

## Sociolinguistics

**92–83 Camilleri, Antoinette** (U. of Edinburgh). Crosslinguistic influence in a bilingual classroom: the example of Maltese and English. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **2** (1991), 101–11.

Maltese and English are used as media of instruction across the curriculum in Maltese schools. It has been observed that both languages are normally used within any one lesson and, as is here illustrated by a continuum of crosslinguistic influence, they are mixed in complex ways. As within Maltese society

at large, a new variety called Mixed Maltese English has emerged and is being used as a medium of instruction. This presents language teachers and language planners with a number of problems, some of which are identified at the end of the article.

**92–84 Davis, Kathryn A.** (U. of Delaware). Language legislation, class and schooling in multilingual contexts: the case of Luxembourg. *Language, Culture and Curriculum* (Clevedon, Avon), **3**, 2 (1990), 125–40.

Recent sociolinguistic research in multilingual settings suggests that individual decisions about language are highly interdependent with socio-economic conditions and historically established language values. Yet studies designed to inform language and literary programme development have tended to focus on national legislation and policy goals. In presenting a case study of multilingual Luxembourg, the author examines language legislation in terms of relationships among language

policy goals, language values and behaviour within low, middle, and upper class communities, and language use expectations at school. The article focuses on the ways in which differences between lower-class experience and school expectations affect achievement of both individual and government goals. The study suggests how an understanding of community language values can be used to inform language and literacy programme development.

**92–85 Feuerverger, Grace.** University students' perceptions of heritage language learning and ethnic identity maintenance. *Canadian Modern Language Review* (Toronto), **47**, 4 (1991), 660–77.

The purpose of this study was to explore in depth the perceptions of ethnic group members themselves regarding heritage language learning and ethnic identity maintenance in Canada. The participants in the study were 148 students studying their ethnic language at the University of Toronto. The following languages were being studied: Italian ( $N = 40$ ), Portuguese ( $N = 26$ ), Chinese ( $N = 12$ ), Korean ( $N = 16$ ), Japanese ( $N = 12$ ), Hebrew ( $N$

$= 16$ ), Ukrainian ( $N = 21$ ) and Yiddish ( $N = 5$ ). Both qualitative and quantitative methodologies were employed. The three significant themes that emerged from the data were: (1) the need for heritage language literacy at home and at school, (2) the relationship between language and ethnic community participation and (3) the relationship between language and identification with the ethnic homeland.

**92–86 Petherbridge-Hernández, Patricia** (U. of California, Los Angeles, CA). The re-Catalanisation of Catalonia's schools. *Language, Culture and Curriculum* (Clevedon, Avon), **3**, 2 (1990), 97–108.

In Spain, 40 years of dictatorial rule have been followed by a profound social renaissance. An integral facet of this cultural renewal has been the process of 'normalisation' of the regional languages. Catalonia is one of the most industrialised and prosperous minority regions within Spain. Recent educational legislation has provided the legal framework for the re-Catalanisation of Catalonia's schools. The impact of these reforms is evidenced in

the development of new educational institutions, in the design of new educational programming, in the dissemination of new curriculum materials, and in the innovation of ambitious in-service training projects for Catalonia's teachers. This article analyses these reforms and a number of factors which have contributed to the rapid pace of their implementation.

**92-87 Ryding, Karin C.** (Georgetown U., Washington, DC). Proficiency despite diglossia: a new approach for Arabic. *Modern Language Journal* (Madison, Wis), **75**, 2 (1991), 212-18.

The diglossic situation in the Arab world poses a problem to learners of Arabic as a foreign language, in presenting them with at least two languages to learn: the literary Modern Standard Arabic (MSA) and one or more non-written vernacular variants of colloquial Arabic. The appeal of Arabic as a learnable and useful language has thereby been undermined. However, the recent emergence of a new form of Arabic, Formal Spoken Arabic (FSA), has provided a useful option for learners, serving as it does to bridge the gap between spoken and written skills. FSA is increasing being used for interdialectal conversation by educated native speakers when the

colloquial language is deemed too informal, the literary too stilted. It has also been adopted by the U.S. State Department for the training of employees posted to the Arabic world. FSA contains elements of both spoken and written Arabic; salient features of the lexicon, as well as the phonology, syntax and morphology are described [examples with discussion]. While knowledge of MSA and a regional vernacular are still necessary for native proficiency, the flexibility and neutrality of FSA mean that it has an important role to play in developing spoken proficiency amongst non-native speakers.

**92-88 Souaiaia, Mohamed** (U. of Washington). Language, education and politics in the Maghreb. *Language, Culture and Curriculum* (Clevedon, Avon), **3**, 2 (1990), 109-23.

The constitutions of all of the countries of the Maghreb (Algeria, Tunisia and Morocco) declare Arabic to be the national language. Political and intellectual élites overwhelmingly endorse Arabisation of the educational system. A generation after independence, the goal is as elusive as it was during colonial days. Many have argued that this goal has not been reached because of the technical (linguistic) deficiencies of Arabic as compared with the advantages French offers as a modern language of science and technology. In this article, it is argued that the real obstacles to successful Arabisation are

political in nature. The political and economic interests of the ruling élites and those of the former colonial power merge to constitute a formidable alliance favouring half-baked solutions that perpetuate bilingualism and in the process the power and privileges of these élites. Arabisation is used by the Maghrebian national élites to legitimise their control and domination without any intention of implementing it to any degree that would seriously jeopardise this control or the privileges that derive from it.

**92-89 Tamis, A. M.** (La Trobe U., Australia). Language change, language maintenance and ethnic identity: the case of Greek in Australia. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11**, 6 (1990), 481-500.

European languages are undergoing intensive linguistic simplification and linguistic reduction. Depending on the extralinguistic tendencies, the geographical mobility and the low- versus high-contact situation, the linguistic changes in Greek and/or its dialects appear neither consistent in the rate and incidence of change nor of equal weight in the various levels of language. In Australia, Greek having a restricted function in a high-contact situation and operating in a dynamic bilingual environment, suffers inevitable changes which can be seen as an evolutionary process which leads to the 'Ethnolect' or to a process which will lead Greek to simplification, creolisation, pidginisation and eventually language death. Greek is numerically the

second strongest mother tongue language spoken in Australia (after Italian) and demonstrates the highest rate of language maintenance among the community languages other than English.

Religion is closely linked with ethnic language and often acts as a carrier of ethnicity or as a melting pot, where the ethnic group membership is subordinated. Lately in Australia, certain powerful Church leaders, despite adverse community opposition, have promoted the idea of a Pan-Orthodox congregation relieved from any ethnic group affiliation. This would serve to make its doctrines available to all Australians and ensure that second and consecutive generations do not miss out merely on linguistic grounds.

**92–90 Tung, Peter C. S.** (City Poly. of Hong Kong). Why changing the medium of instruction in Hong Kong could be difficult. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **11**, 6 (1990), 523–34.

This paper considers the difficulties teachers face when the language of instruction is changed from a second language to the first language of the students. In Hong Kong the government is encouraging secondary schools to use Chinese instead of English as the medium of education in view of accumulating evidence that the academic achievement of most students would improve if they were instructed in Chinese. This paper first reports a survey of 242 Chinese-speaking teachers in Hong Kong, who taught various non-language subjects through the medium of English. Their responses clearly indicated

that they were more confident in their ability to teach through the medium of English and that they would encounter significant problems teaching entirely in the Chinese language. The paper then seeks an explanation of the teachers' perceived difficulties in adapting to the Chinese instructional medium by examining their language use in the classroom in terms of discourse functions and the spoken and written modes of communication. Finally, the paper considers the challenge of preparing future teachers who can teach effectively in Chinese.

## Psycholinguistics

**92–91 Ackerman, John M.** (U. of Utah). Reading, writing and knowing: the role of disciplinary knowledge in comprehension and composing. *Research in the Teaching of English* (Urbana, Ill), **25**, 2 (1991), 133–78.

To explore how writers with extensive experience and learning in an academic discipline used both topical and rhetorical knowledge to construct synthesis essays, 40 graduate students equally representing the two disciplines of psychology and business wrote synthesis essays on either supply-side economics or rehearsal in memory. Half of the writers completed think-aloud protocols, and their composing processes were analysed for different qualities and frequencies of elaborations and rhetorical awareness and for task representation. Their written products (40 essays) were analysed for the importance and origin of information and for the quality of key rhetorical moves.

Analyses of variance revealed that high-knowledge writers evidenced more local and evaluative elaborations as well as an awareness of rhetorical contexts. They also included more new information in their essays in the top levels of essay organisations.

Low-knowledge writers elaborated less but did rely on structural and content-based awareness to compose, factors which also were influenced by specific topics and disciplines, and they included comparable amounts of borrowed-implicit information in their essays. Intercorrelations of process and product features revealed that evaluative elaborations and awareness of rhetorical context corresponded with the presence of new information in essays for all 40 writers, suggesting that prior knowledge of an academic topic may take the form of a complex, situational strategy for composing. The findings confirm the interrelatedness of comprehension and composing processes and illustrate how writers, with varying levels of topic familiarity, use both their knowledge of disciplinary topics and their experience as readers and writers to compose synthesis essays.

**92–92 Cox, Beverly E.** (Purdue U.) **and others.** Children's knowledge of organisation, cohesion, and voice in written exposition. *Research in the Teaching of English* (Urbana, Ill), **25**, 2 (1991), 179–218.

This study investigates the ability of 48 children at two grades (3, 5) and reading ability levels (good, poor) to write functionally appropriate expository texts. Their texts (96 in all) were examined for appropriateness and complexity of organisation; cohesion, including cohesive harmony; and voice. They were also ranked holistically for quality of writing by adult readers. The data were submitted to descriptive and parametric statistics that examined grade and reading level effects and relationships.

Results suggest that nearly all these children understood the function and audience for exposition. Reading level was found to be significantly more related than grade level to sophisticated use of cohesion, organisation, and a preference for lexical rather than coreferential cohesion devices. Adult rating of writing quality correlated significantly with those texts using more cohesive harmony and complex organisation.

**92-93 Pellegrini, A. D. and others** (U. of Georgia). A longitudinal study of the predictive relations among symbolic play, linguistic verbs, and early literacy. *Research in the Teaching of English* (Urbana, Ill), **25**, 2 (1991), 219–35.

The intent of this study was to examine the predictive relations among dimensions of symbolic play (i.e. object and ideational transformations), linguistic verbs, and measures of early literacy (i.e. Concepts of Print, Emergent Reading and Writing). A sample of 12 preschool children (3½-years-of-age) was observed for two years during free play and in

a variety of literacy events. Results indicated that use of linguistic verbs predicted Concepts of Print scores. Further, symbolic play and linguistic verbs predicted emergent writing and reading, respectively. Results are discussed in terms of the separate ontogenies of writing and reading.

**92-94 Shakir, Abdullah and Farghal, Mohammed.** The activation of schemata in relation to background knowledge and markedness. *Text* (Amsterdam), **11**, 2 (1991), 201–21.

This paper investigates the effect of background knowledge on the activation of marked or unmarked schemata in the process of reading a contextless text. The notion of marked *v.* unmarked schemata – a notion which has not been explored by other researchers – is based on understanding the factors which influence the varying interpretations of key concepts in an ambiguous, i.e. contextless, text by readers of different cultural backgrounds and varying levels of proficiency. The notion of marked schemata derives from culture-specific interpretations of focus/key lexical items in the text in question; while, on the other hand, the notion of unmarked schemata relates to neutral/shared/common interpretations advanced by the majority of subjects representing different cultural backgrounds.

To investigate such influence, four groups of subjects were given a contextless text and were instructed to give as many as three answers to two

questions, and to arrange their answers in order of likelihood. The subjects of the study comprised American graduate students; teachers of English, English literature and/or linguistics; junior and senior English majors; and English school teachers.

The analysis of the results of the study shows that the overwhelming majority of the responses of the subjects, regardless of their cultural backgrounds, converged on neutral, common, or shared interpretations of the sense-components of focus/key lexical items, thus generating unmarked schemata. Their responses, however, diverged on culture-specific interpretations of the sense-components of the same focus/key lexical items, thus producing marked schemata. In both the marked and unmarked schemata, the lexical relation, hyponymy, plays a key role in understanding the subjects' interpretations of the sense-components of the lexical items under consideration.

**92-95 Sorsby, Angela J. and Martlew, Margaret** (U. of Sheffield).

Representational demands in mothers' talk to preschool children in two contexts: picture book reading and a modelling task. *Journal of Child Language* (Cambridge), **18**, 2 (1991), 373–95.

Shared book reading is considered to be an influential factor in language and literacy development and has been associated with more complex and demanding forms of tutorial language use. This study seeks to examine mothers' discourse in joint picture book reading in terms of the level of representational demand which it places on the child, that is the extent to which it requires the child to engage in abstract thought. This was compared with the language used in another interactive, but more product-oriented task, modelling a clown using play-doh. Twenty-four mother child dyads (in which the mean age of the children was 4;2) were

videotaped while engaged on these tasks and the conversation was analysed for representational demand (levels of abstraction), interactive features and communicative function. The mother's conversation was found to be at a higher level of abstraction in reading than in play-doh modelling. The accuracy of child responses to high-level requests for information was superior for reading, while responses to low-level requests were similar in both situations. The interactive categories were more utterance-based and less attention-based than in the modelling task.





**92–96 Vellutino, Frank R. and others.** The linguistic bases of reading ability: converting written to oral language. *Text* (Berlin), **11**, 1 (1991), 99–133.

Children at older and younger age levels were administered a large battery of psychometric and experimental tests evaluating cognitive and linguistic abilities, world knowledge and specific skills that are believed to be important prerequisites for successful acquisition of reading subskills. Stepwise regression analyses were undertaken to evaluate determinants of performance on tests of reading comprehension, listening comprehension, word identification and pseudoword identification. Subject groups with different levels of achievement in oral reading were also compared on all measures.

The results suggest that reading and listening comprehension recruit essentially the same cognitive and linguistic abilities and knowledge sources. However, reading comprehension in children with limited skill in oral reading was found to depend primarily on facility in word identification, while

comprehension in more advanced readers was found to depend primarily on higher-level cognitive and oral language abilities. The data also suggest that facility in both word identification and text comprehension are determined by many of the same basic oral language abilities, but given processes are weighted differently in each enterprise. For example, facility in word identification appears to depend more on phonologically based skills than on semantically based skills, while facility in text comprehension appears to depend more on semantically based skills than on phonologically based skills. It is concluded that written and spoken language are interactive and increasingly convergent systems rather than parallel systems and the implications of these findings for reading instruction are discussed.

## Pragmatics

**92–97 Arndt, Horst and Janney, Richard W.** Speech style and interactional strategy: central organising principles. *Die Neueren Sprachen* (Frankfurt am Main, Germany), **90**, 3 (1991), 223–41.

Choices of levels of formality and degrees of verbal directness, specificity, assertiveness, valueladenness, and so on play an important role in conversation. They are tactical prerequisites for reaching interpersonal objectives such as asserting one's self, deferring to others, remaining detached, becoming involved, signalling supportiveness, and avoiding hostility with partners in different conversational situations. Choices of verbal tactics are of strategic importance for speakers of all languages, as it is mainly by means of such (inter- and intrastylistic)

choices that speakers signal feelings and desires, regulate interpersonal affairs, and maintain a cooperative basis for successful communication. The following paper discusses speech styles and interactional strategies in American English from a unified point of view, providing a framework of basic strategies, an outline of related stylistic choices, and examples of how native speakers modulate speech for various interpersonal purposes in everyday situations.

**92–98 Biber, Douglas.** Oral and literate characteristics of selected primary school reading materials. *Text* (Berlin), **11**, 1 (1991), 73–96.

This paper uses a multi-dimensional analysis to describe the linguistic characteristics of selected primary school written texts representing three grade levels and various types of reading material (basal readers, science textbooks, novels, and comic-books). These texts are compared to adult written and spoken genres of English to describe their linguistic characteristics relative to adult norms. In contrast to most other studies of written school texts, which focus on the linguistic features

associated with 'readability', the present study includes analysis of features associated with a variety of communicative functions, including interaction, involvement, reduction in form, informational density, referential elaboration, situation dependence, and passive style. In conclusion, the paper discusses how some of these other features, which are not associated with readability *per se*, are nevertheless important to the reading experiences of children.

**92-99 Chafe, Wallace.** Grammatical subjects in speaking and writing. *Text* (Amsterdam), **11**, 1 (1991), 45-72.

Although traditional ways of teaching grammar have been, it is claimed, of little or no use in the teaching of writing, it is suggested that a more functional approach might be more helpful. This paper explores the use of grammatical subjects from a functional point of view, comparing conversational language with passages from Hemingway,

Hawthorne and a *Time* magazine report. The emphasis is on how speakers and writers use subjects that convey new information. Strongly constrained in conversational language, subjects of this kind are manipulated by writers for various effects. An awareness of these possibilities may serve to enrich the repertoire available to a beginning writer.

**92-100 Horn, Laurence R.** (Yale U., Ct). Given as new: when redundant affirmation isn't. *Journal of Pragmatics* (Amsterdam), **15**, 4 (1991), 313-36.

One diagnostic proposed for conversational implicature is based on the observation that while conversationally implicated material may freely be non-redundantly affirmed (*Some but not all men are chauvinists; He was able to win and he did win*), entailed and presupposed material normally may not be (*\*He managed to win and he did win. \*The king of France is bald and there is one*). But under certain conditions, a proposition may be affirmed even after it has been entailed or presupposed by a prior clause. The acceptable citations involve concession/affirmation *but* constructions: *I don't know why I love you, but I do* (v. *\*I know why I love you, {and/but} I do*), *She won by a small margin, but win she did* (v. *\*She*

*won by a large margin, {and/but} win she did*). This pattern instantiates the category of rhetorical opposition, adapted here from Anscombe and Ducrot's theory of argumentation: an affirmation is discourse-acceptable if it is argumentatively – or, more generally, rhetorically – opposed to the clause preceding it in the discourse that renders it informationally redundant. Following Ward, an attempt is made to determine the circumstances under which an informationally redundant VP may be felicitously proposed, and redundant affirmation is situated within a dynamic framework for characterising linguistic economy.

**92-101 Lloyd, Peter** (U. of Manchester). Strategies used to communicate route directions by telephone: a comparison of the performance of 7-year-olds, 10-year-olds and adults. *Journal of Child Language* (Cambridge), **18**, 1 (1991), 171-89.

Standard outcome measures used in a referential communication (route finding) task showed that 7-year-olds were inferior to 10-year-olds and adults in terms of adequacy of messages provided (as speakers) and selection of referent (as listeners). Because the task involved negotiation of route directions by telephone, a richer dialogue resulted than is usual in referential communication studies. This made possible an analysis of the strategies used and revealed differences untapped by the standard measures. The types of strategies used (COMPONENTS, NUMBERING, DIRECTIONAL, MINIMAL) varied as a function of age,

with the adults using much directional information and the children very little. Much of the younger children's description was either minimal or used inadequately specified mature strategies. Adults frequently used dual strategies (e.g. directional + numbering). Older children showed little evidence of these individually but achieved them, in practice, through dialogue with their partners. Age differences in quality of communication (number of turns) was found to be linked to strategy use. The advantages of the telephone as an experimental medium of communication are discussed.

**92-102 Olson, David R.** Children's understanding of interpretation and the autonomy of written texts. *Text* (Amsterdam), **11**, 1 (1991), 3-23.

This paper examines the development of children's understanding of interpretation, of the objects that can be interpreted, of the possibility of ambiguity and of the relations between what utterances mean and what speakers or writers mean by them. The arguments relating to the relations between textual or utterance meaning and the speaker's intended

meaning are reviewed and the existing evidence bearing on this question along with some new evidence is presented to show that children come to understand that a text can be read in only one way, that ambiguous expressions could refer to more than one object and thereby limit a listener's knowledge, and that a distinction may be made



between the speaker's intentions and the meaning of his or her utterance in the late pre-school years. It is argued that these understandings may be dependent upon participation in a textual tradition.

**92–103 Tan, Peter K. W.** (Edinburgh U.) Falling from Grice: the ideological trap of pragmatic stylistics. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 1–11.

Stylistics took with it formalist assumptions in its early days, and now as stylistics moves towards so-called pragmatic stylistics, there are inherent dangers in importing wholesale assumptions from pragmatics to the consideration of literary texts (or for that matter even non-literary texts). The Gricean paradigm prioritises notions such as truthfulness and efficiency and the like which cannot be considered as norms or desirable qualities in all texts. More than

that, the notion of 'pragmatic force' sits uneasily beside language which *is* as opposed to language which *does*. Notions of the aesthetics of language are hardly covered at all in functionalist approaches to language. The plea is therefore for a less dismissive approach to more aesthetic accounts of literary language, and for a pragmatics that takes into account systematic non-co-operation and impoliteness.