Research in the supporting sciences

Linguistic theory

87-93 Burkhardt, Armin (Technische Hochschule Darmstadt). Zur Phänomenologie, Typologie, Semasiologie und Onomasiologie der Frage. [On the phenomenology, typology, semasiology and onomasiology of the question.] *Deutsche Sprache* (Berlin, FRG), **14,** 1 (1986), 23–57.

A specific feature manifested by questions is the incompleteness of their propositional content: the speaker lacks a piece of information and the point of his/her question is the obtaining of this information from the listener. In terms of their basic phenomenological type, questions are a specific subset of acts of demanding. They normally require a purely verbal response. The archetypal question calls for the closure of an information gap. This is the fundamental pattern which must constitute the starting point of any semantic typology of the question. A number of studies which claim to provide a typology of the question are reviewed (e.g. Hindelang, 1981). In contrast to Hindelang's work, the present approach aims to provide a typology of the question on the basis of purely semantic criteria at the level of 'langue'.

The Information question is the ideal type of question, since it requires an answer. In addition, there are two question varients for which this expectation does not hold: the 'whimperative' question (Sadock, 1970) and the statement-making 'rhetorical' question. Questions which require an answer are subdivided into substantive and structural questions. Various further subtypes are distinguished and displayed in a diagram [examples are discussed]. A third section deals with the numerous indirect speech acts which are realised via the question form. These are not questions in the ideal-typical sense. They include categories such as that of reproach, demand, rhetorical question, polite request for permission, threat, etc. The question form may have potentially infinite functions. A final section considers examples of statement sentences which function as questions. Examples are analysed according to the earlier criteria presented.

87-94 Declerck, Renaat (Catholic U. of Leuven, Belgium). The manifold interpretations of generic sentences. *Lingua* (Amsterdam), **68,** 2/3 (1986), 149–88.

The author observes that generic sentences like *Ted votes for liberals* are unspecified for a number of distinctions and may therefore be true descriptions of a variety of situations. Thus the above sentence does not tell us (a) whether Ted votes only for liberals or for other candidates as well; (b) whether Ted votes at every election or only at some; (c) whether Ted votes for all the liberal candidates or only for some, etc. In this paper, nine such distinctions are identified and discussed. The author then argues that it is precisely this lack of specification for some relevant distinctions that, together with pragmatic factors, brings about the generic interpretation of such sentences. Genericness is thus traced back, not to a generic quantifier or VP operator, but primarily to the fact that there is no bounding (specification) of the situation in the sentence.

87-95 Dirven, René (U. of Trier, FRG). Metaphor and polysemy. *Cahiers de l'Institut de Linguistique de Louvain* (Louvain, Belgium), **11,** 3/4 (1985), 9–27.

The relationship between metaphor and polysemy is one between cause and effect, or between means and end: metaphor (in the wider sense of metaphorical process) is the cognitive and linguistic means *par excellence* to categorise the phenomena of an ever-extending field of human experience and relating it to already familiar experience.

Thus metaphor is not arbitrary but highly motivated: detailed analysis of the three items *heart, sweet* and *cup* shows that the kind of metaphorical processes and the number of metaphorisations is strongly determined by the folk theories constituting the basic meaning of an item, by its membership of a word category, and by its denotational potential. The links between new polysemic paths that may develop in a word and the intrinsic features of this word can be accounted for in a straightforward way. This does not mean that they are also predictable. It can never be predicted what element in the world of familiar experience the speaker will choose as the basis of his association process; but the way he selects this element is in retrospect relatable to specific relationships holding between the new and familiar elements of experience.

87–96 Newmeyer, Frederick J. (U. of Washington). Has there been a 'Chomskyan revolution' in linguistics? *Language* (Baltimore, Md), **62**, 1 (1986), 1–18.

While it was once uncontroversial to refer to a 'Chomskyan revolution' in linguistics, a number of commentators have recently questioned whether generativist theory truly represents a revolutionary departure from earlier approaches. This paper defends the view that a Chomskyan revolution has indeed occurred – a revolution which began with the publication of *Syntactic structures* (1957) and which has had profound effects, both intellectually for the study of language and sociologically for the field of linguistics. Paradoxically, however, the revolutionary success of generative grammarians has not resulted in their achieving administrative power in the field – a fact which is both documented and explained.

Phonetics and phonology

86–97 Bond, Z. S. and Fokes, Joann (Ohio U., Athens, Ohio). *Journal of Phonetics* (London), **13**, 4 (1985), 407–20.

This study compared the timing of syllables in the speech of non-native speakers of English with American English timing patterns. The subjects, native speakers of Thai, Malaysian and Japanese, read English words in isolation and with one- and two-syllable suffixes added. Although the non-native speakers compressed words when producing them with suffixes, they showed little awareness of the English pattern of compressing suffixed words in proportion to the number of added syllables.

87–98 Cutler, Anne and others (MRC Applied Psychology Unit, Cambridge, UK). The syllable's differing role in the segmentation of French and English. *Journal of Memory and Language* (New York), **25**, 4 (1986), 385–400.

Speech segmentation procedures may differ in speakers of different languages. Earlier work based on French speakers listening to French words suggested that the syllable functions as a segmentation unit in speech processing. However, while French has relatively regular and clearly bounded syllables, other languages, such as English, do not. No trace of syllabifying segmentation was found in English listeners listening to English words, French words, or nonsense words. French listeners, however, showed evidence of syllabification even when they were listening to English words. It is concluded that alternative segmentation routines are available to the human language processor. In some cases speech segmentation may involve the operation of more than one procedure.

87–99 Treiman, Rebecca (Wayne State U.) Spelling of stop consonants after /s/ by children and adults. *Applied Psycholinguistics* (Cambridge), **6**, 3 (1985), 261–82.

Two experiments examined the way in which kindergarteners, first graders, and adults spell syllables like /spa/, /sta/ and /ska/. The second consonants of these syllables are standardly spelled as the voiceless stops P, T and C/K. From a phonetic standpoint, however, the consonants could be spelled as the voiced stops B, D, and G. The proportion of voiced spellings was found to decrease with reading level: the nonstandard spellings were fairly prevalent among children, but almost nonexistent among adults. None the less, most adults could choose the phonetically plausible voiced spellings over phonetically incorrect spellings.

87–100 Westbury, John, R. (U. of N. Carolina) **and Keating, Patricia A.** (U. of California). On the naturalness of stop consonant voicing. *Journal of Linguistics* (London), **22**, 1 (1986), 145–66.

An electrical circuit [details] providing an aerodynamic model of the vocal tract was used to test the naturalness of stop consonant voicing in various phonetic environments: pause + stop + vowel,

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vowel + stop + vowel and vowel + stop + pause. Voicing was assumed to occur when glottis and vocal folds are in a suitable state for voicing and when there exists a sufficient pressure drop between trachea and pharynx. The hypothesis was advanced that ease of articulation, defined in terms of the least velocity of transition between successive states of the vocal tract, is the principle governing whether a segment is voiced or not. The model showed that voicing depends on timing and subglottal pressures associated with different positions in an utterance. Stops between two identical vowels are naturally voiced when closure is relatively short. Initial stops are most likely to be voiceless (and unaspirated), but after prolonged closure some transitory voicing may be acoustically present. Final stops are more naturally voiceless. These predictions were compared with language data. They were most closely confirmed in young children's speech before phonological contrasts are fully developed. In languages with no stop voicing contrast, stops tend to be voiceless in all positions. In languages with voicing contrast, the contrast tends to be maintained in initial and medial stops, but there is some preference for voiceless stops finally, with any neutralisation being in the voiceless direction. Where language data do not match the model's predictions, it may be assured that other principles, such as communicative efficiency, acoustic invariability and perceptual requirements, override that of ease of articulation.

Sociolinguistics

87-101 Abaitua, Joseba (CCL/UMIST). Is there a role for Basque in a multilingual Europe? *Multilingua* (Amsterdam), **5**, 2 (1986), 95–9.

The case of Basque could be presented as a clear example of a community's effort to maintain its mother tongue. This effort, however, faces difficult challenges. First, there is the challenge of a transitional process of normalisation of the language within its own regional boundaries. Despite its recently acquired prestige and the support of the majority of the population, Basque is spoken by only a minority, and therefore any political measures in terms of language policy need to be very subtle. Secondly, Basque is competing with a national language, which has not only the backing of a large monolingual community and a superior legal status, even inside its regional boundaries, but also the backing of administration, education, trading and, above all, the always powerful mass media. Thirdly, with the entrance of Spain into the EEC with its greater linguistic hierarchy, Basque is relegated to a position of highly regionalised language within a larger political and economic unit. With these three different contexts in mind, this article tries to outline the domains in which Basque can be expected to be used.

87-102 Akinnaso, F. Niyi. (Lagos State U., Nigeria). On the similarities between spoken and written language. *Language and Speech* (Hampton Hill, Middx), **28**, 4 (1985), 323–59.

This paper challenges both the theoretical assumptions and the quantitative method underlying comparative studies of spoken and written language and proposes a sociolinguistic model that relates linguistic forms to macro-sociological contexts, communicative goal and function. Drawing upon data derived from oral ritual communication in non-literate societies and adopting a comparative, meta-analytical approach, the paper provides evidence for basic similarities in form and function between formal spoken and formal written language. More is known about the relationships between discourse types by viewing linguistic structures in relation to historical, social, cultural, political and ideological contexts rather than by viewing them as 'autonomous' objects reducible to mere tokens. The implications of the findings for sociolinguistic theory are highlighted, and future research directions indicated.

87-103 Auer, J. C. P. Konversationelle Standard/Dialekt-Kontinua (code-shifting). *Deutsche Sprache* (Mannheim, FRG), **14**, 2 (1986), 97–124.

The paper deals with a specific type of variation between standard and dialect in conversation: 'gliding' transitions between a variety closer to the standard and more dialectal one (or vice versa). This complex type of variation is called 'code-shifting'. The following issues are discussed: (a) the structural properties of code-shifting (co-occurrence restrictions); (b) the function of code-shifting (conver-

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sation analysis of code-shifting); and (c) the role of code-shifting in the repertoire of a speech community (as opposed to code-switching and other types of variation).

87-104 Cavalli-Sforza, L. L. (Stanford U.) and Wang, William S-Y. (U. of California, Berkeley). Spatial distance and lexical replacement. *Language* (Baltimore, Md), **62**, 1 (1986), 38–55.

The 'stepping-stone' model has been used to study genetic similarity of peoples as a function of the geographical distances separating them. A gene is represented by one of several alleles, much as a meaning is represented by one of many words. Based on this parallel, the stepping-stone model is here applied to a body of linguistic data from a chain of Micronesian islands. The logarithm of the lexical similarity, when plotted against geographical distance, shows a pronounced upper concavity not found in the genetic investigations. This deviation from linearity is largely caused by non-homogeneity of replacement rates in the words studied. Another contributing factor is that the effect of distance on lexical similarity is much greater for the eastern islands in the group.

Rates of replacement in space, computed here, show a significant positive correlation with those in time, computed for a related language or for different groups of languages.

87-105 Di Sciullo, Anne-Marie and others (U. of Quebec). Government and code-mixing. *Journal of Linguistics* (Cambridge), **22**, 1 (1986), 1–24.

The process of cross-linguistic code-mixing is constrained by the government relation that holds between the constituents of a sentence. In a brief review of some of the previous work on grammatical constraints on code-mixing, the authors demonstrate that the principle of government, that is, the syntagmatic coherence principle of traditional grammar and of recent generative theory, provides a coherent and quite general account of allowable switching sites. Examples of contexts mixing are given. A set of case studies of empirical data is adduced which shows that the theory generally makes the right predictions for French–Italian–English and Hindi–English code mixes.

87-106 Hartig, Mathias (U. Gasamthochschule Paderborn). Richtungen der angewandten Soziolinguistik. [New directions for applied sociolinguistics.] *AILA Review* (Madrid) [formerly *AILA Bulletin*], **2** (1985), 24–47.

In the last few years sociolinguistics has of necessity become more 'applied', being asked to provide specific information and suggest concrete answers to increasingly pressing social problems. Areas of concern have included foreign-language teaching and communication between citizens and bureaucrats, but the two biggest areas have been the situation of immigrants and guest workers, and that of regional minorities with their demands for autonomy. It has been better understood that multilingual situations are normal and can be stable over long periods, and that individuals need their group language for reasons of identity, as well as perhaps needing the standard language for personal advancement. A policy aim in many situations should therefore be to create functional bilingualism.

The author circulated among AILA colleagues a questionnaire on research and language planning in their countries. One question concerned which of seven areas of sociolinguistics—multilingualism, variation, communication, ethnic problems, social problems, pedagogics, foreign languages—had a major place in current research; the answers, tabulated for seven (sub-)continents, are claimed to show differences of priority, especially between industrial and 'developing' countries.

87-107 Holmes, Janet (Victoria U. of Wellington). Functions of 'you know' in women's and men's speech. *Language in Society* (London), **15**, 1 (1986), 1–22.

You know, like the tag question and the parenthetical *I think*, has been regarded as a linguistic hedging device, and consequently as a 'women's language' form. This paper describes a range of forms and functions expressed by *you know*, as well as its use by women and men in a corpus of spontaneous speech. While there is no difference in this corpus in the total number of occurrences of *you know* produced by women and men, there are interesting contrasts in the most frequent functions expressed by *you*

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know in female and male usage. Finally, the possibility that negative stereotypes may distort perceptions of women's usage is briefly discussed.

87–108 Mohan, Peggy (Mass Communication Research Centre, Jamia Millia Islamia, New Delhi) **and Zador, Paul.** Discontinuity in a life cycle: the death of Trinidad Bhojpuri. *Language* (Baltimore, Md), **62**, 2 (1986), 291–319.

Do languages die gradually or abruptly? Spontaneous speech samples were elicited from 40 speakers of Trinidad Bhojpuri in rural Caroni, Trinidad, ranging in age from 95 to 26. The oldest 28 subjects were representative of their age group; the youngest 10 were distinctly unrepresentative. Data corpora were pro-rated to equal length, and the errors and test features in each corpus were counted to distinguish statistically between native and non-native competence. Speakers formed two internally age-independent competence clusters—with the 10 youngest speakers and one older speaker a group apart, signalling a discontinuity between native and post-native competence.

Psycholinguistics

87–109 Clifton, Charles, Jr and Frazier, Lyn (U. of Massachusetts). The use of syntactic information in filling gaps. *Journal of Psycholinguistic Research* (New York), **15**, 3 (1986), 209–24.

Two sentence-comprehension time experiments replicated and extended previously reported research indicating that readers initially make a quick, heuristic assignment of fillers to gaps in temporarily ambiguous sentences such as *Who did John beg to sing?* and *Who did John beg to sing for?* The Most Recent Filler heuristic readers seemed to adopt made the former 'distant filler' sentence harder to comprehend than the latter 'recent filler' sentence. Readers did not in general use all available sources of information in making this assignment. In particular, they usually delayed their use of verb-control information so that substituting the unambiguous-control verbs *force* or *begin* for *beg* did not eliminate the distant filler inferiority. The experiments counter some criticisms that have been made of the previously reported research. The possibility that readers delay using an interesting natural category of information was raised, and its implications for the mental grammar were considered.

87–110 Daiute, Colette and Kruidenier, John (Harvard U.). A self-questioning strategy to increase young writers' revising processes. *Applied Psycholinguistics* (Cambridge), **6**, 3 (1985), 307–18.

Researchers who study the writing process have found that beginning writers do little spontaneous revising of their own texts. This study explores the possibility that beginning writers do not revise because they do not read their own writing. The assumption behind the study is that explicit self-questioning strategies would engage young writers in reading their texts; thus they would become more active revisers. The experimental intervention is a question-prompt computer program (added to a word-processing program) that guides the 11- to 16-year-old subjects to examine their own writing by asking themselves questions about their texts. This process was intended to engage the subjects in reading the text closely and revising more extensively. Analyses of the number and nature of revisions indicate that self-reflective question-prompts engage student in reading their texts and lead to significant changes in revising strategy.

87–111 Folven, Raymond J. (U. of Virginia) **and others.** Communicative gestures and early sign-language acquisition. *First Language* (Chalfont St Giles, Bucks), **5**, 2 (1984/5), 129–44.

The gestural (non-sign) communication and symbolic functioning of 13 children who were acquiring American Sign Language as a first language were compared with existing data for children learning a spoken language. Two communicative gestures, Giving and Communicative Pointing, were the strongest gestural correlates of lexicon size for both spoken and sign languages. However, whereas first referential words typically appear after the onset of Giving and Pointing, the initial sign production of

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the children in the present study preceded the onset of Giving and Pointing. These children also attained various linguistic milestones at earlier levels of symbolic play maturity than did children learning to speak. These results suggest that the early stages of the acquisition of visuomotor language and a spoken language emerge from the same communicative bases, but that certain linguistic capacities may be present earlier than has been generally recognised.

87–112   Foster, Susan H. (Northern Arizona U.). Learning discourse topic management in the preschool years. *Journal of Child Language* (Cambridge), **13**, 2 (1986), 231–50.

The ability of children aged 0;1 to 2;6 to initiate and maintain topics of conversation is explored using videotaped data of mother–child interaction collected at home. An analysis of both verbal and non-verbal behaviours suggests that initially children attract attention exclusively to themselves as topics of conversation. The emergence of manipulative skills from 0;5 and the development of deictic gestures from around the end of the first year facilitate the initiation of topics concerned with items in the physical environment. Finally, with the development of language, reference to intangibles becomes possible. In maintaining topics, children are initially capable of extended sequences only within the context of routines, but by 2;6 are able to maintain coherent topics independently. The implications of the analysis presented for understanding the role of prelinguistic communication in language development are discussed against the background of a modular framework.

87–113   Goldman, Susan R. (U. of California, Santa Barbara) **and Varnhagen, Connie K.** (U. of Alberta). Memory for embedded and sequential story structures. *Journal of Memory and Language* (New York), **25**, 4 (1986), 401–18.

Children's and adults' memory for multiple-episode stories having sequential as compared to embedded structures was examined in two experiments. The story events and states were virtually indentical in the two structures; however, the sequencing of the events and states was manipulated to produce sequential causal chain and embedded causal network structures. Recall memory and causal explanations for story events were examined in Experiment 1 for adults at immediate and delayed tests and in Experiment 2 for fifth- and third-grade children. Patterns of differential recall for specific information in the stories were generally consistent with recursive network models. Variance in recall was predicted by story category. The predictive importance of number of causal connections and level in an embedded goal hierarchy varied as a function of structure, time of test and age. Causal explanations for goals and for goal-attaining actions also reflected the hypothesised differences between causal chain and causal network structures in all four groups. Goals were given as causal explanations far more frequently than would have been expected on the basis of the recall data. This 'paradox' suggests the importance of understanding the assumptions that story tellers or retellers make regarding the 'natural' inference processes of their audiences.

87–114   Gregory, Stanford W., Jr. A sociolinguistic indicator of group membership. *Journal of Psycholinguistic Research* (New York), **15**, 3 (1986), 189–207.

Previous research into the acoustical paralinguistic features of dyadic interview conversations by this author have shown that conversation partners adapt features of their paralinguistic expression to one another, and that this adaptation is continually reconstituted as the conversation proceeds over time. The research reported herein shows that the adaptation phenomenon is also capable of quantitatively and objectively selecting out specific conversations associated with persons who share membership in a consolidated group. It is apparent in this study that members of a consolidated group, in comparison with disparate individuals, engage in a kind of paralinguistic cryptocommunication constituting a code signifying their membership. This form of communication is obviously not consciously known and controlled by conversation partners, for the means of extricating it derives from the employment of several intricate computer routines. In the final portion of this article, prominent competing explanations of the results are discussed. These alternate explanations generally take the form of technical artifacts that offer a more prosaic account of the research results. In order to dispel these looming technical artifactual possibilities, various critical tests are advanced. The results of this research

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are a substantial and innovative step in the refinement of method and instrumentation to further

our understanding of the sociolinguistic binding medium of group membership.

87–115 Lemish, Dafna (U. of Haifa) **and Rice, Mabel L.** (U. of Kansas). Television as a talking picture book: a prop for language acquisition. *Journal of Child Language* (Cambridge), **13**, 2 (1986), 251–74.

This study provides longitudinal observations of young children's behaviours while viewing television in their own homes, over a time when the children were actively involved in the process of language acquisition. Sixteen children were observed for a period ranging from 0;6 to 0;8. At the beginning their ages ranged from 0;6.15 to 2;5.15; at the end from 1;2.15 to 3;0. The observations yielded documentation of an overwhelming and consistent occurrence of language-related behavi-

ours among children and parents in the viewing situation. The categories of child and adult talk are reported, with description and examples of each category. The categories are compared with those reported for parent–child interactions outside the viewing experience—in particular joint book-reading. A model of television as a talking picture book is proposed. It is argued that television has the potential to serve as a facilitator of children's language acquisition.

86–116 McCutchen, Deborah (U. of Pittsburgh). Domain knowledge and linguistic knowledge in the development of writing ability. *Journal of Memory and Language* (New York), **25**, 4 (1986), 431–44.

This article presents a psycholinguistic analysis of the development of writing skill and reports a developmental study of knowledge effects in writing. A theoretical framework decomposes the requisite knowledge into three main components: (1) generalised, high-level problem-solving plans; (2) a content component, and (3) a discourse component. The content component includes domain knowledge pertinent to the writer's topic, and the discourse component includes knowledge about text and

linguistic structures. The focus of the study is the interaction of the content and discourse components. Psycholinguistic analyses of 240 elementary school texts revealed differences related to the age of the writer, as well as to knowledge of topic. These differences are accounted for in terms of processing interactions between schema instantiation and linguistic skills from the discourse component and the relevant knowledge base from the content component.

87–117 Meier, Richard P. and Bower, Gordon H. (Stanford U.). Semantic reference and phrasal grouping in the acquisition of a miniature phrase structure language. *Journal of Memory and Language* (New York), **25**, 4 (1986), 492–505.

This study examines the roles of semantic reference and of grammatical morphology in the learning of an artificial syntax. Subjects assigned to one of three training conditions viewed sentences from a miniature phrase structure language. In the reference field condition, subjects saw sentences which each referred to an array of geometric figures. In the morphology condition no reference field was present, but inflectional suffixes marked each sentence's constituent structure. Control condition subjects

studied sentences lacking semantic reference and inflectional morphology. Unlike control subjects, subjects in both the reference field and morphology conditions learned the miniature syntax, as evidenced by successful discrimination of novel grammatical versus ungrammatical sentences. Therefore, when surface features mark constituents, adult learning of complex syntactic regularities proceeds even in the absence of semantic reference.

87–118 Roeltgen, David P. (U. of Missouri Sch. of Medicine) **and Heilman, Kenneth M.** (U. of Florida and Veterans Administration Medical Center, Gainesville). Review of agraphia and a proposal for an anatomically based neuropsychological model of writing. *Applied Psycholinguistics* (Cambridge), **6**, 3 (1985), 205–30.

Previous models of agraphia have been descriptive and have emphasised the association of agraphia

with other disorders such as asphasia and alexia. Such models have frequently led to inconsistent

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descriptions of specific agraphia types. These inconsistencies have made clinical-anatomical correlations difficult. Recent studies of agraphic patients with focal cerebral lesions have made it possible to develop a new model of writing based on specific neuropsychological mechanisms. In addition, results from computerised tomography have helped delineate probable anatomical substrates for many of these mechanisms. It is hoped that this model provides a means for a better understanding of the mechanisms and anatomy underlying the agraphias as well as a better understanding of the relationships of the agraphias with aphasia and alexia.

87-119 Rueckl, Jay G. and Oden, Gregg C. (U. of Wisconsin). The integration of contextual and featural information during word indentification. *Journal of Memory and Language* (New York), **25**, 4 (1986), 445–60.

The influence of featural and semantic information on word identification was examined in two experiments. Letter features were manipulated within words that occurred in sentence contexts supporting different interpretations to various degrees. In the first experiment subjects were presented with sentences and asked to choose which interpretation of the word had been in the sentence. In the second experiment the subject read each sentence aloud, allowing for the determination of how the critical word was identified. The combined results of the two experiments were taken to indicate that semantic and featural information jointly influence word identification, and that the obtained effect of context is unlikely to be due to factors that exert their influence after word identification has taken place. A fuzzy propositional model was used to provide an account of the results. In this model the featural support for each interpretation of the stimulus is evaluated independently of contextual information, although contextual information influences the selection of the word's identity. This illustrates that contextual information need not influence the sensory analysis of a stimulus in order to influence the identification of that stimulus.

87-120 Warren, Hermine. Slips of the tongue in very young children. *Journal of Psycholinguistic Research* (New York), **15**, 4 (1986), 309–44.

This paper investigates the difference in the frequency with which adults and young children make slips of the tongue. The slips analysed were taken from two corpora of speech. The first consists of the speech of one child in interaction with her mother; the second corpus consists of the speech of eight children in interaction with their teacher. The results suggest that young children make significantly fewer slips than do adults. This finding is consistent with a psychoanalytic understanding of slips – i.e. that young children should make fewer slips because they are less inclined to suppress and repress ideas and impulses.

Pragmatics

87-121 Antos, Gerd. Zur Stilistik von Grussworten. [On the stylistics of greetings.] *Zeitschrift für Germanistische Linguistik* (Berlin, FRG), **14**, 1 (1986), 50–81.

Greetings, like prefaces in *Festschriften*, are declarations of societal recognition used to mark ceremonies. Simultaneously, they serve as a form of self-presentation for people in public office. On the basis of a corpus or written greetings, the differences between general formulas of greetings, words of welcome and public speeches, all of which share a ritual character, are analysed. After some general remarks on the notion of style, the style of greetings is described in respect of their creation of 'communicative reality' and their contribution towards ease of formulation and understanding. In the course of the analysis a set of rules is formulated which culminates in a micro- and a macro-stylistic rule. Among the stylistic features involved are found unintentional humour and howlers.

87–122   Bülow Møller, A. M. Composition as utterance. *Text* (Amsterdam), **5**, 4 (1985), 281–90.

This paper suggests that better composition writing involves training in the handling of reader response, and that writers would therefore profit from awareness of the range of text linguistic approaches that can be used to chart the reader's information sources. For heuristic purposes, four discrete levels are distinguished, and a short text extract is analysed (*a*) at clause level in a Hallidayan framework, (*b*) as interaction in the sense of negotiated rights and obligations, (*c*) at script level as (possibly overcoded) situation, and (*d*) at text level as 'frame' in Goffman's sense of the real vs. pretence performance. The results yielded at each level should offer composition writers scope for rhetorical impact.

87–123 Craig, Holly K. and Washington, Julie A. (U. of Michigan). Children's turn-taking behaviours. Social-linguistic interactions. *Journal of Pragmatics* (Amsterdam), **10**, 2, (1986), 173–97.

Current conceptualisations of the turn-exchange system for conversation were examined by describing the turn-taking characteristics of three-party interactions among normally developing Black English-speaking children. Subjects were six four-year-old girls and boys from middle-class families. Videotaped language samples were transcribed and scored. The data revealed that most utterances were produced non-simultaneously, were other-directed, and involved successful changes across speakers. These turn exchanges were regulated more by the speaker than the listeners. Turn-allocation cues were primarily non-verbal, with proximity and gaze being most important. These turn-exchange characteristics are consistent with those described in previous literature.

87–124   Heyman, Richard D. (U. of Calgary, Alberta). Formulating topic in the classroom. *Discourse Processes* (Norwood, NJ), **9** (1986), 37–55.

An analysis is made of five examples of utterance sequences in which topic formulations are done in a science lesson. Formulations are descriptions or glosses of the classroom talk, discussing what has been done or what is to come. Members must work through an assured stock of knowledge. It is the teacher's right to formulate the 'proper gloss'. Formulations of topic are familiar in classroom discourse, as opposed to ordinary conversation. A source of trouble is the relatively large stock of knowledge at hand, from which students must select the formulations. The examination of such talk aids our understanding of how the social order is created and managed.

87–125   Kuhlmann, Detlef. Kommunikation im Sportunterricht. [Communication in physical education (PE).] *Zeitschrift für Germanistische Linguistik* (Berlin, FRG), **13**, 3 (1985), 310–28.

We find analyses of language in teaching in the fields of educational science and linguistics. But these relate exclusively to subjects which are taught in classrooms with relatively stable seating arrangements. Hence it is difficult to apply them to PE, since spatial mobility makes special demands on communication. PE has both verbal and a highly non-verbal component: talking and moving. The function of communication processes in PE is described as follows: 'Complex verbal actions precede future motor ones; they serve to plan and organise such sport-related activities.' The author uses the paradigm of the language of the theatre and speaks of 'the linguistic direction of sport activities'. Direction is characterised by primarily verbal activities, and PE activities are at the centre of the enactment of the scene. Together with an introduction and a conclusion in the sense of Henne/Rehbock, the conversational domain of direction manifests a complex and highly structured middle section, which includes at least two elements of anticipatory realisation and anticipatory clarification. In the case of anticipatory realisation we are dealing with activities which precede the actual enactment of the scene, e.g. instructions from the teacher to the pupils to take up certain positions or the moving of apparatus; anticipatory clarification includes both the verbal explanation of the teacher to the pupils of, say, the movements they are to engage in the extra-verbal means used, e.g. demonstrating an exercise.

Within the scene we generally find a definite reduction of verbal actions. The verbal utterances during the scene are normally connected with

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directing activities. They can be divided into these so-called post-direction elements: (i) restrospective ironing out of faults; in this case the teacher sees in the scene enactment that his verbal description was insufficient and tries belatedly to correct it; (ii) anticipatory elimination of faults; the teacher foresees weak points in his direction and tries to eliminate them; (iii) modification as a methodical extension; the teacher is satisfied with the scene but tries to achieve a greater level of difficulty in the activity.

87-126 Lindeberg, Ann Charlotte. Abstraction levels in student essays. *Text* (Amsterdam), **5**, 4 (1985), 327–46.

Traditionally, a certain depth in the development of ideas together with an adequate support of statements have been thought to characterise good essays. The problem, however, has been how to describe the presence or absence of these characteristics in a model systematic and concrete enough for diagnostic and pedagogic purposes.

The present study is an attempt at constructing such a model, by building on concrete linguistic evidence in the text: the guidance given to the reader not only by connectives and metatext, but also by identifying each cohesive tie from each theme to a preceding or subsequent theme or rheme, and from each rheme to a preceding or subsequent rheme. Thus one arrives at a method from the description of (a) coherence, and (b) the direction of, or the lack of movement in, the levels of abstraction. The model helps us to differentiate between good and poor student essays on more than intuitive grounds.

87-127 Schiffrin, Deborah (Georgetown U.). Conversational coherence: The role of 'well'. *Language* (Baltimore, Md), **61**, 3 (1985), 640–67.

Conversational coherence is a co-operative enterprise in which speaker and hearer jointly negotiate (a) a focus of attention—a referent—and (b) a response which further selects what aspect(s) of that referent will be attended to. Because not all potential referents can be attended to simultaneously, discourse markers like *well* help speakers locate themselves and their utterances in the on-going construction of discourse. Analysis of everyday talk shows that *well* anchors a speaker in a system of conversational exchange when the options which a prior referent has opened for upcoming coherence are not fully met. Thus *well* is sensitive to the information structure of questions, answers, the underlying conditions of requests, and various participation shifts in talk.

87-128 Williames, John (Tutong, Brunei). The interactive nature of the newspaper letter. *MALS Journal* (Birmingham), **10** (1985), 108–40.

The article deals principally with newspaper letters to the editor which involve argument, especially those which refer explicitly to a statement or view in a previous edition. The aim is to show that these letters are a form of written discourse which is markedly interactive.

There is a network of interaction between the original writer, editor, readers and the responding writer whose purpose it is to argue against the original case. Certain recurring features in such letters are discernible: the conventional opening address to the editor, a sentence which hints at what the writer will say (this may take the form of correction of inaccuracies, declaration of disagreement, etc.), then the counter-argument, and finally the concluding comment or evaluation (this may take the form of an attack, anticipating criticism). The truth value of the counter-argument is frequently underlined by inclusion of details of authorship, eg. title, profession, address. Though in general detached, the editor interacts in the sense that he selects letters for publication, and their titles. He, like the readers, has the right of reply.

It is argued that the newspaper argument letter reflects the conventions of argument found in spoken discourse, and that further investigation of similarity in argument patterns will help to counter the notion that only spoken discourse is interactive.