Sociolinguistics

91–485 Akinnaso, F. Niyi (State U. of New York at Albany). Toward the development of a multilingual language policy in Nigeria. *Applied Linguistics* (Oxford), **12,** 1 (1991), 29–61.

This paper examines Nigeria's language policies in terms of (1) the historical, sociolinguistic, political, educational, and ideological contexts in which they arose; (2) their impact on patterns of language choice and language use in education and other aspects of national life; and (3) their implications for the theory and practice of language planning. Practical issues of implementation are discussed, while theoretical issues are raised concerning the relationship between the ideologies which underlie the language planning decisions, the orientations of the policies, and the models of education employed in their implementation. Existing models of language planning are re-examined in the light of the findings.

91–486 Bo Yin and Baldauf, Richard B., Jr. (James Cook U., Townsville, Australia). Language reform of spoken Chinese. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11,** 4 (1990), 279–89.

China is a multinational country with 56 nationalities and a population of more than one billion. The languages people speak are so different that as early as 1911 people began realising the need for having a standard national language. Mandarin was chosen, but how was the use of it to be spread? This paper, along with a description of the situation of minority languages and Chinese dialects, discusses and analyses language planning and language reform of spoken Chinese. It summarises the achievements made through the educational system and discusses the problems that remain for spoken language reform in China (PRC).

91–487 Huffines, Marion Lois (Bucknell U.). Acquisition strategies in language death. *Studies in Second Language Acquisition* (Bloomington, Ind), **13,** 1 (1991), 43–55.

Non-sectarian Pennsylvania Germans who are the first generation in their families to learn English natively, often attempt to learn the Pennsylvania German that their families no longer regularly use. This study assesses the process of acquiring a dying language by investigating learners' use of the Pennsylvania German dative case. Learning strategies are remarkably free of reliance on English rules. Evidence indicates that speakers rely on what they have learned and seek analogies within Pennsylvania German, resorting to English only when other strategies fail. The search for near-congruity identified as operative across languages operates within the learner language as internal analogy. Learners also seek to maximise the distance between English and Pennsylvania German and emphasise the distinctiveness of each.

91–488 Kramsch, Claire (U. of California at Berkeley). Le mythe du melting pot américain. [The myth of the American melting pot.] *Français dans le Monde* (Paris), special number Feb./March (1991), 44–60.

The idea of the American melting pot, in which people of different nationalities and languages have been assimilated and transformed into a new nation, has been a popular concept since the beginning of this century. The reality behind this myth is examined. Historically, Americans have been ambivalent towards the use of non-English languages; issues such as civil rights and the rights and freedom of individuals have resulted in tolerance towards other languages; conversely, issues such as national unity and commercial interests have resulted in pressure to speak English. Americans often have a *laissez-faire* attitude towards their language and are happy to use words from other languages.

The linguistic history of America is sketched in, including the history of political and academic attitudes towards language. The controversy over bilingual education is discussed, as well as the trend by both the government and the English-speaking majority to try and preserve the

dominance of English. The social base of illiteracy is discussed.

It is concluded that the myth of the American melting pot has been used for political, social and economic ends. It has been allowed to conceal many different problems such as immigration, the relationship between family and society, and between religion and secularity.

91–489 Röhr-Sendlmeier, Una M. (U. of Bonn, Germany). Social context and the acquisition of German by Turkish migrant children. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11,** 5 (1990), 377–91.

The relationship between the living conditions for foreign workers' children in Germany and their acquisition of German as a second language have hardly been studied. The results of a longitudinal study with a follow-up design are presented, which was carried out with Turkish and German elementary school children using standardised tests and conducting interviews with the pupils, their teachers, parents and siblings. Out of 20 social context variables under investigation, seven correlated significantly with the progress the migrant children made in their overall second language proficiency, the most outstanding being their contact with their German peers in and outside school. Further relationships were found between the children's improvement in German and the duration of their attendance at German educational institutions, the amount of time they watched German television programmes, the schooling and vocational training of their parents, parents' contact with Germans and the amount of German read in the family. Improvement in the receptive, productive and lexical-semantic linguistic abilities additionally correlated with the children's attitudes towards living in Germany, their contact with German adults and their siblings' contact with German people and proficiency in German as a second language. The results provide information for deducing educational measures to help foreign children learn the majority language more efficiently.

91–490 Taha, Taha Abdel Mageed (Khartoum, U., Sudan). The Arabicisation of Higher Education: the case of Khartoum University. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11,** 4 (1990), 291–305.

The change to the use of Arabic as a medium of instruction (henceforth Arabicisation) at the university level has given rise to controversy in many Arabic-speaking countries. It has presented a considerable challenge to policy-makers and to those directly affected by the language medium change. This paper is a contribution to the ongoing debate on Arabicisation. It focuses on the situation in Khartoum University, Sudan.

First, the paper describes the Arabicisation programme in Higher Education in Sudan and the moves that have been made towards implementation. It then reports the main results of an attitude survey carried out in Khartoum University.

The survey showed that most of the teachers and students surveyed were favourably disposed to the principle of Arabicisation. However, the survey also indicated that the respondents were concerned about the manner in which the changeover to Arabic was being implemented.

The last part of the paper discusses the implications of the survey findings. It is argued that the use of English as a medium of instruction has negatively affected the teaching/learning process. Therefore, there is an urgent need for a clear, long-term plan for gradual implementation of the Arabicisation programme.

91–491 Verma, Shivendra K. (Central Inst. of English and Foreign Languages, Hyderabad, India). The three language formula: its sociopolitical and pedagogical implications. *ITL* (Louvain, Belgium), **91/2** (1991), 49–60.

The issue of language planning in India is considered in the light of the political, cultural and economic tensions existing between different language groups. The adoption of any one language as the official national language is potentially divisive, and disadvantageous to those for whom it is not the mother tongue. With this in mind, the three-language formula, introduced by a 1986 Indian government report on language in education, advocates the study of one modern Indian language, Hindi and English in addition to the regional language where this is not Hindi. However, this policy has been either unsuccessfully implemented or has led to low levels of attainment. In such a

251

multilingual setting, it is argued, language courses must be designed with specific objectives in mind. In this connection there is particular emphasis on the function of English as a link between central and state government at national level, and its international status as the language of opportunity. The formal classroom English currently being taught is insufficient for the practical needs of many students and should be replaced by language training more appropriate to everyday use.

Psycholinguistics

91–492 Afflerbach, Peter P. (Emory U.). The influence of prior knowledge on expert readers' main idea construction strategies. *Reading Research Quarterly* (Newark, Del), **25,** 1 (1990), 31–40.

This study examined the influence of prior knowledge on the strategies used by expert readers to identify and state the main idea of a text when the main idea is not explicit. Expert readers from the fields of anthropology and chemistry read texts from familiar and unfamiliar content domains, and gave verbal reports of the strategies they used in constructing a statement of the main idea. From these verbal reports, the author identified three methods for constructing the main idea: automatic construction, the draft-and-revision strategy, and the topic/comment strategy. Two related strategies were also reported: forming an initial hypothesis and listing words, concepts, and ideas thought to be related to the main idea. Readers reported automatically constructing the main idea statement significantly more often when they had prior knowledge of the content domain of the text, whereas when they lacked such prior knowledge, they more often used the strategy of draft-and-revision. The initial hypothesis and listing strategies were used only in conjunction with at least one of the other strategies. Readers lacking knowledge of the content domain may have to resort to strategies rather than constructing the main idea automatically because of the difficulty of the construction task, and possibly also because of the allocation of working memory to other necessary comprehension processes. Thus, although sometimes automatic, expert readers' construction of a main idea is often a mediated, strategic task. Instructional materials and instruction should be designed to acknowledge the difficulty of the construction task.

91–493 Barrett, Martyn and others (Royal Holloway and Bedford New Coll., U. of London). Early lexical development and maternal speech: a comparison of children's initial and subsequent uses of words. *Journal of Child Language* (Cambridge), **18,** 1 (1991), 21–40.

An earlier article reported the results of a detailed analysis of the initial uses of the first 10 words which were produced by four children. The present paper reports the results of an analysis of the subsequent uses of these 40 words. This analysis reveals that seven qualitatively different patterns of change occurred between the children's initial and subsequent uses of these words; the particular patterns of change which occurred support Barrett's (1986) model of early lexical development. In addition, it was found that, although there was a strong relationship between maternal speech and the children's initial word uses, the relationship between maternal speech and the children's subsequent word uses was very much weaker. These findings indicate that the role of linguistic input in early lexical development may decline quite sharply once the child has established initial uses for words.

91–494 Bialystok, Ellen (York U.). Letters, sounds, and symbols: changes in children's understanding of written language. *Applied Psycholinguistics* (Cambridge), **12,** 1 (1991), 75–89.

Children between 3 and 5 years who knew the alphabet but could not read were given three tasks. In the first, they decided which of two words was longer when the word pairs were presented orally, in writing, or accompanying pictures. In the second, they 'read' a word when it accompanied a picture of the named object and then again when it was placed with a picture of a different object. Finally, they were given a set of plastic letters with which they could create their own words. Although all the children had explicit knowledge of letters and sounds, they lacked symbolic knowledge of how letters represent sounds. This symbolic knowledge, it is claimed, is a precondition to learning to read.

252

91–495 Bowey, Judith A. and Francis, J. (U. of Queensland). Phonological analysis as a function of age and exposure to reading instruction. *Applied Psycholinguistics* (Cambridge), **12**, 1 (1991), 91–121.

This study was designed to test the prediction that, whereas sensitivity to subsyllablic phonological units might emerge prior to alphabetic reading instruction, phonemic analysis skills develop as a consequence of reading instruction. A series of phonological oddity tasks was devised, assessing children's sensitivity to subsyllabic onset and rime units, and to phonemes. These tasks were administered to three groups of children. The first group comprised the oldest children of a sample of kindergarten children. The second and third groups comprised the youngest and oldest children from a first-grade sample. The kindergarten group was equivalent to the younger first-grade group in terms of general verbal maturity, but had not been exposed to reading instruction. The younger first-grade sample was verbally less mature than the older first-grade sample, but had equivalent exposure to reading instruction. On all tasks, both first-grade groups performed at equivalent levels, and both groups did better than the kindergarten group. In all groups, onset and rime unity oddity tasks were of equal difficulty, but phoneme oddity tasks were more difficult than rime oddity tasks. Although some of the kindergarten children could reliably focus on onset and rime units, none performed above chance on the phoneme oddity tasks. Further analyses indicated that rime/onset oddity performance explained variation in very early reading achievement more reliably than phoneme oddity performance.

91–496 Comblain, Annick and Rondal, Jean A. L'apprentissage des langues étrangères: aspects psychologiques. [Learning foreign languages: psychological aspects.] *Langues Modernes* (Paris), **85**, 1 (1991), 10–21.

Whereas *langage* may be defined as having a psycho–social function, using a system of linguistic signs for communication, *langue* is a system of arbitrary correspondences between form and meaning which combine to create intelligible utterances and which allow for variations of dialect, register and idiolect. The 'true bilingual' has native competence in both languages; the 'equilingual' only in one of them. Bilingualism may be divided into 'co-ordinated bilingualism' (native competence in both languages), 'subordinated bilingualism' (native competence in only one language), and 'amalgamated bilingualism' (native competence in neither language). Bilingualism is not the same as diglossia. Infants pass through a series of stages in acquiring language. By the age of five, language function is located in the left hemisphere of the brain. Some two-thirds of the earth's inhabitants are bilingual. To promote bilingualism, children should be exposed to foreign languages as early as possible, either by total or partial immersion. The charge that such methods retard cognitive development is dismissed as groundless.

91–497 Cox, Beverly E. and others (Purdue U.). Good and poor elementary readers' use of cohesion in writing. *Reading Research Quarterly* (Newark, Del), **25**, 1 (1990), 47–65.

Previous research has suggested that good adult readers use a text's cohesion to help comprehend it, that good writers use cohesion to explicate meaning within and across clauses in a text and that readers use reading knowledge in their writing. The study reported here was designed to examine the relation between children's reading performance and their use of cohesion in writing. The authors asked 48 third- and fifth-grade students from a school district northwest of Chicago to write stories and reports for other children of the same age. The subjects were randomly selected from among students in each grade who scored either high or low on a standardised reading achievement test (percentile scores). The children's narrative stories and expository reports were examined for appropriate or inappropriate use of cohesive devices and for overall cohesive harmony. Good readers achieved significantly more complex cohesive harmony than did poor readers, regardless of grade or genre. In addition, poor readers made inappropriate use of cohesive devices significantly more often than did good readers. Significant correlations between reading ability and holistic rankings of writing quality indicated that good readers tended to be good writers who achieved more cohesive harmony. These results suggest that knowledge of cohesion is related to children's developing reading skills.

91–498 Duffy, Susan A. and others (Amherst Coll.). The effect of encoding task on memory for sentence pairs varying in causal relatedness. *Journal of Memory and Language* (New York), **29**, 1 (1990), 27–42.

Subjects read pairs of sentences varying in degree of causal relatedness and then recalled one sentence of each pair given the other as cue. When subjects read for comprehension, recall was a quadratic function of causal relatedness. When subjects wrote an elaboration sentence for each pair, recall did not vary with causal relatedness. When subjects studied each pair for 30 s, recall again varied with causal relatedness. When recall was delayed, performance dropped more steeply in the comprehension and study conditions than in the elaboration condition. The results support a model in which elaborations are the critical factor influencing the shape of the recall function. Other models based on strength or quality of links or on reconstructive strategies are also discussed.

91–499 Hudson, Judith A. (State U. of New Jersey) **and Slackman, Elizabeth A.** (City U. of New York). Children's use of scripts in inferential text processing. *Discourse Processes* (Norwood, NJ), **13**, 1 (1990), 375–85.

This study compared preschool and first-grade children's ability to make three types of inferences: *script-based inferences* derived from schematically organised event knowledge, *invited inferences* derived from general world knowledge, and *logical inferences* based on conditional reasoning. Children listened to brief stories about familiar events, recalled the stories, and answered inference questions about the stories. When recall of relevant text information was controlled, preschool children were better able to make script-based inferences than both invited and logical inferences, whereas first-graders were better able to draw script-based and invited inferences than logical inferences. These results suggest that the development of children's ability to draw inferences is due, in part, to the development of the knowledge base. Preschool children's event knowledge allows them to make script-based inferences in text comprehension before they are able to make either invited or logical inferences.

91–500 Kreiner, David S. and Gough, Philip B. (U. of Texas at Austin). Two ideas about spelling: rules and word-specific memory. *Journal of Memory and Language* (New York), **29**, 1 (1990), 103–18.

Two ideas have been prevalent in spelling research. One is that we spell by using rules which map phonemes onto graphemes (the *rule idea*); the other is that we rely upon word-specific memory of spellings (the *memory idea*). The hypothesis was tested that good spellers make significant use of rules in addition to word-specific memory. In Experiment 1, 23 college students were given a standardised oral dictation spelling test; a multiple regression analysis of item difficulty showed that variables associated with the rule idea explained significant variance in spelling accuracy when word-specific memory variables were statistically controlled. Similarly, when rule variables were statistically controlled, word-specific memory variables explained significant variance. Experiment 2 used an experimental design to test a second prediction of the rule idea: phonemes with high-ambiguity rules should be more difficult to spell than less ambiguous phonemes, even when word frequency, word length, serial position within the word, and the target letter are experimentally controlled. Twenty-nine subjects were given an oral dictation spelling test, and the results showed that there were more errors on high than on low ambiguity phonemes. In Experiment 3, word frequency and phoneme ambiguity were manipulated factorially, and results consistent with both the memory and rule ideas were found. Experiment 3 also allowed the authors to ask how word frequency and rule ambiguity interact, and this led to suggestions of how rules and memory might interact in a processing model of spelling.

91–501 Petros, Thomas V. and others (U. of North Dakota). The components of text that influence reading times and recall in skilled and less skilled college readers. *Discourse Processes* (Norwood, NJ), **13**, 1 (1990), 387–400.

This study examined the components of text that predict reading times and recall in skilled and less skilled college readers. Skilled and less skilled college students read two narrative and two expository passages from a computer terminal at their own rate. The results demonstrated that skilled readers

read faster and recalled more than did less skilled readers. The variance in reading times was largely accounted for by word-decoding and lexical-access factors. Reading-ability differences in reading time were best accounted for by word-decoding factors and the number of new concepts active in working memory. The variability in recall scores was primarily accounted for by importance level of the idea units in the text. The results indicate that sensitivity to the structure of text was not a source of reading-ability differences in reading times and recall for either narrative or expository texts. The results suggest that reading-ability differences in prose processing result from word-decoding factors and the efficiency of working-memory operations.

91–502   Premack, David (U. of Pennsylvania). Words: what are they, and do animals have them? *Cognition* (Lausanne), **37,** 3 (1990), 197–212.

Since the word is not a well-defined entity like the sentence, one looks for findings that may help to clarify it. The effect of nonsense words on the young child's sorting of taxonomic versus thematic alternatives is said to be such a finding. A young child given, say, *duck* as a sample, *goose* and *nest* as alternatives, picks *nest* (thematic alternative), whereas the older child picks *goose* (taxonomic). However, if told the duck is called *ZLT* in Croatian, and asked to 'find another *ZLT*', the young child shifts to *goose*. Markman and Hutchinson (1984) claim this demonstrates that young children know that words are 'names of object categories' (and that this knowledge protects them against false hypotheses, facilitating their acquisition of words). In the present study, the Markman procedure was applied to young 'language-trained' chimpanzees.

The animals were at an early stage of training, having used 'words' solely in the function 'X goes with Y', or 'if shown X, get Y'. Although these functions are notably weaker than 'X is the name of a category', the animals showed a thematic-taxonomic shift, thus behaving like young children. The Markman-Hutchinson interpretation of the shift effect is unsatisfactory in two respects: (1) the shift effect can be explained without attributing any knowledge of what a word is to either creature, child or ape; more important (2), the interpretation does not address the main question: what is a 'name' and what does a child think it is? The article concludes with a discussion of what a word is, appealing to information retrieval on the one hand, and intention to refer on the other.

91–503   Rickheit, Gert and Strohner, Hans. Inferenzen: Basis des Sprachverstehens. [Inferences: the basis of language comprehension.] *Die Neueren Sprachen* (Frankfurt am Main), **89,** 6 (1990), 532–45.

This article examines recent research on the construction of inferences during the processing of texts and its possible application to foreign language texts.
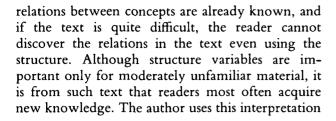
The representational aspect of inferencing comprises the activation of knowledge units at the levels of concept, proposition, mental model and superstructure, and the differentiation of local and global inferences. The procedural aspect of inferencing determines above all the time and the direction (forwards or backwards) of the cognitive processes which are necessary for the construction of inferences. The nature of inferences made during the comprehension of foreign language texts will be influenced by the quantity and quality of knowledge available. Finally, the construction of inferences is heavily influenced by contextual factors, e.g. the cultural knowledge of the participants.

91–504   Roller, Cathy M. (U. of Iowa). The interaction between knowledge and structure variables in the processing of expository prose. *Reading Research Quarterly* (Newark, Del), **25,** 2 (1990), 79–89.

Previous research on text processing has led to inconsistent findings because researchers have generally focused on the influence of either the world knowledge that the reader brings to the text or the structure of the text itself, but have ignored the interaction between the two. Although the statistical principles of this interaction are well understood, its practical significance is not sufficiently appreciated.

The author reviews the research on the effects of world knowledge and text structure variables on comprehension and concludes that text structure is most important when the subject matter is moderately unfamiliar to the reader, because the reader can use knowledge of the structure to construct the relations between the concepts in the text. In contrast, if the text is on a familiar topic, then the

relations between concepts are already known, and if the text is quite difficult, the reader cannot discover the relations in the text even using the structure. Although structure variables are important only for moderately unfamiliar material, it is from such text that readers most often acquire new knowledge. The author uses this interpretation of the interaction between structure and knowledge to explain many of the conflicting findings in previous research, and suggests that future studies should manipulate knowledge and structure variables simultaneously, in addition to other variables of interest.

91–505 Shatz, Marilyn (U. of Michigan) **and Ebeling, Karen** (Wayne State U.). Patterns of language learning-related behaviours: evidence for self-help in acquiring grammar. *Journal of Child Language* (Cambridge), **18,** 2 (1991), 295–313.

Four kinds of language learning-related behaviours (LLRBs) were examined in the home conversations of six English children studied for six months from age 2;0 to 2;6. The speech of the children was coded for the number of times they participated in language lessons, language practice, metalanguage and revisions of prior language. All the children were active and frequent producers of LLRBs, with revisions being observed most commonly. Further analysis revealed that the majority of the revisions that the children initiated involved grammatical changes, with the revised utterances tending to be more grammatical than their predecessors. An auditory monitor is proposed as a partial explanation for revision behaviour, and is evaluated relative to other possible accounts of the findings.

91–506 Sinatra, Gale M. (U. of Massachusetts). Convergence of listening and reading processing. *Reading Research Quarterly* (Newark, Del), **25,** 2 (1990), 115–30.

The relation between listening and reading is important for theory as well as practice. Once a word has been recognised, is the comprehension process for reading the same as for listening? This study tested the point of convergence of linguistic information from auditory and visual channels. Forty college students were asked to indicate whether two visual stimuli presented on a computer screen were the same or different; before each pair was presented, the student heard an auditory stimulus, which either matched or did not match the first visual stimulus. Four types of stimuli were chosen to reflect different levels of processing: sentences, syntactic but meaningless word strings, random word strings, and pronounceable non-words. As measured by reaction times, the visual comparison was significantly faster when subjects first heard a matching auditory stimulus for sentences, syntactic nonsense strings, and random words, but not for nonwords. The results suggest that listening and reading processing converge at the word level, and that words processed aurally and visually share the same lexicon.

91–507 Singleton, David and Little, David (Trinity Coll., Dublin). The second language lexicon: some evidence from university-level learners of French and German. *Second Language Research* (Utrecht, The Netherlands), **7,** 1 (1991), 61–81.

A widely held view among psycholinguists is that the L2 mental lexicon is qualitatively different from the L1 mental lexicon – more 'phonological' and more 'loosely organised'. In this paper some C-test-elicited data are presented from the pilot phase of the Trinity College Dublin Modern Languages Project which call the above view into question. The data suggest that the way in which words are processed depends not on the status (L1 or L2) of the language of which they are tokens, but rather on the degree of difficulty of the lexical task concerned. The data further suggest that there is some measure of interaction between L1 and L2 lexical processing.

Pragmatics

91-508 Bolinger, Dwight. Accent on 'one': entity and identity. *Journal of Pragmatics* (Amsterdam), **15,** 3 (1991), 225-35.

The morphology of English long ago established a split between the indefinite article (*a*, *an*) and the numeral (*one*) from which it was derived by loss of accent. But accent continues to be lost under some conditions and strictly maintained under others. *One* as a nominaliser seems to be edging away from *one* as an individualising pronoun, with accent playing the same role as before. On the other hand, a distinction that was thought to be quite clear – pronoun versus numeral – turns out to be rather blurry. In answer to *How many have you got?* the difference between *One* (quantity) and *Just this one* (identity) is mainly the point of view.

91-509 Brünner, Gisela. Redewiedergabe in Gesprächen. [Reporting direct speech in conversation.] *Deutsche Sprache* (Berlin, Germany), **1** (1991), 1-15.

This article examines the linguistic activity of reporting speech directly (direct speech), as it occurs in everyday conversation. The structures and forms of direct speech are described and its central discourse functions established. It is shown that direct speech can contain verbal and intonational characterisations which convey (stereotyped) images of individuals, social groups, etc.

91-510 Flowerdew, John. (Sultan Qaboos U., Sultanate of Oman). Pragmatic modifications on the 'representative' speech act of defining. *Journal of Pragmatics* (Amsterdam), **15,** 3 (1991), 253-64.

Most work on speech acts has focused on commissives, directives and expressives, interest centring on the pragmatic strategies (indirectness, mitigation, politeness) used to modify the basic force of these speech acts. This paper presents a data-based analysis of one 'representative' speech act, that of defining, and demonstrates that a representative speech act, too, can be subject to modification. The modific- ation devices employed with the speech act of defining are categorised into 'internal' and 'external' modification. The former include pronouns, modal *can*, adverbials and non-factive predicators; the latter include rhetorical questions, eliciting questions and asides. Each type of modification is exemplified from the empirical data.

91-511 Kumaravadivelu, B. (U. of Alabama). Ethnic variation in classroom interaction: myth or reality. *RELC Journal* (Singapore), **21,** 2 (1990), 45-54.

A balanced view of ethnic variation in a multi-lingual, multicultural classroom is imperative in the context of maximising learning potential in the second/foreign language classroom. The study reported here supports the hypothesis that the rules and norms governing L2 classroom interactional patterns will take on new dimensions depending as much on the teachers' pedagogic orientation and practical management of turn allocation as on the learners' disposition and motivation to participate in classroom communication; as much on interactional opportunities created by the teacher as on inter-actional opportunities utilised by the learner. The study cautions against forging any hasty linkage between ethnicity and styles of classroom inter-. action.

91-512 Thompson, Sandra A. and Mulac, Anthony (U. of California, Santa Barbara). The discourse conditions for the use of the complementiser 'that' in conversational English. *Journal of Pragmatics* (Amsterdam), **15,** 3 (1991), 237-51.

The complementiser *that* in English, as in *I heard (that) you were sick*, has widely been regarded as optional. Research demonstrates that the use of *that* in such utterances in conversation is highly related to various other features in the discourse. First and second person subjects, the verbs *think* and *guess*, and

257

auxiliaries, indirect objects, and adverbs in the main clause, and pronominal complement subjects are all significant in predicting the use of *that*. As seemingly disparate as these factors are, their influence finds a unified explanation in the acknowledgement that certain combinations of main clause subjects and verbs in English (such as *I think*) are being reanalysed as unitary epistemic phrases. As this happens, the distinction between 'main' and 'complement' clauses is being eroded, with the omission of *that* a strong concomitant. The authors' findings show that the factors most likely to contribute to this reanalysis are precisely those which relate either to the epistemicity of the main subject and verb or to the topicality of the complement at the expense of the main clause.

91–513   Tsui, Amy B. M. Sequencing rules and coherence in discourse. *Journal of Pragmatics* (Amsterdam), **15**, 2 (1991), 111–29.

This paper examines sequencing rules governing conversational organisation. First, it argues against Levinson's (1983) position that it is impossible to formulate sequencing rules such as the one governing an *adjacency pair* which states the expectation of a certain speech act following the occurrence of a given speech act. Levinson (1983) argues that *question* can happily be followed by a range of speech acts other than *answer*. The present paper points out that while it is true that a *question* is not necessarily followed by an *answer*, it does not follow that the rule does not apply: it states what is *expected* to occur, not what *actually* occurs. The author argues for the descriptive power of the sequencing rules governing an *adjacency pair* by demonstrating how they provide a basis for the interpretation of sequences which deviate from the *adjacency pair* sequence, and how they are deliberately violated to give rise to conversational implicature.

Second, the paper points out that not only is there a rule governing what is *expected* to occur, but there is also a rule governing what is *allowed* to occur if the discourse is to be coherent. The rule governing coherent sequences is labelled the Coherence Rule, which states that in order for an utterance to form a coherent sequence with the preceding utterance, it must either fulfil the illocutionary intention of the latter, or address its pragmatic presuppositions. The author argues for the existence of this rule by demonstrating that firstly a violation of this rule results in incoherent discourse which is *noticed* and attended to by interlocutors, and that secondly, a violation of this rule can usually be accounted for.