Research in the supporting sciences

LINGUISTIC THEORY

86-237 Wichter, Sigurd (U. of Münster). Sprache als Instrument und als Reflexionsobjekt. [Language as an instrument and as an object of reflection.] *ZGL* (Berlin, FRG), **13**, 1 (1985), 1–17.

The article takes a standard legal problem as its starting point: is a square opening with glass bricks a window? The author poses three questions: (1) which sign 'window' is the valid one, (2) what is the identity of the linguistic sign and (3) does it have an infinite number of meanings? Answers are proposed from the perspective of the different functions of language. In order to answer the first question language must be viewed as an instrument: depending on the presupposed communication situation, we can assume either a common sign 'window' or several controversial signs 'window' or no conventionalised sign with a meaning of relevance to the decision. The second question can be answered differently depending on the type of language function assumed: in the domain of reflection on language a combination of related meanings will be seen, which would not be the case with the communication function. The third question is answered in the affirmative with respect to reflection on language rather than to communication, since the number of possible communications is infinite.

PHONETICS AND PHONOLOGY

86-238 Lindsay, D. and Ainsworth, W. A. (U. of Keele). Two models of nuclear intonation. *Journal of Phonetics* (London), **13**, 2 (1985), 163–73.

Recent experiments have demonstrated that the pitch movement on nuclear syllables in British English can be perceived categorically. This phenomenon is used here to choose between two models of nuclear intonation. The first is the two-tone model using a fall/rise opposition, with the possibility of repeated subdivision within each category. The second model closely resembles Halliday's five simple tones of English. Identification results were obtained using synthetic stimuli and semantic labels from each model; the results were used to predict the number and location of maxima in the discrimination function for the corresponding stimuli. It was found that the five-tone model more accurately predicts the obtained discrimination function. This suggests that the minimal classification of nuclear intonation is into five tones, rather than two, and that those five tones correspond closely to Halliday's five simple tones.

86–239 Mitleb, Fares (Yarmouk U., Irbid, Jordan). Intelligibility of English 'voicing' produced by Arabs. *Journal of Phonetics* (London), **13**, 2 (1985), 117–22.

The implicit claim of traditional approaches to the phonetic and phonological aspects of second-language acquisition by adults is that pronunciation difficulty occurs almost exclusively at the abstract level of segmental features. Thus the 'contrastive analysis hypothesis' predicts pronunciation difficulty for second-language learners when the phonetic inventory of the native language lacks a phoneme of the target language. It would predict, then, that English /p/ and /v/ should be difficult for Arabs since Arabic lacks these two phonemes. An intelligibility test, however, revealed that native English listeners had no serious difficulty identifying 'voiced' from 'voiceless' obstruents in the English minimal pairs spoken by 10 Arabs. The experimental approach, which is based on the very theoretical framework of traditional approaches to the analysis of foreign accented speech, nevertheless yielded results which counter the predictions of that framework. It also verifies the results of recent research on foreign accent that non-segmental level differences and/or similarities between languages play an important role in second-language learning.

86–240 Scott, Donia R. and others (U. of Sussex). Perceptual isochrony in English and in French. *Journal of Phonetics* (London), **13**, 2 (1985), 155–62.

It has often been claimed that English speech is characterised by equally spaced (isochronous) intervals between stressed syllables, as opposed to French, where all syllables are said to have equal length. To date, speech-production data have failed to provide support for this claim. Some investigators, however, have suggested that English speech rhythm is *perceptually* isochronous, giving rise to a perceptual illusion of regularly occurring stress events. The results of two experiments are reported which show that (1) the illusion of regularity is *not* specific to so-called stress-timed languages and (2) that it is not even specific to speech. It is concluded that the phenomenon of regularisation as such cannot be used as evidence for an underlying isochronous rhythm in English.

SOCIOLINGUISTICS

86–241 Bonnafous, S. (U. of Paris XII). De 'M. François Mitterrand' à 'Tonton' ou les variations significatives d'une désignation. [From 'Monsieur François Mitterrand' to 'Nunky', or significant variations of naming.] *Cahiers de Lexicologie* (Paris), **46**, 1 (1985), 3–25.

A study of how ten newspapers dealing with political news name the President of the French Republic. A detailed study of titles ('President of the Republic', 'President', 'Head of State'), proper nouns ('Mitterrand', 'François Mitterrand', 'Monsieur Mitterrand' 'Monsieur François Mitterrand'), and metaphors and metonymies ('Nunky', 'The Castle' and 'The Elysée') leads to a definition of four ways of

naming: the disrespectful (the *Canard enchaîné*), the serious (*Le Monde Dimanche-Lundi* and *Valeurs Actuelles*), the direct (*Le Nouvel Observateur*, *Le Matin Samedi-Dimanche*, *Le Point* and *l'Express*) and the polemic (*Le Figaro-Magazine*, *l'Humanité* and *l'Unité*). With regard to the President's naming the distinction between right- and left-wing newspapers plays a very secondary part.

86–242 Edwards, Viv (Birkbeck Coll.) **and Ladd, Paddy** (British Deaf Association). The linguistic status of British Sign Language. *York Papers in Linguistics* (York), **11** (1984), 75–81.

The paper seeks to suggest that sign languages may be usefully grouped with pidgins and creoles. Examples are drawn from British Sign Language (BSL), the language of normal social interaction among the deaf. The structure of BSL is compared with the list of most frequently occurring creole features as contained in Bickerton (1981). Despite the tentative nature of the observations concerning certain features, many parallels are to be found between creole and BSL, e.g. articles, modals, aspect particles, subject copying in relatives and negation features. Also the same word is used for existentials and possessives and, as in creole, verbs and adjectives behave identically under a number of rules. Further parallels concern questions and question words (eyebrow raising and movement) and the rarity of passives in BSL. The authors conclude that structural similarities between BSL and other creoles add weight to the acquisitional model of language change, whereby the rules of grammar are said to derive from the human *faculté de langage*. Sign languages, by virtue of their proximity and accessibility, may allow hypotheses concerning language creation and change to be tested more readily than do pidgins and creoles.

86–243 Marcellesi, Christiane. Les difficultés d'apprentissage de la lecture sont-elles d'origine socio-culturelle? Un exemple: étude contrastive en milieu urbain. [Do the difficulties of learning to read have a sociocultural origin? Example: contrastive study in an urban setting.] *International Journal of the Sociology of Language* (The Hague), **54** (1985), 99–115.

The research presented here compares the results obtained by two groups of pupils in the second year of primary school (7 to 8 years old) in various reading comprehension tests involving French texts. The results examined bear on deciphering ability, comprehension of the text from the point of view of its cohesion and structure, verbalisation, and memorisation of the text. The two groups of pupils belong to two different suburbs of greater Rouen which contrast strongly with one another from the point of view of social milieu and hence the parents' professions: Mont-Saint-Aignan, where professional and white-collar parents are in a majority, and Canteleu, where the majority are workers. An analysis of the results shows a close link between the child's background and his success in the aforementioned tests. The concept of 'pre-acquisition' is put forward: in order to read, that is in order to grasp the logical structure of a text, in order to make hypotheses about individual aspects of its meaning as well as the whole, the child has to mobilise his stock of pre-acquired information,

relating both to general world knowledge and to his experience of narrative structures. This knowledge and experience depend on cultural factors, which are in turn closely linked to socioeconomic ones.

86–244   Maxwell, Madeline (U. of Texas at Austin). Some functions and uses of literacy in the deaf community. *Language in Society* (London), **14**, 2 (1985), 205–21.

Differences in patterns of literacy can be understood in terms of communicative needs as governed by culturally learned notions about the appropriateness of a given communicative mode for a given social activity and by practicality as determined by biological structures and processes. It is through literacy that the deaf person can share in the linguistic experiences of the society at large, since written language is not distorted by the handicapped auditory sense. This study provides the first analysis of the ways writing is used among the deaf and between deaf and hearing communicators. Four groups were consulted and observed: the social community of deaf adults who sign, families in which parents are hearing and at least one child is deaf, families in which parents are deaf and children are hearing or deaf, deaf and hearing schoolteachers. Families with hearing parents use virtually no writing, whereas families with deaf parents and deaf adults in general use writing for several functions. The reading abilities of deaf school leavers seldom exceed fourth-grade level; nevertheless, deaf adults use writing daily for exchange of information in the home, in public, on the job, and for communication by means of a telephone adaptation with a keyboard. The uses of literacy are largely conversational, personal and instrumental. Commercial print in the form of captioned television and movies is also available. Deaf children born to deaf parents are socialised into these uses. Deaf children born to hearing parents are not. Writing which occurs in classrooms with deaf children is largely limited to lesson work, even when teachers are deaf. Literacy programmes should take into account the communicative needs of deaf adults and the patterns of literacy use in deaf families.

86–245   Romaine, Suzanne (U. of Oxford). Variable rules, O.K.? Or can there be sociolinguistic grammars? *Language and Communication* (Oxford), **5**, 1 (1985), 53–67.

The paper deals with two major issues which arise in trying to create a reasonable interface between so-called 'variation theory' and linguistic theory. The question of whether there can be sociolinguistic grammars in a limited sense is discussed with reference primarily to Chomsky's views on what constitutes a grammar. Points covered include the construction of devices for handling variation and the defining of the boundaries of grammar. The position of variation in universal grammar is taken up, and Chomsky's contention that variation does not affect core grammar since differences between dialects and languages can be seen as differences in filters is favourably reviewed. Nor, it is argued, can frequency data be accommodated within generative grammar. The author (in contrast to Sterelny, 1983) holds that there is no reason why a theory of grammar need provide an account of the relationship between

an individual's grammar and that of the speech community. The ontological status of variable rules is discussed; they are said to have a status similar to the algorithms of a computational theory. The kinds of rules one would want to make reference to in the study of sociolinguistic behaviour are partly social and partly man-made. The possibility of constructing sociolinguistic grammars is severely doubted.

86–246   Schoenthal, Gisela (U. of Freiburg). Sprache und Geschlecht. [Language and sex]. *Deutsche Sprache* (Berlin, FRG), **2** (1985), 143–85.

This is a survey article which reviews German-language research on language and sex and research done on sexism in the German language. The starting point is Trömel-Plötz' 1978 article on 'linguistics and the language of women' which summarised American research on the topic and argued the need for change both in the way the German language discriminated against women and in the way in which the language of men and women is patterned. The first section summarises the discussion of sexism in the German language, starting with the Trömel-Plötz – Kalverkämper–Pusch controversy concerning generic reference and the role linguistics can play. Since 1978, a number of works have demonstrated that language change in German is possible in areas where women are referred to, especially job descriptions; the role played by feminist linguists has been central in this, e.g. Pusch (1984).

The second section reviews very critically the research which has been undertaken from the perspective of conversational analysis and which purports to pinpoint differences between men's and women's conversational strategies. The research fails to bring out the full significance of the variable of sex. The sociolinguistically oriented work is favourably received, the empirical studies combining as they do both qualitative and quantitative analyses of the data. Feminist authors use partial analyses to support their sometimes far-reaching generalisations. There is a call for more carefully controlled studies in which comparable situations would allow the variable of sex to be highlighted. The final section reviews very selectively a number of studies which focus on the influence of sex in linguistic socialisation. Studies of the oral and written performance of schoolchildren and their achievements in learning to write are considered. The results of the studies are said to point towards differences caused by different socialisation patterns, but the work is held to be too partial and fragmentary to allow of very far-reaching conclusions.

86–247   Wolfson, Nessa (U. of Pennsylvania). Pretty is as pretty does: a speech act view of sex roles. *Applied Linguistics* (Oxford), **5**, 3 (1984), 236–43.

Referring both to research findings and anecdotes, the author analyses the value system apparent beneath the surface forms and social contexts of compliments. It is observed that 85 per cent of complimentary remarks extant in a particular American English corpus fall into only three syntactic categories, a fact which suggests a formulaic role. These formulas are capable of adaptation in a wide range of situations.

Compliments, examined from an ethnographic viewpoint, also provide positive reinforcement of desirable social behaviour, and therefore act as explicit value

judgements. Compliments directed towards women serve to underscore and perpetuate the subservient role allegedly forced upon women in middle-class American society. In particular, constraints on complimenting on adult males, especially those of a higher social status, are not believed to obtain when women are the recipients; on the contrary, women are seen to be subject to a form of linguistic oppression regardless of their professional or social standing.

PSYCHOLINGUISTICS

86–248   Braunwald, Susan R. (California State U.). The development of connectives. *Journal of Pragmatics* (Amsterdam), **9**, 4 (1985), 513–25.

The general developmental processes common to the acquisition of connectives are described for a single child from the age of 15 months to 36 months. These processes are defined on the basis of tracing systematic changes in the form, content and use of language in a hand-recorded daily diary. Pragmatic and Piagetian concepts are combined to determine if there are common antecedents to the acquisition of connectives and similarities in the developmental process of emergence across individual connectives. Three general and sequential developmental steps were found: the conjoining of two thoughts in a single context of use < the discovery of the form of a connective < the meaningful connecting of thought and form. Connectives emerged in the following order: *and < because < when < so < if < for < but < or*. In terms of developmental processes, the emergence of connectives is indicative of and contributes to a general, but gradual, evolution in the interrelationship among language, thought and intentionality.

86–249   Gibbs, Raymond W., Jr. (U. of California, Santa Cruz). On the process of understanding idioms. *Journal of Psycholinguistic Research* (New York), **14**, 5 (1985), 465–72.

This paper presents arguments against the idea that people normally analyse the literal meanings of idiomatic expressions during understanding. A number of empirical studies are reviewed which suggest that people do not compute the literal interpretations of idioms either before or simultaneous with comprehending their figurative meanings. This seems particularly true given that many idiomatic expressions do not have well-defined literal meanings. Finally, although idioms are understood directly as if single words, it is premature to accept the idea that all idioms are represented with equal status in the lexicon.

86–250   Nagata, Hiroshi (Okayama U., Tsushima, Japan). Extraction of linguistically relevant referential properties through language learning. *Journal of Psycholinguistic Research* (New York), **14**, 5 (1985), 447–64.

In order to identify the role of language in extracting a particular referential property which was involved in a reference situation but which was not expressed as relevant in the linguistic structure of the subjects' native language, three experiments were performed. Forty subjects were exposed to the same referential situations but to

different linguistic structures, each encoding a particular referential property that was relevant. Miniature artificial languages were used. The referential properties examined were prototypical transitivity as defined by Slobin (1980) and plurality. The results showed that prototypical transitivity was extracted more readily than plurality, even though the subjects were more familiar with the latter property. The discussion emphasised how language serves to promote the extraction and encoding of linguistically relevant properties that underlie referential situations.

86–251   Ninio, Anat (Hebrew U. of Jerusalem). The meaning of children's first words. Evidence from the input. *Journal of Pragmatics* (Amsterdam), **9**, 4 (1985), 527–46.

This study is an investigation into the meaning of the first words children acquire, through an examination of the input to the semantic learning device. An analysis of the way word meanings might be learned shows that (*a*) the set of words potentially learnable at the very onset of language acquisition is the set of words addressed to the child as single-word utterances, and (*b*) the most likely description of the meaning children attribute to one-word utterances is in terms of the intentional communicative acts speakers perform in uttering these utterances. One-word utterances of eight mothers to preverbal infants were analysed for their communicative function. It was found that words appearing as one-word utterances in the input possess a high degree of function-specificity and even unifunctionality. The results imply that the first word meanings children learn are probably rules for the lexicalisation of specific communicative acts.

86–252   Reilly, Ronan G. (St Patrick's Coll. Dublin). Control processing vs. information processing in models of reading. *Journal of Research in Reading* (Leeds), **8**, 1 (1985), 3–19.

The purpose of this paper is to highlight some important ways in which standard information-processing models of language, and specifically of reading, are deficient. It is proposed that the standard models do not provide an adequate framework for dealing with a number of central issues in reading. Their deficiencies are considered under four headings, (1) theoretical rigour, (2) the interaction of different levels of information during reading, (3) the parallel nature of much of human information processing, and (4) reading comprehension. The source of the problems is considered to be the view of information as an inert encoding and of information processing as a series of these encodings. A distinction is made between models which emphasise a flow of information and models which emphasise a flow of control. Production systems are proposed as examples of the latter type of model. Their use is seen as a qualitatively different approach to language processing which provides a solution to many of the problems inherent in the standard models.

86–253   Roth, Froma P. and Davidge, Nancy S. (U. of Maryland). Are early verbal communicative intentions universal? A preliminary investigation. *Journal of Psycholinguistic Research* (New York), **14**, 4 (1985), 351–63.

This longitudinal study was conducted to provide preliminary information about the universality of early verbal communicative intentions. Three children whose native languages differ were videotaped in spontaneous mother–child interactions at 2-week intervals between MLU 1·0 and 2·0. The languages studied were American English, Danish and Serbo-Croatian. Each child utterance was coded for the communicative intention expressed using a modified version of Dale's (1980) taxonomy. Findings indicate that all subjects used the full range of intentions. Overall, the intentions used most frequently were Naming and Attributes. Cross-linguistic similarities were also noted in patterns of intention usage as a function of increasing MLU. Results support the view that early verbal intentions are language-learning universals. However, no support was found for the universal-sequence hypothesis.

86–254   Thevenin, Deborah M. and others (U. of Miami). Where's the drift in babbling drift? A cross-linguistic study. *Applied Psycholinguistics* (Cambridge), **6**, 1 (1985), 3–15.

Previous research has suggested that infants' early listening experience affects their ability to perceive speech. Many psychologists and linguists have also suggested an early impact of listening experience on prelinguistic production. This belief was formalised in the babbling drift hypothesis (see e.g. Brown, 1958), which predicts that babbling begins to approximate characteristics of the mother tongue as infants approach meaningful speech. In order to investigate this hypothesis, four experiments were conducted in which adult listeners' perception of the babbling of infants from different language backgrounds was tested. In the first two experiments monolingual English and bilingual English–Spanish adults judged the babbling of fourteen 7- to 10-month-old English- and Spanish-learning infants. The third and fourth experiments investigated the babbling drift hypothesis with older infants (11–14 months of age).

For all experiments conducted during both the beginning and the end of the babbling period, adult judges were unable to identify language background significantly above chance level. Therefore, the findings do not support the babbling drift hypothesis. However, bilingual and monolingual judges showed consistently different patterns of judgement with regard to particular infants and utterances. Thus it appears that judges are influenced by their language background even if the influence fails to improve their success in determining infant language environment.

PRAGMATICS

86–255 Combettes, B. (U. of Nancy II). Cohérence textuelle et pragmatiques. [Textual coherence and pragmatics.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain), **10**, 4 (1984), 39–59.

Taking an explicitly eclectic view of pragmatics as a collection of varying theories, the paper considers briefly a number of phenomena which contribute to the coherence of written texts (not 'coherence' in the sense of Halliday and Hasan: the paper is rather about what they would call 'cohesive devices'). Examples are deictic markers (pronouns, time and place indicators); verb forms; pronominal anaphora. Also discussed are logical considerations in coherence, such as missing premises, e.g. 'Dupont is the chief examiner. You'll pass'. Missing – '?Dupont isn't strict'. '?Dupont knows you very well', or whatever. Every point is illustrated by text examples taken from literature, journalism or advertising. Reference is made to the co-operative principle (cf. Grice), guiding readers who assume texts are coherent and read them as such.

86–256 Faerch, Claus (U. of Copenhagen) **and Kasper, Gabriele** (U. of Aarhus). Pragmatic knowledge: rules and procedures. *Applied Linguistics* (Oxford), **5**, 3 (1984), 214–23.

This paper argues in favour of greater exploitation of pragmatic aspects of speech acts as a means of achieving a greater degree of communicative competence in second-language learning and teaching. A distinction is drawn between pragmatic rules and pragmatic procedures. The former are dervied from an interlocutor's knowledge, within a given socio-cultural community, of the following: linguistic rules, speech acts, appropriate patterns of behaviour, discourse features such as cohesive devices, openings and closings, etc., context-determiners such as role relationships and, in addition, general factual information that is extra-linguistic.

Pragmatic procedures are concerned with establishing a communicative goal through selection and combination from the areas which constitute pragmatic rules. Once this process is complete the goal is converted into linguistic forms through selection of appropriate syntax and lexis. A further phase involves the control or modification of the communication event by monitoring feedback from the interlocutor. A description of the performance of the speech act of apologising illustrates the distinction between pragmatic rules and pragmatic procedures.

86–257 Formanovskaya, N. I. Способы выражения просьбы в русском языке (прагматический подход). [Formulating requests in Russian – the pragmatic approach], *Русский язык за рубежом* (Moscow), **6** (1984), 67–72.

The difference between semantics, syntax and pragmatics is first established, pragmatics being seen to provide rules which govern the form of dialogue fragments and to be overlaid upon any 'grammatical' rules which may apply. Ways of formulating

requests are examined and assessed in terms of the effect they have upon the addressee, They include the use of the imperative and interrogative, of which the latter is particularly rich in forms and nuances. A distinction is drawn between requesting and related acts such as questioning, advising, commanding, requesting permission. Particular significance is attributed to the orientation of requests as between the addressor and the addressee. 'Speech etiquette' is seen as a key component reflecting the relationship between participants and the situation in which they find themselves. [Examples.]

86–258   Gass, Susan M. and Varonis, Evangeline Marlos (U. of Michigan). Variation in native speaker speech modification to non-native speakers. *Studies in Second Language Acquisition* (Bloomington, Ind.), **7**, 1 (1985), 37–57.

This study builds upon prior research dealing with the nature of discourse involving non-native speakers. In particular, variables influencing native-speaker foreigner talk and the form that speech modification takes are examined. The databases are (1) 80 taped telephone interviews between NNSs at two distinct proficiency levels (interviewer) and NSs (interviewee), and (2) 20 NS–NS interviews. Five variables are considered: (1) negotiation of meaning, (2) quantity of speech, (3) amount of repair (following a specific NNS request for repair), (4) elaborated responses, and (5) transparent responses. It is found that the speech of NSs changes as a function of an NNS's ability to understand and be understood. A general cognitive principle–transparency–underlying aspects of both foreigner talk and second-language acquisition, is suggested.

86–259   Gundel, Jeanette K. 'Shared knowledge' and topicality. *Journal of Pragmatics* (Amsterdam) **9**, 1 (1985), 83–107.

The 'shared knowledge' often associated with specific linguistic forms, such as definite descriptions, cleft constructions and specific intonation contours, is shown to be a function of the role of these constructions in encoding the topic–comment structure of a sentence. This explains certain properties of the relation between shared knowledge and linguistic form, in particular: (1) why 'shared knowledge' is associated with some forms and not with others; (2) why 'shared knowledge' is not consistently associated even with these forms; and (3) why what is assumed to be 'shared' is familiarity with a discourse entity and not necessarily belief in the truth of a corresponding proposition.

86–260   Hinds, John. Misinterpretations and common knowledge in Japanese. *Journal of Pragmatics* (Amsterdam), **9**, 1 (1985), 7–19.

The distinction drawn by Kreckel (1981) between common knowledge and shared knowledge is applied to conversational interaction. It is shown that, despite a robust core of common knowledge, in Japan misinterpretations occur with some frequency in normal conversational interactions. Two general types of misinterpretations are identified, and it is shown that both types are caused by the fact that the speaker misjudges the addressee's ability to comprehend the intended message based on the

number of overt clues the speaker provides. In the first type of misinterpretation the speaker does not provide enough relevant information for a specific overt noun phrase to be interpreted correctly. In the second type the speaker and addressee operate with separate conversational topics or scenarios.

86–261   Kess, Jospeh F. (U. of Victoria, BC, Canada) **and Hoppe, Ronald A.** *Journal of Pragmatics* (Amsterdam), **9**, 1 (1985) 21–39.

This paper deals with two types of shared knowledge in the light of psycholinguistic investigations in ambiguity detection and ambiguity resolution. The first type of shared knowledge is the generally shared knowledge of the world type, an array of facts and related inferences that allow reader/hearers to detect alternate interpretations for sentences with multiple readings. This type of shared knowledge allows for a hierarchically ordered set of choices for likely interpretations of ambiguous sentences in isolation; in context, this shared knowledge provides for the interaction of bias with context to make for a likely interpretation. Secondly, shared knowledge may also be of a second type – that metalinguistic knowledge or ability which is shared and demonstrated by all members of the linguistic community to some degree, but which elicits individual differences. The role of individual differences in ambiguity detection and resolution in English and Japanese is discussed as an example of the range of individual differences in 'shared knowledge' of the metalinguistic type.

86–262   Pennycook, Alastair (McGill U.). Actions speak louder than words: paralanguage, communication and education. *TESOL Quarterly* (Washington, DC), **19**, 2 (1985), 259–82.

This article examines the importance of paralanguage (kinesics, proxemics, and paraverbal features) in communication. Gestures, facial expressions, interactional synchrony, eye contact, use of space, touching, aspects of voice modification, and silence play a crucial role in human interaction and are highly culture-specific. The implications of this broad paradigm of communication are discussed with respect to language development, and it is suggested that paralanguage be included as a primary facet of communicative competence. The importance of awareness of paralanguage in the classroom is discussed, and a number of suggestions are made to facilitate students' acquistion of paralanguage. These include techniques to help students to become more aware of paralanguage, role-playing which emphasises non-verbal communication, guessing the meaning of hummed sentences merely from the intonation patterns, and portraying emotions through gestures and body movement.