficult task that promoted the encoding of individual-item information. These results are explained in terms of the framework described above. Existing theoretical positions are also considered in the light of the obtained pattern of effects.

87-379 Mann, Virginia A. (U. of California). Phonological awareness: the role of reading experience. *Cognition* (Lausanne), **24**, 1/2 (1986), 65-92.

A cross-cultural study of Japanese and American children examined the development of awareness about syllables and phonemes. Using counting tests and deletion tests, Experiments I and III reveal that in contrast to first graders in America, most of whom tend to be aware of both syllables and phonemes, almost all first graders in Japan are aware of mora (phonological units roughly equivalent to syllables) but relatively few are aware of phonemes. This difference in phonological awareness may be attributed to the fact that Japanese first graders learn to read a syllabary whereas American first graders learn to read an alphabet. For most children at this age, awareness of phonemes may require experience

with alphabetic transcription, whereas awareness of syllables may be facilitated by experience with a syllabary, but less dependent upon it. To further clarify the role of knowledge of an alphabet in children's awareness of phonemes, Experiments II and IV administered the same counting and deletion tests to Japanese children in the later elementary grades. Here the data reveal that many Japanese children become aware of phonemes eventually whether or not they have received instruction in alphabetic transcription. Discussion of these results focuses on some of the other factors that may promote phonological awareness.

87-380 Read, Charles (U. of Wisconsin, Wi) **and others.** The ability to manipulate speech sounds depends on knowing alphabetic writing. *Cognition* (Lausanne), **24**, 1/2 (1986), 31-44.

Chinese adults literate only in Chinese characters could not add or delete individual consonants in

spoken Chinese words. A comparable group of adults, literate in alphabetic spelling as well as

characters, could perform the same tasks readily and accurately. The two groups were similar in education and experience but differed in age and consequently in whether they had learned an alphabetic writing system in school. Even adults who had once learned alphabetic writing but were no longer able to use it were able to manipulate

speech sounds in this way. This 'segmentation' skill, which has been shown to contribute to skilled reading and writing, does not develop with cognitive maturation, non-alphabetic literacy, or exposure to a language rich in rhymes and other segmental contrasts. It does develop in the process of learning to read and write alphabetically.

87-381 Tyler, Lorraine Komisarjevsky (U. of Cambridge) and **Marslen-Wilson, William** (Max-Planck Inst. for Psycholinguistics, Nijmegen, and MRC Applied Psychology Unit, Cambridge). The effects of context on the recognition of polymorphemic words. *Journal of Memory and Language* (New York), **25**, 6 (1986), 741-52.

This study investigated the hypothesis that syntactic and semantic constraints play different roles in the recognition of spoken words. In particular, for inflected words, semantic constraints affect the recognition of the base, whereas syntactic constraints affect recognition of the fully inflected form. In a gating study, the authors investigated the identification of inflected words in conditions which covaried the presence or absence of semantic and syntactic constraints. Under conditions of strong

syntactic constraint, the entire word, complete with inflection, was correctly identified as soon as the base was identified. Under conditions of weak syntactic constraint, identification of the inflected full-form fell on average 200 ms later than the stem identification point. The effect of semantic constraint was simply to move the base identification point earlier in the word, but without changing its relationship with the identification point of the full-form.

Pragmatics

87-382 Adger, Carolyn Temple. When difference does not conflict: successful arguments between Black and Vietnamese classmates. *Text* (Amsterdam), **6**, 2 (1986), 223-37.

The difficulties of cross-cultural communication are balanced by some interactive phenomena that help to explain conversational success. Two children's culturally based styles of participating in arguments do not clash, even though they are quite different, because the conversational goals that are associated with their patterns are not mutually exclusive. Both

can 'win' the same argument: the Black American by making the final protest in a sequence and the Vietnamese by defusing conflict with mitigated protests. Since their goals are complementary, the children can use familiar patterns to navigate the white water of cross-cultural talk.

87-383 Bahns, Jens and others. The pragmatics of formulas in L2 learner speech: use and development. *Journal of Pragmatics* (Amsterdam), **10**, 6 (1986), 693-723.

Formulaic speech is a phenomenon which has received attention from various areas of linguistic research (e.g. sociolinguistics, ethnolinguistics, psycholinguistics). Within the field of language acquisition research, the main topic with regard to formulas has been their role for the development of syntactic knowledge. This study focuses on the function of formulas for the development of pragmatic abilities.

Based on data from the naturalistic acquisition of L2 English by four German children, it is shown that learners not only use some formulas in a targetlike way, but that they extend their range of application, and, moreover, that learner speech contains certain strings which, although not formulaic in the target language, are used in a formulaic way.

87–384 Biber, Douglas (U. of Southern California). On the investigation of spoken/written differences. *Studia Linguistica* (Lund, Sweden), **40**, 1 (1986), 1–21.

This study based on data provided by two computerised corpora reveals four underlying textual ‘dimensions’ modelling the range of textual variation in speech and writing: interactional vs. informational focus, situational vs. abstract content type, reference to a distance vs. immediate context and opinionated vs. objective style. These four textual dimensions are used to analyse the relations among six spoken and written text types repre-

senting three pairs of communicative tasks. The results show some linguistic variation associated with the mode distinction and the communicative task distinction. No single textual dimension can account for the many similarities and differences among a range of spoken and written text types, and neither of these is fundamental in defining the relations among text types in English.

87–385 Byrnes, Heidi. Interactional style in German and American conversations. *Text* (Amsterdam), **6**, 2 (1986), 189–206.

The paper suggests that cultural biases which surface in cross-cultural communication may in part be due to cultural differences in what Tannen (1984) calls conversational style. It illustrates that assumption by investigating how German–American conversational interactions were recalled and evaluated by participants on both sides. The characterisations

attached to cross-cultural discourse not only help to identify possible areas of miscommunication, but also uncover predispositions by each side to judge those who do not adhere to its conversational style. Due to the pervasiveness of conversational norms throughout a linguistic group, these judgments tend to become fixed in cultural stereotypes.

87–386 Cathcart-Strong, Ruth L. (Monterey Inst. of International Studies). Input generation by young second language learners. *TESOL Quarterly* (Washington, DC), **20**, 3 (1986), 515–30.

The purpose of the study reported in this article was to determine the effectiveness of various types of communicative acts (e.g. requests for information, calls for attention, intention statements, and so on) for eliciting native-speaker input. The study examined some of the spontaneous communicative acts of a group of young second language learners and their native-speaker interlocutors’ responses in three play situations. Results showed that while the response rate to some types of utterances was predictable (e.g. to requests for information), others (e.g. calls for attention) did not generate the expected feedback. In addition, there was an unexpectedly

high response rate to other communicative acts, such as statements of intention. These findings are discussed as evidence of superordinate strategies in child discourse. The implications of such behaviour for language learning and teaching are discussed, and classroom applications are suggested: (1) where young language learners work or play together, the non-native speaker should be given an opportunity to control the conversation; (2) they should be given enough time to interact with target-language speakers, and (3) they need opportunities to initiate interactions with adults.

87–387 Di Luzio, Aldo and Auer, J. C. P. (U. of Konstanz). Identitätskonstitution in der Migration: konversationsanalytische und linguistische Aspekte ethnischer Stereotypisierungen. [The creation of identity among migrants: conversational analysis and linguistic aspects of ethnic stereotyping.] *Linguistische Berichte* (Wiesbaden, FRG), **104** (1986), 327–51.

A case study is presented of a conversation between an Italian student and four Italian teenagers living in Germany in which they discuss everyday problems of communication with their German peer-group and Germans in general. The analysis of the

transcripts of the conversation (in which both German and Italian are used) provides an insight into the problems of identity which the children of migrant workers in Germany experience. They are confronted with negative stereotypes of their own

group, develop negative stereotypes of the Germans, yet themselves appear to have no positive category of ethnic group to identify with, although they identify with 'Italians'. In the first section, evidence is given of the positive stereotype they develop of themselves, which is in sharp contrast to the negative picture of their fellow-pupils, whom they characterise as 'lazy' and 'stupid'. The second section presents data in which the four boys reinterpret inconsistencies (seemingly negative facts about themselves) in a positive light. The third section illustrates the phenomenon of 'polyphonic attribution', whereby the members of the group combine to describe features they hold to be true of their German fellow pupils. One boy may agree with another, while he is speaking, thus leading to overlapping. Alternatively what the speaker is saying is repeated; these are forms of 'emphatic agreement'. Another technique which is found in

the transcripts involves two or sometimes three speakers combining to form statements about the Germans ('syntactic duet'). This kind of polyphonic attribution can be seen as a style of interaction whereby the feeling of togetherness of the group is cemented. The fourth section examines the way in which the stereotyped group is referred to, that is, what terms are chosen in the course of the conversation. The authors find evidence in their data for Mead's stages of development of the individual involving the 'generalised other'. This is seen in the ways in which the terms of reference are modified. The most generic term '*die Deutschen*' is seldom used. Instead, terms relating to their immediate environment and the known peer group are prevalent. The cognitive distinction made by van Dijk (1983) between 'situation models' and ethnic stereotypes is thus given empirical, interactional support.

87-388 Goodwin, Charles. Audience diversity, participation and interpretation. *Text* (Amsterdam), **6**, 3 (1986), 283-316.

This paper investigates how an audience and the interpretive work in which it is engaged are constituted through a dynamic process of ongoing interaction. Analysis focuses first on how the topic of the talk in progress can both provide an arena for displaying competence and expertise, and differentiate members of an audience from each other in terms of their access to that domain of discourse. Second, through its interpretive work and participation displays an audience can shape what is to be made of the talk they are hearing. Typically speakers provide their recipients with an initial characterisation of a story they are about to tell which acts as

a guide for their understanding of those events. In addition, throughout the telling, the speaker, through his/her gestures, intonation, word selection and arrangement of events, proposes a certain alignment to the story being told. However, recipients through their interaction with each other can offer competing frameworks for both interpretation and alignment which undercut those of the speaker. The meaning that the story will be found to have thus emerges not from the actions of the speaker alone, but rather as the product of a collaborative process of interaction in which the audience plays a very active role.

87-389 Harding, Edith. Communiquer avec les moyens du bord. [Communication, using the available resources.] *Etudes de Linguistique Appliquée* (Paris), **63**, 7/9 (1986), 108-18.

Two possible theoretical approaches are considered for the analysis of the communication resources of students: one consists of studying these resources in the context of psycholinguistic models of the speaker and the listener; the other of studying them in the context of an interactive communication model. The article attempts to show that the second

approach is the only one which offers the necessary concepts in order to explain two characteristic phenomena of verbal interaction between native and non-native speakers of a language, i.e. (a) the exact organisation of repetition, and (b) 'foreigner talk'.

87-390 Heuer, Brigitte. The effect of bilingualism on child development. *Rassegna Italiana di Linguistica Applicata* (Rome), **18**, 3 (1986), 29-62.

The author discusses the socio-cultural background to German/Italian bilingualism in the South Tyrol [tabular data], and highlights such issues as the fact that the two ethnic communities are often somewhat

at odds and do not learn their second languages with equal proficiency. Moreover, early bilingual education is expressly forbidden by law. She contrasts this with the situation in the Ladin valleys where pupils

are taught from Kindergarten onwards in Ladin, Italian and German. The author describes moves to promote early bilingual education and suggests that the fears of German-speaking S. Tyroleans might be allayed by providing bilingual schools merely as an option.

The results of an investigation of the effects of early bilingualism on personality, social behaviour, perception and oral skills are presented. Local teachers were asked to evaluate their pupils in these terms, and on the basis of these evaluations a number of tentative conclusions are drawn: that

home background does not significantly affect social behaviour and oral skills; that children from bilingual families do well in terms of perception; and that they are more 'confident, but not more creative than other groups. A further comparison of children from the multilingual Ladin valleys with children from elsewhere suggested that a higher degree of multilingualism contributes to personality enrichment and does not result in social alienation, but that there is only minimal correlation between multilingualism (as opposed to a bilingual environment) and either perception or oral skills.

87-391 Hickey, Leo (U. of Salford). Illocutionary force switching and ethics in interviews. *Journal of Pragmatics* (Amsterdam) **10**, 4 (1986), 445-52.

In an interview situation, the perlocutionary forces available condition the hearer's interpretation of an indeterminate or ambiguous illocutionary act and the speaker rewards or sanctions such interpretations,

thereby influencing the outcome of the exchange. It is suggested that such 'dialectic' effects relate to ethical behaviour in real life and 'responding' is a different illocutionary act from 'asserting'.

87-392 Johnstone, Barbara. Arguments with Khomeini: rhetorical situation and persuasive style in cross-cultural perspective. *Text* (Amsterdam), **6**, 2 (1986), 171-87.

In 1979, the Italian journalist Oriana Fallaci was granted an interview with Iran's Ayatollah Khomeini. The interview turned into an abusive argument. Examination of the text of the interview suggests what went wrong. Explanations focus on two levels: the level of strategies of logical argumentation, and the level of choices of overall persuasive

style, logical versus analogical. There are cultural reasons for Khomeini's and Fallaci's predisposition to use different rhetorical strategies on both levels; however, rhetorical strategies emerge in particular situations, and interlocutors communicating in good faith can adapt to one another's styles.

87-393 Kato, Kazuo (Iwate Medical U., Japan). Another look at ellipsis: non-native recoverability of ellipsis and its implications for linguistic competence. *Journal of Pragmatics* (Amsterdam), **10**, 4 (1986), 415-34.

In syntactically defined ellipsis words are ellipted if they are uniquely recoverable, i.e. if the words to be supplied are uniquely determined, and the antecedents of the ellipted words are usually found in the preceding linguistic context. This study examines samples of ellipsis which non-native speakers of English find difficult to process, and uncovers a different kind of ellipsis that has rarely been noted in traditional grammars. In this type of ellipsis, the antecedent of what is ellipted is *not* in the neighbouring linguistic environment, and yet can

easily be recovered by native speakers. The ellipted elements are often part of the constituents of so-called 'collocations', and encyclopedic common-sense knowledge sometimes plays a crucial role to help retrieve what is ellipted.

After the examination of various examples of this type of ellipsis it is concluded that native speaker/hearers' recoverability of ellipsis refers to the sum total of the knowledge that they have internalised, both linguistic and extra-linguistic, inextricably bound together.

87-394 Kochman, Thomas. Strategic ambiguity in Black speech genres: cross-cultural interference in participant-observation research. *Text* (Amsterdam), **6**, 2 (1986), 153-70.

In a number of Black speech acts and genres, such as the making of general accusations and the issuance

of denials, and in sounding and woofing and several kinds of signifying (hinting, insinuating, agitating),

speakers use strategic (or purposeful) ambiguity to place the receiver (as opposed to the speaker) in the socially accountable position. This organisational scheme is directly at odds with that of mainstream-American culture, which has led a few mainstream-

American researchers, who have observed and analysed the above Black-American speech acts and events, to misrepresent the actual Black cultural dynamic operating therein.

87-395 Legrand-Gelber, Régine (U. of Rouen). *Gestion du dit et du dire dans des cas d'interlocution entre enfants de 10-11 ans.* [Management of speech as product and process in interaction between children aged 10-11.] *Etudes de Linguistique Appliquée* (Paris), **62** (1986), 80-97.

Discussions about domestic animals conducted by classes of 10- to 11-year-old children (teacher present but silent) were examined for instances of metalanguage, widely defined to include comments on what was been or will be said (e.g. definition, agreement), comments on the process of speaking ('I want to say...'), and requests for metalanguage relating to content ('What do you mean?') or process ('How long are you going to speak?'). Overall frequencies were: metalinguistic comment on content 26%; on process 62.5%; requests for metalanguage on content 3.5%; on process 8%. These four categories were further subdivided on the basis of reference to past/future discourse, and

to own/others' discourse; typical sequential patterns involving some of the 16 sub-categories are given. Within the dominant process-related categories, most instances referred to other speakers ('Going back to what X said...'): 83% of instances with the most common verb *dire* were of this type.

Although the children made some mistakes of morphology and syntax, metalanguage on this level was very rare: only two examples, both self-corrections. On the other hand, the children displayed extensive metalinguistic resources for negotiation on the semantic level and for discourse management.

87-396 Papo, Eliane and others (ENS de St Cloud, CREDIF). *Variations sur entretiens.* [Variations on the interview theme.] *Etudes de Linguistique Appliquée* (Paris), **63**, 7/9 (1986), 63-74.

Open-ended interviews were used in a pilot study of contemporary spoken French, which sought to discover what kinds of variation might be expected within a single interview, between different interviews, and between interviews and other discourse types. Three kinds of likely predictor variables were identified in advance of the study and particular effects hypothesised for each, as follows: (i) Speaker's interest and involvement in topics would affect use of pronouns. (ii) Speaker's perception of present and future listeners would affect forms of address and discourse management. (iii) Speaker's perception of

own production (degree of monitoring) would affect corrections, reformulations, use of quotations, reported speech, rhetorical questions etc.

Sample data are given from areas (i) and (iii) for two informants, between whom there are substantial differences in use of pronoun constructions, and direct and indirect quotation. Another example comprises two extracts from one interview, in which the speaker repeats information but in a more emotional, less monitored way: differences on the lexical, morpho-syntactic and discourse levels are apparent.

87-397 Roulet, Eddy (U. of Geneva). *Descriptions du français contemporain et didactique de la langue seconde (1970-85).* [Descriptions of contemporary French and theories of second language teaching (1970-85).] *Etudes de Linguistique Appliquée* (Paris), **63**, 7/9 (1986), 119-25.

All language, even an editorial, narrative or other monologue, is best seen as interaction between speaker/writer and actual or envisaged audience. Linguists have now begun to study authentic texts from an interactional perspective; most of this work, however, has been on the micro level (e.g. pronoun use) or macro level (e.g. utterance and exchange), whilst the intermediate (group and clause) level is still neglected. Language learning is

to a large extent learning to negotiate, so we need to understand how logical connectors and discourse strategies are used in building up an argument. We should not over-emphasise the differences between text types - oral and written, monologue and dialogue, argument and narrative, literary and non-literary - but should look for what they have in common. Studies of interlanguage and of classroom interaction should also be taken into account.



87–398 Saville-Troike, Muriel and Kleifgen, Jo Anne. Scripts for school: Cross-cultural communication in elementary classrooms. *Text* (Amsterdam), **6**, 2 (1986), 207–21.

This study reports on successful and unsuccessful efforts at communication between teachers and students who do not share a common language. A top-down processing model is proposed to account for the phenomena, with scripts the highest level and code the lowest. Significantly, commonalities in scripts allowed interpretation of meaning with minimal understanding of linguistic forms. Con-

versely, communication was impeded by cultural differences in scripts for school, including setting, roles and responsibilities, activity organisation, curriculum sequence and content, and rules/expectations for behaviour. The structure of classroom interaction provided constraints on intentions and expectations which facilitated communication in this setting.

87–399 Stephens, Jane and Beattie, Geoffrey (U. of Sheffield). On judging the ends of speaker turns in conversation. *Journal of Language and Social Psychology* (Clevedon, Avon), **5**, 2 (1986), 119–34.

This study sought to determine if subjects could discriminate turn-final and turn-medial utterances taken from different types of natural conversation and presented out of context. The main aim of the study was to see if subjects could make this distinction when presented with either an audio recording of the utterances, thus testing the role of prosody, paralanguage plus syntax and semantics in the turn-taking process, or a typescript of the utterances which served to control for the effects of syntax and semantics. The study also investigated whether perceived drawl was associated with turn endings and if judgements about the apparent presence of drawl on the final or stressed syllable of the terminal clause correlated with the ability to distinguish turn-final and turn-medial utterances. The study revealed that subjects could discriminate

turn-final and turn-medial utterances but only when presented with an audio recording of the samples and in addition when these samples were taken from conversations involving disagreement (but not from those conversations involving agreement). Subjects were found not to distinguish turn-final and turn-medial utterances in terms of the perception of drawl, when the extracts were presented in random order, but they could do this when the extracts from each individual speaker were presented consecutively. The perceived presence of drawl did not, however, seem to correlate with the judgement of the completion of turns. The results demonstrate the importance of prosodic and paralinguistic elements in the regulation of speaker turns in conversation.