Research in the supporting sciences

LINGUISTIC THEORY

82–337 Bergelson, M. B. and Kibrik, A. E. Прагматический 'принцип приоритета' и его отражение в грамматике языка. [The pragmatic 'principle of priority' and its reflection in the grammar of language.] *Серия литературы и языка* (Moscow), **40**, 4 (1981), 343–55.

Languages are claimed to obey a 'principle of priority' according to which the important is emphasised and other information is de-emphasised. Priority may either be assigned in accord with some general communicative principle, or it may depend on the particular situation in which language is being used. This principle is said to have a wide range of grammatical correlates.

A number of examples are presented, and exemplified with data from numerous languages of very different types. There is said to be a continuum of importance from independent sentences to units lower than the word which still convey predicate-like information; a large number of factors are cited as relevant to the choice of predicate-argument structure in sentences; it is shown that any aspects of the meaning of a word or sentence may be brought out more explicity; and it is claimed that the order of conjuncts reflects priority.

82–338 Blaubergs, Maija S. (U. of Georgia). Are structural features of word meaning reflected in judgements of semantic similarity and difference? *Language Sciences* (Bloomington, Ind), **2**, 1 (1980), 1–31.

Several current linguistic theories suggest that the meaning of words includes a syntactic organisation similar or identical to the syntactic/semantic organisation of sentences. The author proposes a model of the structure of complex words that includes structural components analogous to Fillmore's (1968) 'cases' as well as 'core meanings' that allow an organisation of the internal lexicon by shared meaning content into fields. Hypotheses concerning the proposed model, which is contrasted with a purely associationistic model of lexical organisation, are tested using the traditional psycholinguistic methods of investigation of word-sorting tasks and judgements of similarity and difference in meaning that have been assumed to directly reflect the internal lexicons of language users. The results of the experiments, contrasting the saliency of meaning content and meaning structure for linguistically naive language users, indicate that meaning content is a more salient basis for judgements of similarity and difference than is meaning structure under certain restricted conditions.

A *post-hoc* interpretation of the findings, based in part on the written comments of the participants in the experiments who were asked to explain the bases for their solutions to the word-sorting tasks and for their judgements of similarity and difference, includes the postulation of interference by processing strategies. It is

concluded that both the organisation of the internal lexicon and processing strategies are reflected in judgements of similarity and difference by naive language users.

82–339 Boër, Steven and Lycan, William G. A performadox in truth-conditional semantics. *Linguistics and Philosophy* (Dordrecht), **4**, 1 (1980), 71–100.

An argument is developed at some length to show that any semantical theory which treats superficially nonperformative sentences as being governed by performative prefaces at some level of underlying structure must either leave those sentences semantically uninterpreted or assign them the wrong truth-conditions. Several possible escapes from this dilemma are examined; it is tentatively concluded that such hypotheses as the Ross–Lakoff–Sadock 'Performative Analysis' should be rejected despite their attractions.

82–340 Brame, Michael (U. of Washington). The general theory of binding and fusion. *Linguistic Analysis* (New York), **7**, 3 (1981), 277–325.

A wide range of relations such as operator binding, bound anaphora, predication, control, subject–verb agreement and scopal predication can all be viewed as instances of binding. The accessible scope properties of these binding types will follow from a lexically based analysis and there is thus no need to postulate constraints such as A-over-A, specified subject, or tensed S as psychologically real components of universal grammar. A general theory of lexical fusion is proposed in which the composition of two words fuse to form a new lexical word. In such a theory bound anaphora is a relation between an anaphor and the relevant features of its verb, and a c-command condition is unnecessary. Rules such as passive and extraposition can be formulated locally in terms of features on sentence constituents.

82–341 Coleman, Linda and Kay, Paul (U. of California). Prototype semantics: the English word 'lie'. *Language* (Baltimore, Md), **57**, 1 (1981). 26–44.

The meaning of the word *lie* ('prevaricate') consists in a cognitive prototype to which various real or imagined events may correspond in varying degrees. This view contrasts with the familiar one in which word meanings consist of sets of necessary and sufficient conditions, and distinguish discretely between instances and non-instances. The relevance of the notions of 'prototype' and 'gradience' in semantics has previously been established in physical and sensory lexical domains. This paper shows that these notions are also relevant in abstract and social domains. Results are reported from an experiment which supports this view.

82–342 Danet, Brenda (U. of Jerusalem). 'Baby' or 'fetus'?: Language and the construction of reality in a manslaughter trial. *Semiotica* (The Hague), **32**, 3/4 (1980), 187–219.

This is a study in courtroom semantics. It analyses the strategic manipulation of lexical choice by defence and prosecution lawyers in the trial of a Boston obstetrician, Kenneth Edelin, on a charge of manslaughter in connection with a late abortion. The

use of the terms 'subject', 'baby', 'child', 'fetus', 'products of conception' showed a strikingly significant pattern. These five descriptions, in particular, competed as characterisations of the object of abortion performed by Edelin. 'Baby' and 'child' clearly favoured the prosecution; 'fetus' and 'products of conception' favoured the defence. 'Subject' is seen to emerge as the prosecution's word, although at first it was apparently neutral. Among the many variables at work, the struggle over these key terms was an important part of the rhetorical techniques employed by the lawyers.

In spite of the limitations of quantitative techniques of lexical analysis, the results are seen as suggestive for sociolinguistics, and the understanding of legal processes.

82–343   Hudson, Richard (University Coll., London). Some issues on which linguists can agree. *Journal of Linguistics* (London), **17**, 2 (1981), 333–43.

As a counter to the fragmentation of linguistics and the lack of widespread acceptance of a dominant research framework, the author presents eighty-three claims about linguists' beliefs which would be acceptable to most linguists. His selection concentrates on aspects of particular relevance to the teaching of first and second languages, and ranges from the broad in scope – 'The first aim of linguists is to understand the nature of language and of particular languages' – to the more specific – 'By primary-school age children already command a range of different varieties for use in different situations' – and from topics such as language varieties and change, through acquisition, pronunciation, writing and vocabulary, to syntax and meaning.

82–344   Leisi, Ernst. 'Traditionelle' Linguistik. ['Traditional' linguistics.] *Die neueren Sprachen* (Vienna), **80**, 5 (1981), 378–90.

The term 'traditional linguistics' was introduced when, after the advent of taxonomic and generative linguistics, a comprehensive designation for all earlier methods was needed. It is therefore extremely broad and does not refer to any one model, discipline or period. Traditional methods are still vigorously alive; in some disciplines (e.g. lexicography) they are indispensable. There is today a certain division of labour: linguistic theory tends to espouse modern methods, whereas practical and applied linguistics are more traditional in approach; 'marriages' between modern and traditional are common. Traditional linguistics is mainly European in origin (and has consequently kept part of its vernacular, e.g. German terminology), whereas modern linguistics is strongly influenced by America (and has Anglo-Latin terminology). Some innovations that are commonly regarded as modern (and American) ideas are in reality traditional (and European).

82–345   Mervis, Carolyn B. and Roth, Emilie M. (U. of Illinois). The internal structure of basic and non-basic color categories. *Language* (Baltimore, Md), **57**, 1 (1981), 384–405.

Kay and McDaniel (1978) have recently proposed a new method of distinguishing between basic and non-basic colour terms, based on fuzzy set theory (Zadeh, 1965). Two empirical studies are reported here that test the effectiveness of the fuzzy set method for identifying basic colour categories. The method fails to discriminate

between basic and non-basic categories. It is argued on theoretical grounds that the method proposed by Kay and McDaniel cannot distinguish between basic and non-basic colours because its primary premise, that the two types of categories display different characteristic membership functions, is false. Some general conclusions about the structure of categories are offered.

82–346 Ney, James W. (Arizona State U.). Why some beliefs of the transformational linguists are unbelievable. *Language Sciences* (Bloomington, Ind), **1**, 2 (1979), 240–8.

On occasion, transformational linguists write about the psychological reality of the rules that they produce for their grammars. Assuming such rules have psychological reality, some curious facets of the theory come to light. In particular, the well-known and accepted series of rules which constitute the lexicalist hypothesis would require belief in the fact that the human brain stores such obviously related pairs as *careful/carefully* as separate entities and does not relate them. Similarly, the transformationalist's position would require that lexical units manifesting varying degrees of polysemy would also be stored separately. This would then make it impossible to derive ambiguous strings since the individual lexical units are subcategorised in such a way that their distribution is mutually exclusive. Both of these beliefs seem to be incorrect since, on the one hand, the brain must store and then produce items such as *careful/carefully* in a maximally efficient manner and, on the other hand, it can obviously produce intentionally ambiguous strings such as puns. At both of these points, then, the rules produced by a transformational grammar cannot be psychologically real.

82–347 Stanosz, Barbara (Warsaw U.). Human communication and its explanatory description. *Semiotica* (The Hague), **33**, 1/2 (1981), 63–77.

Two types of communication system can be distinguished. In the code-type, each signal-type has its own principle of interpretation. In the language-type, each signal-type has a syntax according to which simple components are combined, and a semantics which assigns interpretation both to simple components and to whole signals on the basis of the interpretation of simple components and the structure in which they are combined. If semantics is to be part of an explanatory theory of linguistic communication, all semantic concepts must be empirically defined in terms of communication. The semanticist must determine how the beliefs of the receiver of a message are affected by that message, the criteria for beliefs being, ultimately, behaviour or behavioural dispositions. A semantic theory translates the sentences of a natural language into sentences of a metalanguage; an ambiguous sentence with n readings will be interpreted as synonymous with the sentence consisting of the disjunction of the n readings. Such a theory involves a high degree of idealisation, and may thus serve best as an explanation of the use of language in scientific disputes or lectures rather than in everyday communication, but if such use of language deserves its own theory, the theory needs no further justification.

PHONETICS AND PHONOLOGY

82–348 Dumas, Denis (U. of Québec at Montréal). Structure de la diphthong-
isation québécoise. [The structure of diphthongisation in Quebec French.]
Canadian Journal of Linguistics (Toronto), **26**, 1 (1981), 1–61.

It is known that Quebec French makes considerable use of length differences on vowels
(*bette*/bɛt/ ~ *bête*/bɛːt/, *mal*/mal/ ~ *mâle*/maːl/) and that the phonetic manifesta-
tions of long vowels frequently involves diphthongisation (/bɛːt/ → [baˈt], /maːl/
→ [maʊl]). This article investigates in detail the status of vocalic length differences,
both lexical and contextually· determined, and explains their relation to diphthong-
isation. There is also found to be a parallelism between diphthongisation and the
laxing of high vowels in closed syllables (*pipe* [pɪp], *jupe* [ʒʏp], fourmi [fuʀmi]/ [fʊʀmi].
[Discussion of various problematic cases involving exceptions to the normal processes
of dipthongisation.] The formal means for the expression of dipthongisation are
discussed, together with their implications for the form of phonological features and
rules.

82–349 Flege, James Emil (Northwestern U.) **and Port, Robert** (Indiana U.).
Cross-language phonetic interference: Arabic to English. *Language and Speech*
(Hampton Hill, Mddx), **24**, 2 (1981), 125–46.

This study compares phonetic implementation of the stop voicing contrast produced
in Arabic by Saudi Arabians and by both Americans and Saudis in English. The
English stops produced by Saudis manifested temporal acoustic correlates of stop
voicing (VOT, stop closure duration, and vowel duration) similar to those found in
Arabic stops. Despite such phonetic interference from Arabic to English, however,
American listeners generally had little difficulty identifying the English stops produced
by the Saudis, with the exception of /p/. This phoneme, which is absent in Arabic,
was frequently produced with glottal pulsing during the stop closure interval. The
timing of /p/, however, suggests that the Saudis did grasp the phonological nature
of /p/ (i.e., that the contrast between /p–b/ is analogous to that between /t· d/ and
/k–g/) but were unable to control all the articulatory dimensions by which this sound
is produced.

82–350 Higgs, Jody (U. of Edinburgh). The American /r/ is advanced velar not
post-alveolar! *Work in Progress* (Edinburgh), **13** (1980), 112–116.

Cineradiographic data on American r produced by Delattre in 1967 is reanalysed and
an alternative interpretation proposed. Three basic types of r-sound are found: (1)
apico-postalveolar (retroflex), (2) palatalised apico-alveolar, (3) laminal or dorsal
advanced velar. All of these are approximants and all involve pharyngealisation. In
addition, lip-rounding occurs in pre-vocalic r's. The frequency of occurrence of these
three types varies according to context: prevocalically the advanced velar r occurs in
about 50 per cent of cases, and the other two types in about 25 per cent of cases each.
Post-vocalically, the advanced velar occurs in about 95 per cent of cases where an r
is produced while the other two types together account for only 5 per cent. (About
11 per cent of cases where a post-vocalic r could occur in fact have none).

82–351 Mochizuki, Michiko (U. of Pennsylvania). The identification of /r/ and /l/ in natural and synthesised speech. *Journal of Phonetics* (London), **9**, 3 (1981), 283–303.

The purposes of this study were: (1) to examine the identification of /r/ and /l/ by Japanese and Americans, and (2) to compare the linguistic behaviours of the two groups in response to natural speech and synthesised speech. Studies carried out by Goto (1971) and Miyawaki *et al.* (1975) using natural and synthesised speech respectively indicated their Japanese subjects could not distinguish between /r/ and /l/. The aim was to check the findings of these studies. The results of identification tests for /r/ and /l/ tokens produced by both a Japanese and an American speaker indicated that the position of /r/ and /l/ in a word has a large effect on the degree of difficulty not only of identification but also of production by the Japanese.

Subjects were presented with synthesised three-format patterns in which the frequency of the initial steady state of $F3$ was varied in 10 steps. All the stimuli identified as /r/ by the Americans were not equally well identified by the Japanese. A second test of the same stimuli suggested that /w/ exists in the /r/–/l/ continuum tested for the Japanese and not for the Americans.

82–352 O'Shaughnessy, Douglas (U. of Quebec). A study of French vowel and consonant durations. *Journal of Phonetics* (London), **9**, 4 (1981), 385–406.

To construct a durational model for French speech synthesis-by-rule, 285 words spoken in a frame sentence were analysed. Durations were measured from digital spectrograms, and were found to vary widely with primary dependence on the following factors: for vowels – height, nasality, and voicing and manner of articulation of ensuing consonants; for consonants – voicing, manner of articulation, and voicing and manner of articulation of adjacent consonants (in consonant clusters); for both vowels and consonants – position of the syllable within the word. A generative model of French phoneme durations in stressed words is presented, and its accuracy as well as the consistency of the durational measurements are examined. Attempts are made to interpret the model along articulatory and phonological lines.

SOCIOLINGUISTICS

82–353 DeStefano, Johanna S. (Ohio State U.). Sex differences in languages: a cross-national perspective with emphasis on English. *Language Sciences* (Bloomington, Ind), **1**, 2 (1979), 316–24.

Sex differences in language have been analysed according to differences in how males and females use language and to differences in language usage referring to the sexes. Differences in form and in the patterns of use are also revealing distinctions. Research findings on sex differences in the semantic system of various languages are presented, including such differences as incidence of intensifiers in speech, different terms for objects based on speaker sex, and differential lexical development in certain topic areas. Research findings on referential languages differences based on sex include forms of

address and use of so-called generic or sex-inclusive terms. Findings of some research studies on selected English sex-neutral terms are reported; they indicate that none of those referential terms function consistently in the so-called generic manner, including *man* and the pronoun *he*, in its various forms.

82–354   Giles, Howard and others (U. of Bristol). Speech style and the fluctuating salience of sex. *Language Sciences* (Bloomington, Ind), **2**, 2 (1980), 260–82.

Several empirical studies are reviewed which demonstrate the important role of speech style as a basis for making inferences about women's and men's personalities, attitudes, and behaviours. In the type of study that we describe, the regional accent and inferred socio-economic status of the speaker are more salient determinants of speaker evaluation than is speaker sex. Furthermore, the familiar finding that RP accented speech carries middle-class connotations, while regional speech is associated with working-class stereotypes, is shown to generalise from men to women. Listeners are also able to differentiate reliably and accurately between men and women speakers who vary as to how typically masculine and feminine they consider themselves to be, and these descriptive differentiations are closely tied to patterns of evaluative discrimination among the speakers. New data are introduced, however, which have caused the authors to re-evaluate some of their previous findings. Consequently, they (1) no longer regard female RP speech as the voice of perceived androgyny, and (2) are encouraged to look for a more general explanation of the finding that listeners can distinguish feminist from non-feminist speakers. The implications of the data for future research are discussed.

82–355   Ide, Sachiko (Japan Women's U.). A sociolinguistic analysis of person references by Japanese and American children. *Language Sciences* (Bloomington, Ind), **1**, 2 (1979), 273–93.

The aim is to investigate and compare the use of '*I*-words' and '*you*-words', and their equivalents, as used by Japanese and American children of six years old and under. Focus is placed on different uses of person references according to variations of the situational context. First, it is hypothesised that Japanese children use a greater variety of personal referential forms than do American children. This reflects Japanese people's inclination to identify self in terms of the situation within which one is placed. A second hypothesis is that sex distinction in the use of person references is observed more in Japanese.

The methods used for this research were observations of children at nursery schools and mothers' completion of questionnaires. The data were coded into eight flow charts which illustrate the mechanisms of selecting a variant among various referential forms according to the situation. Both the first and second hypotheses were proved. In addition, culturally or sexually meaningful factors were found to act as selectors which show the possibility of the correlation between language and the interpersonal and intrapersonal factors of the speakers.

82–356   Jorden, Eleanor H. (Cornell U.). The sociolinguistics of foreign language pedagogy. *Language Sciences* (Bloomington, Ind), **2**, 2 (1980), 222–30.

In the teaching of foreign languages the importance of social setting, what might be called the 'pedagogy of sociolinguistics', is receiving increasing attention. But too little attention continues to be paid to the influence of the socialisation of the teachers themselves on their attitudes towards language and the resulting foreign-language pedagogy they employ, i.e. the sociolinguistics of pedagogy. Since students of foreign languages inevitably reflect a different socialisation from foreign-language teachers who are natives of the target society, differences in attitude and approach to learning which affect the learning process are often present. This paper examines some of the contrasts that exist when native American students study the Japanese language with native Japanese instructors. Recognition of the differences and appropriate pedagogical adjustments undoubtedly facilitate the learning process.

82–357   Rondal, Jean-A. (U. of Liège). Langage et handicap socio-culturel: recherches récentes et perspectives. [Language and socio-cultural handicap: recent research and perspectives.] *Langage et l'Homme* (Paris), **46** (1981), 14–24.

The relationship between social class, education and individual progress, especially cognitive and linguistic development, has attracted attention for the last decades. Bernstein was the first to point to differences between working and middle class in their modes of control and types of communication, the restricted code of working-class children being less favourable to intellectual development than the elaborated code of middle-class children. According to subsequent research, middle-class families are more supportive, less rigidly structured and more precise in the use of language; their children are more flexible in problem solving, though no better in Piagetian conservation tests. Their linguistic development starts sooner, though Labov has pointed out the difficulty of devising socially neutral tests. Although the importance of classroom language has been repeatedly stressed, little observational evidence exists on the form and content of teachers' talk to allow judgement on whether it is adapted to children's linguistic capacity. On-going research by the author in two Quebec schools is described; early results suggest that teachers are well understood by socially disadvantaged children.

82–358   St Clair, Robert and others (U. of Louisville). Socio-political aspects of language education. *ITL* (Louvain), **51** (1981), 1–19.

Teachers should consider the social and political contexts of language use in their classrooms. Social reality is different for different people, different for teachers and pupils, for adults and children. The politics of literacy are such that socially dominant groups use their power to label others who threaten their view of social reality and use education to socialise them. The school teacher is a tacit social enforcer, involved in the labelling process. Those in power establish the barriers and parameters of legitimacy.

9

PSYCHOLINGUISTICS

82–359   Carroll, John M. and others (Colombia U.). The non-uniqueness of linguistic intuitions. *Language* (Baltimore, Md), **57**, 2 (1981), 368–82.

The mental basis of linguistic intuitions is obscure, as regards their relationship both to other aspects of language behaviour, such as speaking and listening, and to any hypothesised epistemological structure, such as a 'grammar'. This study shows that experimentally manipulated differences in mental state can systematically alter the linguistic intuitions which speakers render about sentences. These results indicate that the processes underlying intuitions cannot be ignored when they are used as empirical data to test grammatical theories.

82–360   Cross, Toni G. (U. of Melbourne). Mothers' speech adjustments and child language learning: some methodological considerations. *Language Sciences* (Bloomington, Ind), **1**, 1 (1979), 3–25.

This paper reviews some of the methodological and conceptual problems confronted in the study of the role of adult–child interactions in the process of language acquisition. Consideration is given to the basic methodological approach of the sixties and early seventies, to recent findings of 'input' studies and to data from parent–child conversations collected in the author's laboratory. The implications of the finding that the child itself plays a major role in influencing the nature of the input and parental interactions are discussed, and conclusions drawn as to the nature of some of the complexities involved in investigating cause and effect in language acquisition.

Specifically, it is argued that much of the inconsistency in the results of investigations of cause and effect has been produced by failure to take into account the effects of individual children's linguistic abilities and communicative behaviours on the form and quality of parental conversations with them. The evidence suggests that most features of maternal speech that have been considered facilitative in the acquisition process are correlated with the development of attributes of the child as a conversational partner.

82–361   Cruttenden, Alan (U. of Manchester). Item-learning and system-learning. *Journal of Psycholinguistic Research* (New York), **10**, 1 (1981), 79–88.

Phonological and grammatical analyses of child language have concentrated on finding a system in the child's production or in its relationship to the adult target. This paper suggests that a stage of item-learning applies at various levels of language (phonology, intonation, morphology and syntax, and semantics) before a stage of system-learning. System-learning may involve segmentation and subsequent substitution; the separation of two simultaneously operating systems; or the pairing of a set of referents with one form.

82–362 Marcellesi, J.-B. (U. of Rouen). Bilinguisme, diglossie, hégémonie: problèmes et tâches. [Bilingualism, diglossia and hegemony – problems and tasks.] *Langages* (Paris), **61** (1981), 5–11.

A number of books and articles published recently in France on the hitherto neglected topic of 'mass bilingualism' (defined as the situation when a community or section of the population operates two language systems) are reviewed. The process of satellitisation, whereby the minority language becomes subordinated to the dominant language, is examined. The distinction between a language and a dialect is socio-political rather than linguistic; and a complex set of political, social and economic factors combine to effect the successive transitions from linguistic community to sense of ethnic identity to mass movement.

82–363 Hieke, Adolf E. (U. of Tübingen). A content-processing view of hesitation phenomena. *Language and Speech* (Hampton Hill, Mddx), **24**, 2 (1981), 147–60.

Hesitation phenomena are intricately connected with prospective and retrospective speech-production tasks and mark critical points in processing. They are also causally related to types of quality control which can be expressed as conversational postulates governing wellformedness critera. Corresponding to the concepts of forestalled versus committed errors (error-free or error-full output), two major hesitation categories suffice: stalls and repair. Supported by a corpus of English and German, the new taxonomy captures previously uncategorised information: the grammatical locus of repair operations and the structural changes they cause.

82–364 Kremnitz, Georg (U. of Münster). Du 'bilinguisme' au 'conflit linguistique': cheminement de termes et de concepts. [From bilingualism to conflict: development of terms and concepts.] *Langages* (Paris), **61** (1981), 63–74.

For a long time bilingualism was studied only in relation to individual speakers. Weinreich, and above all Ferguson and Fishman, introduced a social dimension through the concept of diglossia. Catalan sociolinguists have gone further by seeing diglossia as a manifestation of language conflict between a dominant and a dominated language. This conflict leads either to substitution or normalisation. Substitution means the disappearance of the dominated language when individuals tend to use the prestige language or when the stage imposes the dominant variety or language by force or sometimes spurious propaganda. Normalisation means increased codification of the language or its greater social acceptability. This concept of language conflict, though arising out of the special situation in Catalonia, has general applicability and is more dynamic than early American views. However, its relationship to individual bilingualism requires further elaboration.

9-2

82–365   Kronenfeld, David B. (U. of California, Riverside). Innate language? *Language Sciences* (Bloomington, Ind), **1**, 2 (1979), 209–39.

Chomsky's claims about our innate (syntactic) language faculty and chimpanzee linguistic abilities are examined in the light of constraints imposed by natural selection and evolution. An alternative to his 'simple innatism' is proposed in which a child constructs language out of a minimal innate base via general cognitive processes. Finally, the implications of the alternatives for the relationship of language to other culturally shared cognitive systems and of linguistics to anthropology are explored.

82–366   Retherford, Kristine S. and others (U. of Wisconsin–Madison). Semantic roles and residual grammatical categories in mother and child speech: who tunes into whom? *Journal of Child Language* (Cambridge), **8**, 3 (1981), 583–608.

Mother and child speech in two half-hour free play conversations of six pairs were analysed for 15 semantic roles such as AGENT and ACTION, and five additional syntactic categories such as NEGATION. Children were taped at the beginning of word combinations (1; 7 to 2; 0) and again 3 to 6 months later. Mothers and children were similar to one another in the relative frequency with which they used the different semantic and syntactic categories. However, the mothers' use was stable, including a larger number of categories than the children and showing few shifts in relative frequency. Insofar as changes took place over time, it was the children who changed to become more like their mothers, both in the semantic roles present and in their relative frequency of use. These findings are interpreted as evidence against a Fine-Tuning Hypothesis as an explanation of the content of mothers' speech to children. The role of discourse topic restrictions in limiting the distribution of semantic roles is discussed.

PRAGMATICS

82–367   Arndt, Horst and Janney, Richard W. An interactional linguistic model of everyday conversational behaviour. *Die neueren Sprachen* (Frankfurt am Main), **80**, 5 (1981), 435–54.

The paper introduces a prototype version of what the authors believe to be the first explanatory model of everyday nonaesthetic conversational behaviour based on socio-psycholinguistic principles. In the model, conversational behaviour is viewed as a verbal decision-making process constrained by social conventions of linguistic choice in various group and interpersonal interactional contexts. The three constraints on speakers' verbal decisions treated are: (1) speakers' communicative intentions, which constrain potential content choices, (2) speakers' group roles (primary, secondary 1, secondary 2) which constrain potential stylistic choices, and (3) speakers' interpersonal roles (high/low power, high/low affiliation) which constrain potential lexicogrammatical choices of voice, aspect, mood, modal auxiliaries, subject-predicate construction, and so on.

82–368   de Beaugrande, Robert. Linguistic theory and metatheory for a science of texts. *Text* (The Hague), **1**, 2 (1981), 113–61.

This article explores the typical reactions which occur when an established science confronts a new object of inquiry, as when linguistic theory encounters the text. The usual discussions are not productive as long as the old 'paradigm' is still accepted as the framework for achievement. The issues are therefore re-examined in terms of the metatheory of science (e.g. Sneed, Stegmüller, Lakatos, Feyerabend, Hempel), and some general solutions are expounded for the problems of validating theories on the basis of empirical content. A paradigmatic example is then presented in order to show a possible role for logical linguistics in future theories: a computer grammar that parses text sentences into a progressive network and back again via theorem-proving, with further capacities for applying schemas, answering questions, and generating summaries. This example serves as an application of general design values and criteria for preferring and comparing alternative theories.

82–369   Gibbons, John. A tentative framework for speech act description of the utterance particle in conversational Cantonese. *Linguistics* (The Hague), **18**, 9/10 (1980), 763–75.

This article is a preliminary attempt at a speech act analysis of the utterance particle in conversational Cantonese. The utterance particle is a morpheme found at the end of most utterances in conversational Cantonese. It can be loosely described as a surface marker of the function of the utterance. This is important, because it is rare to find languages in which function is so clearly marked. The meaning structure of the particle is complex, and is displayed by means of tables. A number of particles can be placed at the end of utterances to give a cumulative force.

82–370   Gorshkov, A. I. О дисциплинах, изучающих употребление языка. [Thoughts on the disciplines concerned with the study of language use.] *Русский язык за рубежом* (Moscow), **3** (1981), 59–62.

The study of a language, as of any other subject, requires that contributory disciplines should be seen to operate within a balanced and unified system. Two approaches to the study of texts are distinguished. The formal/structural approach focuses upon separate linguistic elements; the stylistic/usage approach concentrates upon a text as a system with sub-systems. Of the two, the study of separate linguistic elements is more fully developed. Either approach may be diachronic or synchronic.

While in textbooks much is made of the difference between literary and non-literary texts, this distinction is superficial when one considers the distinction between the 'element' and 'system' approaches as applied to their study, in which both must be allocated their proper place.

82-371 Langleben, M. Latent coherence, contextual meanings, and the interpretation of a text. *Text* (The Hague), **1**, 3 (1981), 279–313.

An attempt is made to explicate a microcoherency property, i.e., the property of being an acceptable unit of some textual level. It is assumed that a text (T) is acceptable (= microcoherent) if a question-and-answer type pragmatic complement is available. A formal procedure for structuring a textwise continuous unity (extended text – ET) of the surface T and its pragmatic complement is developed. Every semantic connection in T is to be 'proved' by commonsense postulates constituting the pragmatic complement; ET is a set of pragmatic proofs for every implicit semantic connection.

ET may be used as a working basis for an explanatory model applicable to the diverse phenomena of text performance, e.g., to the generation of specific word meanings by context. A contextual meaning of a word arises as a result of interaction between words and word phrases involved in explicit as well as implicit semantic connections. Hence, any contextual meaning may be represented by an appropriate excerption from ET.

82-372 Pratt, Mary Louise (Stanford U.). The ideology of speech-act theory. *Centrum* (new series) (Minnesota, Minn), **1**, 1 (1981), 5–18.

Both speech-act theory and Grice's Co-operative Principle embody culture-dependent assumptions about the nature of verbal activity. Speech-act theory enshrines as a norm the one-to-one speech event in which both speaker and addressee are unitary, consistent, sincere individuals, engaging in verbal exchange on their own behalf. Acts such as reporting on a meeting, newscasting, and all literature (where there is a complex 'speaker' and many addressees) are thus represented as abnormal. Similarly, Grice's theory of conversation proposes co-operation as both reasonable and usual; hints that the maxims are not universal have not led to major questioning of the theory. But speech events in which speaker and addressee are not equals or in which speakers are not simply engaged in 'making the words fit the world' are commonplace. Questioning the norms of sincerity and co-operativeness has repercussions for the analysis of literature; in particular, it could lead to a greater understanding of fictivity and the diverse relationships that can be created between reader and author.

82-373 Schiffrin, Deborah (U. of Pennsylvania). Tense variation in narrative. *Language* (Baltimore, Md), **57**, 1 (1981), 45–62.

The narrative is a naturally bound unit of discourse in which both formal and functional aspects of grammatical variation can be examined in a controlled and systematic way. This paper is a quantitative analysis of the past and the historic present tenses as alternative ways of referring to past events in narrative. It shows how the organisation of narrative delimits the area in which the historic present can occur, and how various structural and functional constraints restrict (or favour) switching between the two tenses. It also shows that the historic present evaluates narrative events because it is a use of the present tense, and that switching out of the historic present separates narrative events from each other.

82–374 Tarone, Elaine and others. On the use of the passive in two astrophysics journal papers. *ESP Journal* (Washington, DC), **1**, 2 (1981), 123–40.

While extensive use of the passive is shown by frequency counts of verb tense and aspect which are performed on corpora combining texts from a variety of scientific and technical fields, significantly different results may be obtained when one compares the frequency of the passive and active voices within a single scientific or technical field. This paper examines the frequency of the active and passive verb forms in two astrophysics journal articles, finding that *we* plus an active verb occurs at least as frequently as the passive in both articles. On the basis of consultation with an informant in astrophysics, four rhetorical functions of the passive are proposed as opposed to *we* plus an active verb: (1) *we* indicates the author's unique procedural choice, while the passive indicates an established or standard procedure; (2) *we* is used to describe the author's own work and the passive to describe the work of others, unless that work is not mentioned in contrast to the author's, in which case the active is used; (3) the passive is used to describe the author's proposed studies; and (4) the use of the active or the passive is determined by focus due to the length of an element or the need for emphasis.

82–375 Wahmhoff, Sybille. Die Funktion der Paraphrase in gesprächspsychotherapeutischen Beratungen. [The function of the paraphrase in conversational psychotherapy.] *Deutsche Sprache* (Berlin, FRG), **2** (1981), 97–118.

Reconstructing paraphrases used as the basis for psychotherapeutic treatment serves as a subtle means of ensuring understanding and providing for interchange between the speakers, and of controlling and guiding the subject matter. They are of use both as stimulus and response. They make for very strong textual cohesion because of the way each relates so closely in content to the utterance of the previous speaker and because of the thematic progression which they ensure.

A typology has been produced based on an analysis of these reconstructing paraphrases. It can be used as a basis for examining other types of text and when used thus and expanded accordingly, it could contribute towards a systematisation of interpretative conclusions about semantic distinctions and thus to the field of textual analysis as a whole.

82–376 Wolfson, Nessa (U. of Pennsylvania) **and Manes, Joan** (U. of Virginia). The compliment as a social strategy. *Papers in Linguistics* (Champaign, Ill), **13**, 3 (1980), 391–410.

Within the framework of ethnography of speaking, this paper presents an analysis of the speech act of complimenting in American English. The major focus is a discussion of the way in which compliments are used in a variety of social situations. Whatever the immediate discourse function, complimenting has the underlying social function of creating or reinforcing solidarity between the speaker and the addressee. The linguistic structure of compliments is seen to be closely tied to this basic interactive function.

82–377   Yule, George (U. of Edinburgh). New, current and displaced entity reference within a limited discourse domain. *Work in Progress* (Edinburgh), **13** (1980), 10–19.

'Given', i.e. 'non-new', items in a discourse may be referred to in various ways, for example by '*the* Adjective Noun', '*the* Noun', '*it*' or ϕ. This article investigates the nature of the environments in which these different forms are employed. A distinction is made among non-new items between (1) the most recently introduced of the non-new items (said to be 'current') and (2) those introduced less recently (said to be 'displaced'). An analysis of the formal means employed to refer to current and displaced items shows that lexicalisations (e.g. *the line*, *the man*) are used in almost all cases when a displaced item is referred to, but in only about one third of cases when a current item is referred to. Current items are most commonly referred to by pronouns or not mentioned explicitly at all. Lexicalisations involving adjectives (e.g. *the red line*) are proportionately considerably more frequent with displaced items than with current items. It is suggested that this formal difference in the means used to refer to the two types of item may form the basis for an interpretive strategy that listeners use to help them solve problems of reference in discourse.